



Antonio Academy Charter School
PO Box 21054
Durham, NC 27703

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Antonio Academy Charter School

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

Antonio Academy, Inc.

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

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

NAME OF CONTACT PERSON: Joseph Ivey

TITLE/RELATIONSHIP TO NONPROFIT: Founder

MAILING ADDRESS: P O Box 21054 Durham, NC 27703

PRIMARY TELEPHONE: 336-324-8359 **ALTERNATE TELEPHONE:** 919-236-3953

E-MAIL ADDRESS: dtjoe27703@yahoo.com

Location of Proposed Charter School (LEA): Durham Public Schools

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population:

Proposed Grades Served: Kindergarden-5th Grade Proposed Total Enrollment:

780

Projected School Opening Year 2014 Month August

| School Year | Grade Levels | Total Projected Student | Year Round | |
|---------------|------------------------------|-------------------------|------------|----|
| | | | YES | NO |
| First Year | K thru 3 rd Grade | 180 | | X |
| Second Year | K thru 4 th Grade | 240 | | X |
| Third Year | K thru 5 th Grade | 300 | | X |
| Fourth Year | K thru 5 th Grade | 360 | | X |
| Fifth Year | K thru 5 th Grade | 420 | | X |
| Sixth Year | K thru 5 th Grade | 480 | | X |
| Seventh Year | K thru 5 th Grade | 540 | | X |
| Eighth Year | K thru 5 th Grade | 600 | | X |
| Ninth Years | K thru 5 th Grade | 660 | | X |
| Tenth Year | K thru 5 th Grade | 720 | | X |
| Eleventh Year | K thru 5 th Grade | 780 | | X |

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



 Signature

Joseph Ivey

 Printed Name

Founder

 Title

2-28-13

 Date

II. TABLE OF CONTENTS FOR THE APPLICATION

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

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

MISSION: The mission of the proposed charter school is as follows:

The mission for Antonio Academy is to provide character, leadership, and academic development to children and families to insure that they are long life learners.

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

AA will provide such an environment and will provide the same college preparatory curriculum to all students by providing an option for families. Capitalizing on the data known from a number of research studies that low-income students perform better academically in schools that are socio-economically balanced. AA believes that the proposed charter school, with its strong education model, well-built business plan and the formidable resources of its founders and their companies will help to meet the desperate need for successful schools grades K-5 in the Durham and surrounding counties. Our strong commitment to racial and socio-economic diversity will serve a significant public purpose by demonstrating that it is possible to achieve academic success with a diverse student population.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

Antonio Academy Charter School's vision is to enable each child to reach his or her fullest potential and beyond by providing a high quality educational program in a safe and orderly environment conducive to student learning, and instill in our students a desire to become life-long learners capable of meeting the challenges of the 21st century. Therefore AA's 5 student achievement goals for the school's educational program are as follows:

Students will achieve high standards and graduate ready to succeed.

Students will be taught by highly qualified and effective teachers.

Students will be taught in environments that are conducive to learning.

Students will benefit from the implementation of effective management systems that maximize available resources.

Students will benefit from increased family & community engagement that provides positive educational and career opportunities for students.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

AA recognizes that there are some crosscutting capabilities that are common to all fields and that contribute to successful participation in school, family, work, and community and in recognizing this fact has incorporated the following into all academic endeavors. The academic program will focus on assisting and strengthening the lives of all students. In order for students to achieve success in life, they need the total support of parents, families, and communities. In correlation with successful students, parents need to be supported by families and the community; this includes education and skill training to achieve success. AA addresses all six of the legislated purposes for charter schools:

Improve student learning (G.S. 115C-239.29A(1))

AA will improve student learning by incorporating a more inclusive learning environment targeted to engage students within their unique learning style. Whether it is through Montessori, inclusion, or a traditional style of instruction, students will be cultivated in what best assist them academically. The targeted population of students for AA represents those who are seeking a more diverse and integrated curriculum and college preparatory track.

Teachers can design exciting learning environments that cater to the individual needs and backgrounds of students while meeting specific educational goals and objectives.

AA will also recruit and employ highly qualified educators and incorporate an intensive and comprehensive evidence based Professional Development program that all teachers and staff must successfully complete each year. In addition, the North Carolina Principal and Teacher evaluation will be used to develop, coach, and evaluate school leadership and teachers to ensure student learning is achieved.

AA will employ a Dean of the Academy (Principal) and Assistant Dean (Assistant Principals) to facilitate the curriculum and instruction and oversee school operations. In order to remain focused dedicated to improve student learning, AA will also employ and appoint assistant principals to oversee Curriculum & Instruction components and the Operational components of the school.

Each grade level (for elementary) will appoint lead coaches (department facilitators) to assist with the curriculum development, implementation, and integration between all disciplines. This approach will continue to cultivate and nurture the individual students learning style, while incorporating not only the academic components, but also the cultural development of foreign language emersion, character development, global readiness/competitiveness, STEM, and health and wellness development. AA will operate an extended day and extended year.

Research has shown that the empowerment of adult family members as partners in students' performance and social development the more successful and well-rounded individuals become. Targeting academic and developmental skills encourage students, parents and communities to become engaged, which will inspire them to focus on their academic, personal, and ultimately professional advancement. AA will involve parents/guardians and the community through its Parents University to strengthen parental and community involvement. The parent university (NCCU) will offer targeted education and sociological programs throughout the school year.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted (G.S. 115C-239.29A(2))

Today, students are expected to not only absorb factual information, but to understand the interrelationship of these facts and the greater meaning behind them. Students also must develop critical thinking and problem-solving skills that will strengthen their academic aptitude as 21st Century Learners in a global economy.

Increase learning opportunities with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted: AA will provide students with a rigorous and relevant curriculum that permits student engagement, emphasizing college preparatory, career readiness, and diversity to accelerate student achievement. Students will benefit from a favorable student-teacher ratio of 10:1 for kindergarten students and 15:1 for all other grade levels.

Encourage the use of different and innovative teaching methods (G.S. 115C-239.29A(3))

AA understands that every child does not learn at the same pace. AA will utilize evidence based, differentiated instructional methods, such as cooperative learning, flexible grouping, direct instruction, role play, use of technology, inquiry based lessons, and field trips to facilitate mastery of the common core and essential standards. AA will empower all students to reach their full potential as global and diverse 21st Century Learners through rigorous and relevant teaching and learning. Teachers will be trained in evidence based differentiated methods to meet a variety of learning styles.

Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site (G.S. 115C-239.29A(4))

All faculty and staff will be required to participate in weekly Professional Learning Communities (PLC) using data to inform instructional decisions and practices. PLC meetings will ensure teachers work together to clarify exactly what each student must learn, monitor each students learning on timely basis, provide systematic interventions that ensure that students receive additional time and support for learning when they struggle and extend and enriched learning when students have already mastered the intended outcome. Teachers and staff will participate in 20 days of professional development training throughout the school year to enhance teaching and learning. To enrich teaching and learning a coaching model will be implemented for new teachers and career teachers to provide meaning feedback and modeling of best practices for high quality teacher effectiveness. Beginning teachers will meet weekly as a professional learning community to address challenges that are often associated with beginning teachers. Support staff will also participate in workshops to enhance their professional growth. Feedback from surveys and focus groups will also guide professional development in the school. Examples of the professional development trainings are as follows:

- Professional Learning Community
- Inquiry Learning / Based Teaching Implementation
- Museum Learning Module Project Based
- Learning Data Driven Instruction
- Assessments of Learning
- Common Core and Essential Standards- “Unpacking the Curriculum”
- Cultural Responsiveness
- Differentiated Instruction
- RTI (Response to Intervention) Classroom Management
- Proper Integration of Technology

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system (G.S. 115C-239.29A(5))

AA will provide students and parents with an integrated STEM focus that emphasis museum learning. Students and parents will engage the curriculum through one to one, technology, museum exploration, inquiry and project based learning and field trips. Students will further engage the curriculum through hands on activities such as using Legos to connect math in a real world environment. AA will also provide students with opportunities for academic enrichment, clubs and organizations, and interventions to meet a variety learning needs.

Hold the schools established under this part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance based accountability systems (G.S. 115C-239.29A(6)) 02.3

AA as required by law will follow the states performance based accountability system to ensure the school is held accountable in meeting annual accountability goals. AA will employ highly trained and experienced external consultants to conduct evaluations and provide meaningful fee AA for continuously school improvement. AA will work closely with the North Carolina Office of Charter Schools and other stakeholders for accomplishing the goals of providing students will a fair equitable and high quality education.

EDUCATIONAL PLAN:

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

Durham County is struggling to close the achievement gap for its students. The dropout rate continues to rise especially for African American students, male and female; thus further growing the supply side of the "school-to-prison pipeline" theory.

The Antonio Academy recognizes that every child has the ability to learn, but also that all children learn differently. Because of smaller classroom size our staff will be equipped to adapt to that particular child's way of learning. We believe that a Contextual learning environment, that involves including as many different forms of experiences as possible, will help the student identify a familiar frame of reference, so that the desired learning outcome can be achieved. Once they get the desire to learn more, these children will be able to open doors that would not otherwise be available in their communities or home environment.

Our mission is to provide character, leadership, and academic development to children and families to provide character, leadership, and academic development to children and families to insure that they are long life learners. We intend to promote a safe, creative, and dynamic partnership with the community. This partnership will provide students and families with life-long skills and exploratory experiences resulting in the opportunity to reach their fullest potential as independent thinkers.

The educational plan for the Antonio Academy includes the instructional methodologies that will be used in all classrooms and every grade level. The plan also includes plans for Special Education, Admissions Policy, Student Conduct and Discipline, and Projected Staff.

AA will serve one hundred and eighty (180) students in kindergarten through third grade in its first year of operation. The school will add an additional grade each year until grade five. The school will operate on a traditional calendar. The hours of operations are 7:30 a.m. to 4:00 p.m.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit: Antonio Academy, Inc.

Mailing Address: P.O. Box 21054

City/State/Zip: Durham, NC 27703

Street Address:

Email: drjoe27703@yahoo.com

Phone: 336-324-8359

Fax:

Name of registered agent and address: Joseph Ivey

FEDERAL TAX ID: 46-2121984

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

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

Yes (copy of letter from federal government attached)

No

Note:

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

C. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, phone number, contact person, fax, and email: **Antonio Academy does not plan to contract services with an Educational Management Organization (EMO), but will reserve the right to contract with such an entity in the future should it be deemed appropriate by the AA Board of Directors.**

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school. **Not applicable at this time.**
2. What other EMO/CMO's were pursued and why did the applicant select this particular one? **Not applicable at this time.**
3. Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students. **Not applicable at this time.**
4. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO. **Not applicable at this time.**
5. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles. **Not applicable at this time.**

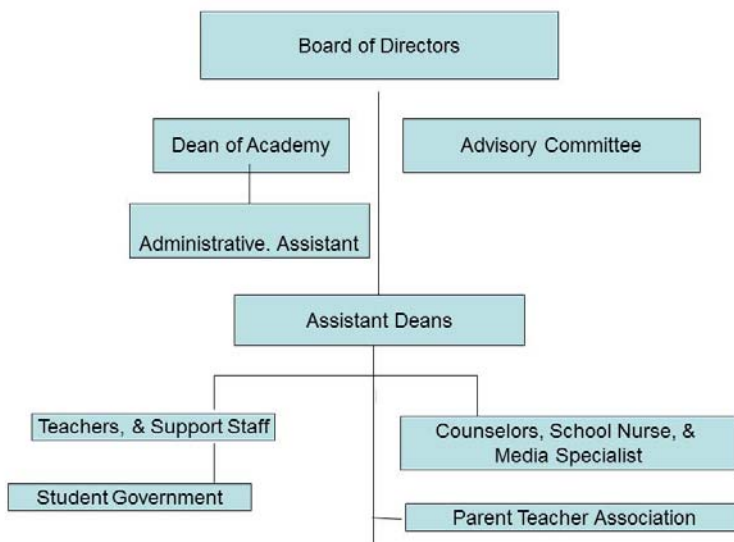
E. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d)) The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business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

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

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

Antonio Academy does not plan to contract for services with an Educational Management Organization (EMO), but will reserve the right to contract with such an entity in the future should it be deemed appropriate by the AA Board of Directors.

1. Organization Flow Chart:



2. A one-page resume for each member of the board of directors highlighting his or her experiences over the past ten or more years.

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

Bylaws of Antonio Academy, Inc.

Article I. – Name and Purpose

Section 1: The name of the Corporation shall be **Antonio Academy Inc.** and the principle office of the Corporation shall be located at such place in the County of Durham and State of North Carolina as the Directors may determine from time to time.

Section 2: The Corporation is organized exclusively for the charitable, educational and research purposes within the meaning of Sections 501 (c) (3) of the Internal Revenue Code of 1986 and as the same may hereafter be amended and (the “Code”) including the making of distributions directly in support of such purposes or the making of distributions to organizations that qualify as exempt organization under Section 501 (c) (3) of the Code. References to Sections of the Code shall be constructed to include corresponding sections of any future federal tax code.

Section 3: The function and purpose of Antonio Academy Inc. a Non-Profit organization is to inspire and give students a comprehensive, high-quality learning experience. Improve student learning, increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who has been identified as at risk of academic failure or academically gifted. Lastly, focusing and encouraging the use of different and innovative teaching methods in a 21st Century standard museum learning experience. This corporation is organized exclusive for educational, charitable and research purposes.

Section 4: Definition of terms: Corporation or Organizations is referring to **Antonio Academy Inc.**

Article II. – Membership

Section 1: Membership currently shall consist only of the members of the Board of

Directors. Article III. Meeting of the Board of Directors

Section 1: **Annual Meeting.** The date of the regular annual meeting shall be set by the Board of Directors who shall also set the time and place.

Section 2: **Regular Meeting.** Regular meetings of the Board of Directors shall be held with or without other notice than these bylaws on every other month basis at its main office or other designated place. If there is no business to be conducted at a regular meeting of the Board of Directors, the President, CEO, or Chairman of the Board may cancel the regular meetings by giving at least 24-hours prior to telephonic or email notice of such cancellation to each of the Board of Directors. The Board of Directors may provide, by resolution, the time and place, within the State of North Carolina for the holding of regular meeting without other notice than such resolution. At which conference calls or other media that is readily available will do time meeting for other location(s) out of state.

Section 3: **Special Meetings.** Special meetings of the Board of Directors may be called by or at the request of any officer, or at least two Directors. The persons or persons authorized to call special meeting of the Board of Directors may fix any place, either within or without the State of North Carolina, as the place for holding any

special meeting of the Board of Directors as called by them. The Chair or the Executive Committee may call special meetings.

Section 4: **Notice.** Notice of any special meeting of the Board of Directors shall be given at least five (5) days previously thereto by written notice mailed or emailed to each Director at the Director's address.

Section 5: **Quorum.** At any meeting of the Board of Directors of the Corporation shall the presence of a majority of the Directors in person shall constitute a quorum of the transaction of business but a lesser number (not less than two (2)) may adjourn any meeting and the meeting may be held as adjourned without further notice.

Section 6: **Manner of Acting.** The act of the majority of the Directors present at a meeting at which quorum is present shall be the act of the full Board of Directors, except as provided by law or these By-laws.

Section 7: **Participation by Telephone.** Any one or more members of the Board may participate in a meeting of the Board by means of a conference call (by telephone or similar communications equipment) allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting.

Section 8: **Removal of Directors.** A Director(s) of the Corporation may be removed by a majority vote of all the Directors at any special meeting of the Directors call for the specific purpose of removing such Director.

Section 9: **Rules of Order.** Roberts Rules of Order shall govern all questions of parliamentary procedure, which are not specifically covered by provisions of these By-Laws.

Article IV. - **Board of Directors**

Section 1: **Number, Tenure, and Disqualification.** The Board of Directors at the annual meeting of Directors shall elect directors. Newly elected Directors shall assume their duties of the Corporation the first regular meeting held in September of each year or as predetermine at the end of every fiscal year.

The Board of Directors shall be at least three (3) and no more than fifteen (15) members.

The initial term for the Board of Directors shall be three (3) years; thereafter, the terms of the Directors shall be staggered so that at least two (2) members are elected at each annual meeting of the Directors.

Section 2: **Management.** The Board of Directors shall manage the business of the Corporation. In the management and control of the business and affairs of the organization, the Board of Directors is hereby vested with all the powers possessed by the organization itself, so far as this delegation of authority is not inconsistent with laws of the State of North Carolina, the Code, the Articles of Corporation of the Organization, or with these By-laws.

Section 3: **Resignation and Vacancies.** Any Director may resign by giving written notice to the **Board Chairman** of Progressive Growth Inc. Such resignation shall be effective in accordance with its enclosed terms or upon receipt. The Board of Directors may fill any vacancy occurring in the Board of Directors.

Section 4: Compensation. The Directors shall not receive compensation for their services as Directors; the Board may authorize reimbursement for expenses incurred by Directors in connection with the performance of their Duties as Directors on behave of **Antonio Academy Inc.**

Article V. **Committees of the Board of Directors**

Section 1: Committees. Committees may be appointed by the President with concurrence of the board of Directors as may be deemed necessary or desirable for the proper administration and operation of the Corporation. Each such committee shall serve at the pleasure of the Board of Directors and shall be subject to the control and direction of the Board of Directors. All actions by any such committee shall be subject to revision or alteration by the Board of Directors provided no rights of third persons should be adversely affected by such revision or alteration. The Board of Directors shall appoint the committee's chair.

Article VII. **Officers**

Section 1: Number. The officers of the Board of Directors shall consist of a Chairman of the Board, President, a Secretary, and a Treasure and such other officers as may be elected in accordance with the provision of this article that shall be members of the Board of Directors. All officers, by the will of the Board of Directors shall perform duties as prescribed and deemed desirable by the Board of Directors. No one person shall hold two offices.

Section 2: Election and Term of Office. The Board of Directors at the annual meeting shall appoint the officers of the Board of Directors with approval. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall hold office until such officer successor shall have been duly elected and shall have qualified or until such officer's death or until such officer shall resign or shall have been removed in the manner provided. Any officer may succeed herself.

Section 3: Removal. The Board of Directors may remove any officer or agent elected or appointed by the Board of Directors whenever the Board of Directors judgment the best interests of the Corporation would be served Thereby, but such removal shall be without prejudice to the contract right, if any of the person so removed.

Section 4: Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5: Chairman of the Board. The Chairman of the Board of Directors shall preside over all meetings of the Board of Directors. The Chairman of the Board, unless some other person is specifically authorized by the vote of The Board of Directors shall sign, or delegate to other officers of the Board of Directors the power to sign, all deeds, agreements, mortgages, and modification of agreements, contracts, and other documents authorized by the Board of Directors. He or She will serves as a primary visionary and strategic developer for the organization.

Section 6: President. The President shall perform the duties and exercise the powers of the Chairman of the Board in case of temporary absence from the organization. He or She shall have general supervision of the Secretary and Treasurer Officers and standing committees duly created by the Board of Directors. The president shall perform all duties commonly incident to such office and shall perform such duties, as the Board of Directors shall designate. The President shall be an ex- officio member of all committees, shall preside as all meetings of the Board of Directors, and shall preside over meetings of the Board of Directors in the absence of the Chairman of the Board of Directors.

Section 7: Treasurer. The Treasurer, who is the Chief Financial Officer shall keep and maintain adequate and correct books and accounts of the Corporation's properties and transactions. The books of the account shall be Open to inspection by any Director at all reasonable times. These reports include the annual report and statements of other transactions. He or She shall render to the Chairman of the Board of Directors at the regular

meetings of the Board of Directors a report of all transactions as Treasurer and the financial condition of the organization.

The Treasurer shall deposit all funds of the organization in such bank or banks, as the Board of Directors shall designate. The Treasurer may endorse for deposit or collection of all checks and notes payable to the organization or to its order, any accept drafts on behalf of the organization. The Treasurer shall have custody of the money, funds, valuable papers, and documents of the organization and shall have exercise, under the supervision of the Board of Directors, all the powers and duties commonly incident to such office. An outside hired Certified Public Accountant shall audit the books annually.

Section 8: Secretary. The Secretary shall attend all meetings of the Board of Directors. She shall give notice of meetings of the Board of Directors as stated in these Bylaws when notice is required. The Secretary shall keep the original Bylaws and all amendments. In the Secretary's absence at any meeting an Assistant Secretary or a Secretary Pro Tempore shall perform such duties.

Section 9: Assistant Treasurer and Assistant Secretary. The Board of Directors may appoint or authorize Assistant Treasurer and Assistant Secretary to perform such duties as shall be assigned to them by the Board of Directors or Chairman of the Board of Directors.

Section 10: Salaries. The officers shall not receive compensation for their services as officers, but the Board of Directors may authorize reimbursement for expenses incurred by officers in connection with the performance of their duties as officers on behalf of the Corporation.

Article IX – Contracts, Funds, Gifts, Checks and Deposits

Section 1: Contracts. The Board of Directors and that, which is duly authorized in these By-laws, may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and behalf of the organization and such authority may be general or confined to specific instances.

Section 2: Checks, Drafts, or Orders. All checks, drafts, or other orders for the payment of money, notes, or other evidences of the indebtedness issued in the name of the Corporation, shall be signed by at least two (2) officers of the organization and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, the Treasurer, President, or Chairman of the Board of Directors may sign such instruments.

Section 3: Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the organization in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4: Gifts. The Board of Directors may accept on the behalf of the organization any contribution, gift, bequest or devise for any purpose of the organization.

Article X – Indemnification of Board of Directors and Officers

Section 1: Power to Indemnify in Actions, Suits, or Proceedings. The Organization shall indemnify a person, who was or is a party or is threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Organization by reason of the fact that such person is or was a director or officer of the Corporation, against expenses (including reasonable attorney fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding to the extent provided by the provisions of the State of North Carolina, as such act shall be amended from time to time.

Section 2: Insurance. The Organization may purchase and maintain insurance on behalf of any person who is or was a Board of Director or officer of the Organization. Against liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status, whether or not the Corporation would have power or the obligation to indemnify herself against such liability under the provisions of this Article XIII.

Article XI. – Fiscal Year

The fiscal year of the Corporation shall be the period beginning January and ending December 31 of each year.

Article XII - Seal

The Board of Directors may provide a seal, but the lack of a seal on organizational documents shall not affect the validity of any document properly executed on behalf of the organization.

Article XIII. Dissolution

The Corporation may be dissolved only upon compliance with one of the following conditions:

- (a) One or more public agencies assuming all duties and responsibilities of the Corporation
- (b) Merger or consolidation with a similar non-profit corporation to carry out the duties and responsibilities of the Corporation including the specific financial accounts as required by the By-Laws and/or the Declaration.
- (c) Upon compliance with the above requirements, the Corporation may be dissolved with the assent given in writing and signed by not less than two-thirds (2/3) of the Directors.

Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the District Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such Corporation or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

DISPOSAL OF ASSETS AND PAYMENT TO CREDITORS: Creditors will be paid from the assets of the Antonio Academy, Inc., in the event that funds and other assets are insufficient to pay creditors, agreements will be reached with creditors or the North Carolina bankruptcy laws will govern the financial outcome. In the event and to the extent that remaining funds and assets exceed existing debt, assets shall be divided among GFA Ministries.

TRANSFERRING OF STUDENT RECORDS: Student records shall be transferred to the home district, the private school or the home school of the student according to parental request.

Article XIII amendments

These By-Laws may be altered, amended, or repealed, in whole or in part, or new By-Laws may be adopted by the Board of Directors of the Corporation, provided, however, that notice of such alteration, amendment, repeal,

or adoption of new By-laws be contained in the notice of such meeting of the Board of Directors. At such amendments must be approved by an affirmative vote of a majority of the entire Board of Directors then in office at a duly noticed regular or special meeting of the Board of Directors. These By-laws were approved at a meeting of the Board of Directors on **Antonio Academy Inc.** on this 18th day of February 2013

Board of Directors/Officers

Chairperson of the Board

The chair is the chief officer of Antonio Academy. The Board of Directors elects a chair each year. The chair is the official representative of the organization and presides over all meetings of the Board and Executive Committee. The chairperson serves a two-year term.

Chairperson of the Board responsibilities:

- Oversees Board and Executive Committee meetings
- Attends Annual Luncheon & Meeting, Gala, and all major AA events
- Strengthens organizational unity, fosters respect for organizational history and ensures effective succession planning
- Encourages the Board's Role in strategic planning
- Monitors financial planning and financial reports
- Plays a leading role in fundraising activities, makes fundraising solicitation calls and serves as an example to other Board members by making financial contributions at a leadership level
- Has a familiarity with city government, policies and relevant issues related to AA's mission
- Fosters and protects a safe environment for open communication and inquiry; ensures due process; guides and mediates Board actions
- Monitors financial planning and financial reports
- Works in partnership with the executive director to make sure board resolutions are carried out and the organization's mission is achieved; discusses issues confronting the organization with the executive director, reviews with the executive director any issues of concern to the Board
- Calls special meetings if necessary
- Appoints committee chairs and, with the executive director, makes recommendations for committee members
- Confers with AA staff to prepare agendas for Board and Executive Committee meetings
- Assists executive director in conducting new board member orientation
- Oversees searches for new management if necessary

Vice Chairperson of the Board

The vice chairperson assists in conducting the affairs of the organization. The Board of Directors elects someone to this position each year for a one year term. The Vice Chair is an aide and alternate to the chairperson. The AA Vice Chair shall assume all the duties and responsibilities of the Chairperson when the chairman is absent from a meeting. If the Chairperson for whatever reason is no longer able or willing to serve as Chairperson, then the Vice Chair becomes Chairperson.

Vice Chairperson of the Board responsibilities:

- Attends all board meeting
- Serves on the executive committee
- Carries out special assignments, as requested by the board chairperson
- Understands the responsibilities of the board chairperson and is able to perform these duties in the chairperson's absence or inability to act
- Participates as a vital member of the board leadership team

Secretary of the Board

The secretary ensures that records are maintained for the proceedings of all Board, executive, and business meetings of the organization. The Board of Directors elects someone to this position each year for a one-year term.

Secretary of the Board responsibilities:

- Attends all board meetings
- Serves on the executive committee
- Maintains all official board records and ensures their accuracy and safety
- Reviews Boards and executive committee minutes and provides copies of minutes to the Board and committees prior to each meeting
- Assumes responsibilities of the chairperson in the absence of the chairperson, and first and second vice chairperson
- Provides notice of meetings of the Board and/or for committees and to the membership when such notice is required
- Notifies committee chairperson when annual reports are due
- Compiles election results
- Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings

Treasurer of the Board

The treasurer manages the financial affairs of the organization. The Board of Directors elects someone to this position each year for a one-year term.

Treasurer of the Board responsibilities:

- Has a thorough knowledge of the organization and a personal commitment to its goals and objectives
- Understands financial accounting for nonprofit organizations
- Serves as a financial officer of the organization and chairperson of the finance committee
- Attends all Finance Committee meetings and manages, with the finance committee, the board's review of the action related to the board's financial responsibilities

- Works with the executive director and the staff to ensure that appropriate financial statements are made available to the board and executive committee on a timely basis
- Assists the executive director or the staff in preparing the annual budget and presenting the budget to the board for approval
- Reviews the annual audit and answers board members' questions about the audit
- Oversees the organization's banking accounts
- In conjunction with other officers and with staff assistance, pays all bills, signs all checks, and oversees additional transactions
- Monitors the budget

Board Members

The Board of Directors is the governing body of the Antonio Academy, responsible for and actively engaged in providing the organization with fiduciary oversight, strategic leadership and vision. The Board represents the entire membership and is elected by said membership. Per the by-laws, no more than 9 and no less than 5 people can serve on the Board of Directors. Each Board member serves a two year term. Board terms are staggered. The Board elects the Executive Committee and officers.

Advisory Committee

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

Student Government

An active student government in which students are meaningfully involved in real decisions affecting their school will be one of the School's most innovative features. Students will participate in leadership sessions in which students can learn and practice essential citizenship skills, respect for human dignity, and the value of the democratic process. They provide students with effective forums for advocating new ideas and initiating school improvements. Effective student governments also provide a platform for the orderly expression of conflicting viewpoints and procedures for resolving conflicts when students disagree with policies and decisions that affect their lives." The North Carolina legislature endorsed this view in 2003 by enacting a law encouraging all high schools and middle schools to have elected student councils "through which students have input into policies and decisions that affect them." The law further provides that "The purpose of these student councils is to build civic skills and attitudes such as participation in elections, discussion and debate of issues, and collaborative decision making. Schools shall encourage active, broad-based participation in these student councils." A close connection between the School and the surrounding community is central to our mission of helping young people develop into competent and active citizens. The student government will serve as a community engagement committee and leadership development tool. Student government will be responsible for selecting, organizing and executing regular community service events for the school. The student government will be comprised of elected student leaders as well as parent and school volunteers to assist and supervise the student government.

F. 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.

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

For the initial year (2014-2015) AA will hold an open enrollment period beginning on the (tentatively due to charter approval dates) April 2014 or the day after the receiving the final approval from the State Board of Education, and ending in July 2014. In subsequent years, AA will hold an open enrollment period from January 1st through March 31st (if the 31st falls on a weekend, the preceding Friday will be the end date for open enrollment) of each year. AA will hold an information session at the school prior to applications being submitted, and parents/guardians will be encouraged to attend. At which time parents/guardians will be provided an overview of the schools' mission, philosophy, educational approach, and questions will be answered at this time as well. All students whose applications are received by the 5:00 pm deadline on the final day of open enrollment will be admitted, unless the maximum number of applications received for any grade level exceeds the number of openings at that grade level. If the number of applications received for any grade level exceeds the number of openings at that grade level, then a lottery will be held to determine admissions for that grade. AA will provide admission priority to siblings of currently enrolled students, board members, and to employees of AA children.

For the initial year 2014-2015, the admissions lottery will be held (if necessary) the 1st Saturday in July 2014. In years following, the admissions lottery will be held on the 2nd Saturday in April. The lottery will be conducted in a board meeting that is open to the public by one or more members of the Board of Directors who do not have any children enrolled in or applying for admission to AA, and at least one additional non-vested person from the community to ensure fairness. All names will be randomly drawn and students will be admitted based on the order of selection. The lottery will continue until all names are drawn, and students not admitted will be placed on a waiting list in the order in which their names are drawn.

If openings remain available for any grade after the enrollment period ends, then additional applications will be accepted on a first come, first served basis until there are no further openings. Additional applications may also be accepted in the order in which received, and placed on a waiting list in the same order. Applications will be date and time stamped upon receipt.

V. FINANCIAL PLAN

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

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

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

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

AA’s educational framework is deeply grounded in the Constructivist Theory of Learning. The Constructivist Theory of Learning is profound for teaching and learning. This theory of learning suggests a more involved role for students as active learners, creating a critical thinking and problem-solving environment, where in student-centered instruction is highly visible and experienced. The teacher is the facilitator of learning, encouraging students to discover their own meaning instead of using traditional methods of instruction and controlling all classroom activities. The social concept presented in this theory will support STEM/Museum Learning provide innovation in teaching and learning through discovery, cooperative learning, inquiry, technology integration, one-to-one technology, and project-based learning.

STEM/Museum learning seeks to go beyond the basics by teaching children how to learn and opening opportunities to understand why they are learning through project-based learning and one-to-one technology. The strength of STEM/Museum learning shifts the ownership of learning activities from teachers to students. The process of developing knowledge-building communities focus on solving problems and exploring phenomena. These knowledge-building communities offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions.

2. Teaching approach, class structure, curriculum design, and instructional methodology, courses of study, etc.

Teacher-directed instruction is focused on each student’s individual learning style, readiness, and prior understandings and experiences. STEM/Museum learning encourages the use of innovative teaching methods by empowering teachers and staff to support the diverse learning needs of all students.

A curriculum specialists and teachers collaborate through professional learning to fully implement the STEM/museum learning framework. Teachers are trained to evaluate each child’s skills and needs to tailor curriculum to accelerate student learning and achievement. Museum educators and STEM professionals from the Statesville area museums and STEM fields will provide teachers STEM/Museum pedagogy to reinforce teachers’ integration of subject content and common core essential standards.

STEM/Museum learning brings a true understanding of subjects rather than merely asking students to memorize facts. The opportunity to operate as a new charter school will allow us to implement this unique and proven model in a public charter school arena. AA believes STEM/museum learning will lead to a deeper mastery of standards and higher student achievement.

AA will serve one hundred and eighty (180) students in pre-kindergarten through second grade in its first year of operation. The school will add an additional grade each year until grade twelve. The school will operate on an extended/traditional calendar (185 days). The school will operate from 7:30 am to 4:30 pm which will exceed the LEA's hours of operation by 60 minutes each day.

AA believes that our extended year program will:

- increase student achievement
- accelerate student
- mastery of curriculum enhance teaching and learning
- reduce students being subjected to violence and crime

Recognition of the significance of the early years has heightened interest and support for early childhood programs. Prevention steps designed to reduce the number of children who arrive at school with inadequate literacy-related knowledge would considerably reduce the number of children with reading difficulties. Specifically, important experiences related to reading begin very early in life. According to the National Research Council "childhood environments that support early literacy development and excellent instruction are important for all children. Excellent instruction is the best intervention for children who demonstrate problems learning to read." Conclusive research demonstrates that high-quality, developmentally appropriate early childhood programs produce short and long-term positive effects on children's cognitive and social development.

Curriculum

1.1 The instructional day shall include all aspects of the child's day.

1.2 Subjects for pre-kindergarten shall be integrated through a unit/thematic format.

1.3 The curriculum shall include integrated language arts, music, art, mathematics, social studies, science, dramatic play, and physical activities, as well as activities to develop social/emotional competencies.

1.4 The primary instructional method for the delivery of the curriculum will be learning centers. A minimum of three centers containing concrete manipulative materials shall be in simultaneous use during each designated center time. To best integrate the content of the benchmark areas, as well as unit concepts into learning centers, the following emphasis should be reflected in the materials and learning opportunities provided in these suggested centers:

1. Creative Arts Center (benchmark areas: language, physical development, social/emotional development, and math concepts)
2. Science Center (benchmark areas: language, science, and math concepts)
3. Math Center (benchmark areas: math concepts, language, and physical development)
4. Language Development Center (benchmark areas: language and social/emotional development)
5. Cooking Center (benchmark areas: math, language and physical development)
6. Blocks, Wheel Toys, and Construction Center (benchmark areas: physical and social/emotional development, and math)
7. Sand and/or Water Center (benchmark areas: math, language, science, and

physical development)

8. Woodworking Center (benchmark areas: language and physical development)
9. Music Center (benchmark areas: language, physical, social/emotional development)
10. Library Center (benchmark areas: language and social/emotional development)
11. Listening Center (benchmark areas: language and social/emotional development)
12. Dramatic Play Center (benchmark areas: language and social/emotional development)
13. Creative Writing Center (benchmark areas: language, math, science and social/emotional development)
14. Social Studies Center (benchmark areas: language and math development)
15. Technology Center (benchmark areas: language, science, and math development)

1.5 Every child is to be engaged in learning center activities for a minimum of 100 minutes per day.

1.6 Teachers are to use, at a minimum, the resources developed by the North Carolina Department of Education in curriculum planning and other additional resources may be added as desired.

Kindergarten

2.0 Organizational Procedures

- 2.1 The teacher-pupil ratio shall be 1:10 maximum. If an assistant teacher is assigned to the kindergarten classroom, the teacher-pupil ratio shall not exceed 1:20.
- 2.2 The length of the school day should be the same as that of the other grades of the elementary school.
- 2.3 The length of the school term should be the same as that of the other grades of the elementary school.
- 2.4 Students will participate in physical indoor/outdoor activities that shall not exceed 60 minutes during the school day. The 60 minutes do not have to take place continuously.
- 2.5 Students will engage in a minimum of 30 minutes of quiet time daily that shall not exceed 60 minutes. Activities during quiet time may include individual activities, listening to books on tape, drawing, or resting, as appropriate for each individual student.

3.0 Physical Settings

3.1 All physical settings shall conform to applicable sections of Building Codes, Life Safety Codes, the American Disabilities Act, and the North Carolina Kindergarten Guidelines.

4.0 Outside Play Area

- 4.1 A designated area for outside periods during the pre-kindergarten day shall be provided.
- 4.2 Pre-kindergarten students shall not simultaneously share an area with children in grades two or above during designated outside periods.
- 4.3 The outside play area shall have defined enclosed boundaries to protect children from environmental hazards, such as traffic and/or stray animals.
- 4.4 Appropriate playground equipment and landscape design should be provided to facilitate learning and ensure safety, which meet Handbook Guidelines for Public Playground Safety.

5.0 Assessment

- 5.1 Pencil-paper standardized tests are not appropriate evaluation measures for pre-kindergarten children and will not be used.
- 5.2 Assessment of pre-kindergarten skills should be documented through the use of a variety of techniques and procedures to include checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and other informal assessments.
- 5.3 Continuous evaluation through use of a variety of techniques, procedures, and tools will be used to determine individual needs.

Curriculum Design/Course of Study

AA will use the North Carolina Common Core and Essential Standards as its evidence based curriculum. Teachers will focus student learning strong literacy skills while building students' understanding of rigorous content in the areas of Science, Technology, Engineering, and Mathematics (STEM). Student centered instruction will be project based. Students will learn to think and solve problems as scientists, technologists, mathematicians, and engineers. Lessons using the Common Core and Essential Standards will be unpacked and designed by the Curriculum Specialist and Instructional Lead Teachers to master learning outcomes as measured by the use of formative and summative assessments. Teachers will be provided curriculum maps indicating specific learning targets for student mastery.

Science Exploratory Program for Grades K-3

Students in the Science Exploratory program will focus on developing strong mathematics and literacy skills which are necessary for achievement in STEM areas. Instruction in these primary grades will introduce students to the inquiry process, problem solving, and critical thinking across content areas.

STEM Grades 4-5

- Math and Science: Taught as combined double period classes using the standards based curriculum
- Technology will be integrated with math, science, and engineering activities
- In addition to technology as part of learning in the core areas, technology literacy goals will be taught and assessed through Engineering by Design technology curriculum
- The literacy curriculum will emphasize the use of non-fiction reading in the content areas
- STEM classes will be interdisciplinary and inquiry-based and will provide extensive opportunities for project- based learning
- Students will participate in the school Science Fair
- Technology will be used for intervention and enrichment opportunities
- Type to Learn/Keyboarding will be provided to support online learning and technology use
- Technology will be used for acceleration and enrichment opportunities: research and inquiry

Teachers will learn how to use inquiry-based methods and STEM teaching strategies to engage students and encourage a student-centered classroom environment. School-based professional development will support teachers as they:

Develop interdisciplinary curriculum that focuses on essential questions and learning outcomes based on national and state standards.

Identify and plan grade specific hands-on activities in each STEM area for each grade level. Organize and facilitate project-based learning as part of daily instruction.

Design and guide “mini-capstone” community-based projects at each grade level.

Use a variety of strategies and settings that identify and accommodate individual learning styles and engage students in experiential learning.

NC Standard Course of Study Program

The NCSCOS program will be a balanced literacy approach using a workshop model with guided reading. In preparation for a college prep high school, students will use challenging, authentic text materials. Detailed course overviews, aligned with standards and intended curriculum outcomes, and integrating the STEM content areas, will provide the literacy scope and sequence. Students will read

both fiction and non-fiction, with an emphasis on nonfiction texts in the STEM areas.

NCSOCS Science Program

The NCSOCS science program will include a strong literacy component as well as daily opportunities for discovery and inquiry through experimentation and projects. All students will receive instruction that is aligned with the learning goals and standards outlined. Learning will be hands-on and project-based. Science classrooms will be equipped with state-of-the art laboratories for experiments.

Grades K-5:

In order to maintain a focus on grade-level reading and to integrate literacy and science instruction, students in the primary grades will use Scott Foresman leveled science readers along with kit-based units of inquiry. The science program will provide:

- Inquiry-rich content with scaffolded inquiry activities

- Cross-curricular connections that link reading and science skills in every chapter

- Leveled Readers for differentiated instruction written to ensure multiple comprehensions needs to meet students where they are developmentally

The intermediate curriculum will feature the following:

Integrated Science Labs

- More than 1,400 labs and activities are available to teachers with the Lab zone™ Easy Planner CD- ROM which can be easily searched by time, content, or state standard.

Discovery Channel School Videos and DVDs

- Provides visual supports for every chapter and support learning with current, real-world examples.
- Research-based Strategies for Reading Success.
- Before, during, and after reading support in every lesson enables students to fully understand the big ideas of science.

Virtual Experiences

- Active Art and virtual labs help students see science in a new way by providing virtual explorations of key concepts that reinforce learning.
- Ethics Coursework: Teachers will emphasize ethics in science at all grade levels. Teachers will be expected to identify topics and learning outcomes at each grade level and implement their ethics curriculum using on-line and ibook resources. Students in 7th and 8th grade will complete an ethics project for inclusion in their portfolios.

Core Engineering Program

Grades K-5:

Engineering is Elementary (EiE) is one of the first engineering curricula in the U.S. designed for elementary school-aged children. A global studies curriculum incorporates engineering and science inquiry with regional case studies. Developed by educators with the Museum of Science's National Center for Technological Literacy® (NCTL), the focus is to enhance society's knowledge of engineering and technology. They describe the fields in this way:

- Scientists investigate the natural world and generate scientific knowledge using the scientific method.
- Technologies are the products and processes created by engineers who apply mathematics and science knowledge. Almost everything made by humans to meet a need is a technology, e.g., a telephone, a drainage system, a bridge.
- Engineers typically find solutions for societal problems. Engineers create the designs and instruments used daily, based on what scientists have found.

- Engineering entails design and problem solving under constraints, such as project goals, a budget, deadlines, and the limits of knowledge itself.

Arts Program

Art curriculum will include traditional, technology and design engineering mediums. Students will use CAD/CAM programs to investigate the art of design engineering. Traditional art instruction will be blended into the curriculum to ensure a solid understanding of essential art concepts. Units of study will include scientific illustration, modeling, modern and classic elements of design, videography, and photography. Career paths and training related to technology and engineering will be included in teaching.

Music

Music curriculum will include traditional music and technology-based instruction. Students will work in a computer lab to write, compose, develop, and produce a wide variety of music. Student produced music will be shared through electronic and traditional means.

Exercise Science

The STEM school will provide a high quality Exercise Science program that provides physical education learning, health and wellness programs. Health education, including anatomy and physiology, will be included within exercise science curriculum. Health curriculum will use The Great Body Shop Curriculum to embed non-fiction reading into the Exercise Science/Health courses.

English Language Learner Support Approach

English Language Learners will be supported through the implementation of the Sheltered Instruction Approach. Students will be guided to construct meaning by scaffolding the instruction starting at the instructional level of each student. The students will have the opportunity to demonstrate understanding of concepts and skills through different modalities such as:

- Hands on activities
- Group tasks or projects
- Performance-based assessments
- Literature
- Circles

Intervention

Students identified as needing intervention in reading will be supported through the Response to Intervention (RTI) plan. RTI, as a comprehensive program, will be designed for specific student needs. Students requiring reading intervention will be identified by specific criteria based on standardized test scores. The identification method aligns with the fluency and comprehension demands. Once identified, students will receive reading support through use of the Read 180 reading program. Data on student progress will be regularly reviewed and analyzed. Students requiring intervention support must fully participate in their individualized support program to maintain their seat at the School.

Instructional Technology

Technology will have a dual function at the STEM school. Technology will support learning in STEM classrooms as a tool for teaching and learning. Technology will also function as a separate subject with specific technology goals established at each grade level. This dual approach supports the understanding that technology offers students access to current and developing information, tools for visualizing and modeling, data collection, data analysis and emerging communication of ideas.

Within each classroom, teachers will use:

- Interactive white boards and smart boards for classroom instruction and presentations. Laptop computers for research, communication and learning activities.
- STEM online resources for content area reinforcement.
- Three-Dimensional CAD software to enhance math and engineering curricula for students in the upper grades. Kindle digital books to support literacy in grades 6-8
- Digital data collection equipment i.e. thermometers, probes and microscopes for scientific investigations inquiry. Video conferencing and virtual fieldtrips to maximize students' exposure to STEM-related points of interest. Virtual learning including learning blogs, MIT courseware, Wiki, educational forums and digital learning communities.

Homework Expectations

Homework experiences will support and extend classroom learning. Students will engage in activities and independent practice. Technology will enhance the flow of information between families and the STEM learning community. Parent Connect, a computer/web based program, will provide families access to detailed information on assignments and grades.

Learning Outcomes & Assessment Design

Assessment Design

Learning will be measured through the systematic use of school wide STEM rubrics and a detailed, STEM Standards based report card. Report cards will reflect three criteria; all reflective of course and grade specific learning:

- Product Criteria: What students need to know and be able to do at each grade level (i.e. standards and STEM based content knowledge)
- Process Criteria: How students are doing related to their efforts and behavior (i.e. how students are developing their 21st century skills and as citizens)
- Progress Criteria: How far students have come from where they were at the beginning of the learning experience or unit of study (i.e. How quickly are students progressing towards goals and what growth can we measure) Rubrics will reflect STEM project-based learning and performance assessments that are essential at all grade levels.
- School wide rubrics will be developed by students and teachers for all project-based learning experiences.
- Rubrics will reflect clear expectations for both students and parents. Data from rubrics will be collected and shared with stakeholders. Students will be required to use rubrics to measure their own progress toward meeting assignment goals.

All students will help in the design of rubrics for projects and performance assessments. Benchmarks for adequate achievement will be established and communicated regularly to STEM School families. School improvement goals will be directly linked to measurable data from school wide rubrics. Student progress will be measured by:

- Student achievement on state assessments
 - Performance assessments in all STEM areas
 - Curriculum embedded performance tasks
 - Team collaboration/leadership skills
 - Participation in extra-curricular STEM activities/competitions
- Community projects: specific to each grade level Assessments

Students are expected to work in partnerships, teams, and independently on a variety of STEM projects that demonstrate their mastery of STEM subjects at each level. The assessment will be given in grades K-3. Data obtained from the results of the assessments will be used to provide targeted reading intervention.

Performance Benchmarks

Students will maintain a showcase portfolio of activities and projects demonstrating skills and competencies reflective of the benchmarks provided by the State with an emphasis on the STEM fields. Comprehensive guidelines and school wide rubrics will be used to guide this process. These projects will be presented to parents during student-led parent conferences. Community projects will be presented to an authentic audience, including student's community partners, other students, staff and university partners.

Teacher Capacity

Theme-Specific Certification Requirements

All teachers will participate in training that accomplishes two goals: to establish a solid base of understanding in all STEM areas and to develop an area of expertise in one STEM content area. Teachers will be expected to make continued investments in STEM teacher professional development. To build capacity in the STEM areas, teachers will participate in additional professional development in their selected area of expertise. After completing their training, teachers will become part of a STEM Expert team (i.e. four teams, one in Science, Technology, Engineering, and Math.) STEM Expert teams will collaborate on curriculum, professional development, data, assessment of their content area, and school improvement planning under the guidance of the facilitator. Teachers may select to rotate through teams from year to year.

Each STEM Expert Team will have a designated STEM team leader that will serve as representative on the Leadership Team. The school will align the hiring process and subsequent professional development to ensure that the skills of new teachers can meet the goals of the School.

Training and Professional Development Program

A required 2-week Pre-STEM Service School will be developed and conducted preceding the school's opening. The purpose of this training will be to familiarize all teachers with STEM school expectations and the vision of the school. Some topics covered during this time are listed below (but not limited to):

K-5 Curriculum Mapping

Classroom organization and expectations for inquiry-based learning

STEM learning options and opportunities for teachers

All teachers must be willing to extend their knowledge of the STEM content areas through:

- Professional Development
- Summer training and coursework
- Teacher workshops
- Action research projects
- Teacher internships

Teachers will be engaged in reflective, collaborative teaching. Common grade level planning time will be used to plan interdisciplinary units of inquiry, examine student work and student data, plan interventions and create common formative assessments based on state standards. All teachers will commit to sharing best practices. Common planning time will utilize the Professional Learning Community Model). Teachers are a learning community and will collaborate regularly with team members and students to

ensure academic and personal achievement for the students.

Student data, used to drive instruction, will be an important part of PLC meetings. STEM school staff will participate in on-going data analysis as a regular part of their collaboration. A master teacher on each grade level will establish a model classroom. Each teacher will be scheduled to visit this model classroom on a rotating basis in order to observe best practices and classroom management. The master teacher for each STEM content area will share best practices with staff and provide demonstration lessons. All staff is expected to take advantage of opportunities to increase their ability to deliver effective instruction in the STEM content areas. Teachers are expected to participate in lesson study groups by grade levels and by content areas.

Technology/Computer

Computer/technology will be used to support the student learning environment. Computer networks allow for research, communication, and for STEM. It is a general rule of AA that the internet and computer technology are to be used in a responsible, efficient, ethical, and legal manner. Failure to comply with the policy and the guidelines below will result in the revocation of the users' access privilege by the network administrator. Unacceptable uses of the computer include:

- Violating the conditions of the code of conducts dealing with student's rights to privacy.
- Using profanity, obscenity, or other language which may be offensive to another user.
- Reporting (forwarding) personal communication without the author's consent
- Copying commercial software in violation of copyright law. Using the network for financial gain, for commercial activity or for any illegal activity.

Responsible users may:

- Use the Internet to research assigned classroom projects.
- Use the Internet to send electronic mail (e-mail) to other users.
- Use the Internet to explore other computer systems.

Responsible users may NOT:

- Use the Internet for any illegal purpose.
- Use impolite or abusive language
- Violate the rules of common sense and etiquette.
- Change any computer files that do not belong to the user.
- Send or get copyrighted materials without permission.
- Install unauthorized software.

The following guidelines should be followed concerning computing resources:

- Respect the privacy of others. Do not seek information about, obtain copies of, or modify information belonging to other users unless explicitly authorized to do so by those users. Do not share passwords with others or use passwords not belonging to you.
- Respect the network as a shared resource. Do not deliberately attempt to degrade or disrupt system performance or to interfere with the work of others. Be sensitive to the impact of your traffic on network performance.
- Respect appropriate laws and copyrights. The distribution of programs, databases and other electronic information resources is controlled by the laws of copyright, licensing agreements and trade secret laws. These should be observed.
- Respect the spirit of academia.
- Users must not give their password to anyone. System operators will have access to all user accounts, including email.

If the rules above are not followed by any person, use of the network will be canceled. There will be no second chances. If the user is not sure how to do something on the computer, ask a teacher or the system administrator in the school. If parents do not wish for their students to use Internet, they must sign and return to the office, the Acceptable Use Policy located at the back of this handbook.

3. The school calendar (must provide instruction for a minimum of 185 instructional days) (*G.S.115C-238.29F (d) (1)*)

Antonio Academy Charter School Calendar for 2014-2015

| | |
|------------------|--|
| Aug 25 | First Day of School for Students |
| Sept 1 | Labor Day Holiday |
| Sept 5, 12, 19 | Early Release for Students/Mandatory Staff Dev |
| Sept 29 | Interims Go Home |
| Oct. 3, 10, 17 | Early Release for Students/Mandatory Staff Dev |
| Nov 7 | End of 9wks |
| Nov 11 | Veterans Day |
| Nov 12 | Report Cards Go Home |
| Nov 14, 21 | Early Release for Students/Mandatory Staff Dev |
| Nov 26, 27, 28 | Thanksgiving Holiday |
| Dec 5, 12, 19 | Early Release for Students/Mandatory Staff Dev |
| Dec 19-Jan 5 | Winter Break |
| Jan 9, 16, 23 | Early Release for Students/Mandatory Staff Dev |
| Jan 19 | MLK Holiday |
| Jan 23 | End of 9wks |
| Jan 26 | Reports Cards Go Home |
| Feb 6, 13, 20 | Early Release for Students/Mandatory Staff Dev |
| Mar 2 | Interims Go Home |
| Mar 6, 13 | Early Release for Students/Mandatory Staff Dev |
| Mar 19-30 | Good Friday/Spring Break |
| Apr 3, 10, 17 | Early Release for Students/Mandatory Staff Dev |
| Apr 10 | End of 9wks |
| Apr 20 | Reports Card Go Home |
| May 1, 8, 15, 22 | End of Grade Testing |
| May 25 | Memorial Day Holiday |
| June 5 | Last Day of School |

All faculty and staff will be required to participate in weekly Professional Learning Communities (PLC) using data to inform instructional decisions and practices. PLC meetings will ensure teachers work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure that students receive additional time and support for learning when they struggle and extend and enriched learning when students have already mastered the intended outcome. Teachers and staff will participate in 20 days of professional development training throughout the school year to enhance teaching and learning. To enrich teaching and learning a coaching model will be implemented for new teachers and career teachers to provide meaningful feedback and modeling of best practices for high quality teacher effectiveness.

Beginning teachers will meet weekly as a professional learning community to address challenges that are often associated with beginning teachers. Support staff will also participate in workshops to enhance their professional growth. Feedback from surveys and focus groups will also guide professional development in the school.

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

Students identified as needing intervention in core subjects will be supported through the STEM Response to Intervention (RTI) plan and subject matter remediation and modification. RTI, as a comprehensive program, will be designed for specific student needs. Students requiring reading intervention will be identified by specific criteria based on standardized test scores. The identification method aligns with the fluency and comprehension demands. Once identified, students will receive support through use of program i.e. Read 180, First in Math, etc... Data on student progress will be reviewed and analyzed twice a quarter. Students requiring intervention support must fully participate in their individualized support program to maintain their seat at the School.

5. Details in how the proposed charter plans to involve parents and community members within the school. The School will have an active parent-teacher organization (PSTA). The PSTA will help with fundraising, coordinate parent volunteers for field trips, etc., and promote parent involvement in their child(ren) education.

The PSTA will also provide another forum where students can observe adults in leadership roles developing plans and working out issues in a voluntary association with its own bylaws and procedures, which will further our specialized education goals. Additional plans regarding the PSTA and parent involvement follow in the "Education Plan."

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.).

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws.

Antonio Academy will not discriminate and will follow all applicable federal and state laws, and regulations concerning the education of children with special needs. AA will utilize special education teachers to consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications.

Students with exceptional disabilities will be provided a range of choices in programs and activities that is tailored to meet their educational and social needs for success. Such accommodations will be provided in all areas. AA will also ensure that our regular classroom educators are sensitive to the needs of all exceptional students, both in the initial hiring process and by providing ongoing training and professional development to assist in the growth and development of students served. AA's educational support team will provide and monitor all documentation and implementation of such required compliance regulations.

AA will establish a link between instruction, curriculum, and the schools mission to the of students with disability needs will be provided training for staff during by Educational Support Team to ensure that students' are progressing according their Individualized Education Program (IEP). The team will conduct special education identification, evaluation, and IEP development and monitoring. AA will establish a school-wide culture of sharing and serving all students and collaborative school structure that support inclusions.

The Educational Support Team will work with school administrators to protect the rights of students with disabilities will adhering to all local, state, and federal procedures and governances.

Staff will operate and implement the Co-teaching model, to continue promoting inclusive practices. These factors have been shown to foster collaboration between regular classroom educators and special education educators, leading to the successful inclusion of exceptional children in regular classrooms minimize the areas in which children with special needs feel singled out.

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

Provide drafts, included in this section (do not include as an appendices), of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Discipline policies at AA will be based on a school-wide system of positive behavior support utilizing the Positive Action program. Positive Action is an “evidence-based program with a comprehensive and coherent approach to improving the ABCs:

Academics, Behavior, and Character

Years of experience and research have led to the discovery of three missing pieces in education: teaching students the skills for learning, motivating them to achieve, and providing a positive climate that fosters achievement. Positive Action is effective because it provides these missing pieces, completing the educational puzzle. Positive Action recently received the highest rating from the U.S. Department of Education What Works Clearinghouse—as the *only* character education program to have "positive effects" on *both* academics and behavior! In fact, no other program received a top rating in either category! Positive Action research studies have found compelling results, such as:

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

Introduction

Among the most important advances in student discipline procedures over the past decade is recognition of the need for school-wide behavior support systems. Historically, discipline in schools has been driven by attention to specific children with problem behaviors. This continues to be an essential component of school policy. However, a major advance has occurred through recent efforts to define proactive, school wide systems of support.

The goals of school-wide systems are to define, teach, and support appropriate behaviors in a way that establishes a culture of competence within schools. When a competent culture is established the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers. In competent cultures the teachers find themselves working with the majority of the students, rather than continually trying to control the entire student body.

Definition of Discipline

Unfortunately, “discipline” commonly is defined by procedures that focus on control with punishment consequences. This traditional discipline perspective is incomplete without attention to the development and support of pro-social behavior, and research suggests that punishment by itself is ineffective in achieving long-term suppression of problem behavior and enhancement of pro-social behavior. Therefore, a useful definition of discipline is “the steps or actions, teachers, administrators, parents, and students follow to enhance student academic and social behavior success.”

As such, discipline is conceived as an instrument for success for all teachers, all students, and all settings. Instead of using a patchwork of individual behavioral management plans, schools are moving toward school wide discipline systems that address the entire school, the classroom, areas outside the classroom (such as hallways, restrooms), and the individual student with challenging behavior, and that result in a continuum of positive behavior support for all students.

Proactive Approach to School-Wide Discipline

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

The philosophies are taught through six units that are central to all components of the program. The six units cover specific positive actions for the whole person—physical, intellectual, social, and emotional.

Unit 1—The Philosophy and Thoughts-Actions-Feelings Circle

Unit 2—Positive Actions for a Healthy Body and Mind

Unit 3—Positive Actions for Self-Management

Unit 4—Positive Actions for Getting Along with Others

Unit 5—Positive Actions for Being Honest with Yourself and Others

Unit 6—Positive Actions for Improving Yourself Continually

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

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

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

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

initiations to students (both in class and outside of class). Appropriate behaviors should be recognized or rewarded immediately.

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

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

Suspension and Expulsion

Even with the school-wide Positive Action program, it may sometimes be necessary to suspend or expel an individual student. The principal of AA will have authority to suspend for a period of up to ten days or less any student who willfully violates policies of conduct established by the School's Board of Directors; provided, that a student who is suspended will be provided an opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period. The principal, with the prior approval of the Academic Advisory Committee, will have the authority to suspend for periods of times in excess of ten school days but not exceeding the time remaining in the school year, any pupil who willfully violates the policies of conduct established by the School's Board of Directors. The pupil or his parents may appeal the decision of the principal at any time to the entire Board of Directors by submitting the appeal to the school in writing. The School's Board of Directors may, upon recommendation of the principal and an Advisory Committee formed, expel any student 14 years of age or older whose behavior indicates that the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The Board of Director's decision to expel a student must be based on clear and convincing evidence. In addition, the School's Board of Directors may, upon recommendation of the principal and a discipline committee formed by the Board of Directors, expel any student who is at least 13 and who: (1) physically assaults a teacher or other adult who is not a student; (2) physically assaults another student if the assault is witnessed by school personnel; or (3) physically assaults and seriously injures another student. When a student is expelled or suspended for more than ten days, the Board of Directors will give notice to the student's parent or guardian of the student's rights to appeal that suspension or expulsion to the entire Board of Directors. If English is the second language of the parent or guardian, the notice will be written in the parent or guardian's first language when the appropriate foreign language resources are readily available and in English, and both versions will be in plain language and easily understandable. The policies and procedures for the discipline of students with disabilities will be consistent with federal laws and regulations. If the School suspends a student with special needs, it will continue to provide the student with all continuing education services to the extent mandated by federal and state laws.

TIMELINES

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

| Task | Date | Responsible |
|--|--------------------------|---|
| Begin building facility | Upon Application/Charter | AA Board of Directors |
| Begin marketing production | Upon Application/Charter | AA Board of Directors |
| Hire Dean of Academy | February 2014 | AA Board of Directors |
| Student Recruitment | February 2014 | AA Board of Directors & Dean of Academy |
| Interview & Hire Staff/Employees | March 2014 | Dean of Academy & Board of Directors |
| Order supplies and materials for | April 2014 | Dean of Academy & Assistant Deans |
| Order equipment for school | May 2014-July 2015 | Dean of Academy |
| Order curriculum and instructional Materials | May 2014-July 2015 | |
| Training for ALL staff | July 2014 | Dean of Academy |
| Move materials and supplies into | August 2014 | All AA Staff |

PRIVATE SCHOOL CONVERSIONS: Not applicable for our application.**VI. BUSINESS PLAN**

AA firmly believes that individuals are unique and deserves a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. AA's philosophy is based on the belief that all students can learn in accordance with effective schools research conducted by Ron Edmonds et al. This belief is driven through responsive teaching and student learning. All children are recognized as distinguished learners whose individual interests, abilities, and needs are enriched through a culture of learning that prepares both the student and the family for success as critical-thinkers, problem-solvers, and effective communicators in a diverse and global society.

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.)

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Number of Students | 180 | 240 | 300 | 360 | 420 |
| Principal | 1 | 1 | 1 | 1 | 1 |
| Assistant Principal(s) | 2 | 2 | 2 | 2 | 2 |
| Administrative Assistant | 1 | 1 | 1 | 1 | 1 |
| Core Subject Teachers | 8 | 11 | 14 | 17 | 20 |
| Special Education Teacher | 1 | 1 | 1 | 1 | 1 |
| Elective Teachers | 7 | 7 | 7 | 7 | 7 |
| Counselor | 1 | 1 | 1 | 1 | 1 |
| Nurse | .5 | .5 | .5 | .5 | .5 |
| Teacher Assistants/Bus Drivers | 5 | 7 | 7 | 7 | 7 |
| Media Specialist | .5 | .5 | .5 | .5 | .5 |
| Custodian | 1 | 1 | 1 | 1 | 1 |
| Janitor | 0 | 0 | 1 | 1 | 1 |
| Cafeteria Staff | 3 | 5 | 5 | 5 | 5 |

Also include the following information for the proposed charter school:

Process to advertise for and employ staff of the school

Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

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

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

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

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

Teacher Licensure Plan

General Policies

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

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

Licensure Renewal Program

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

Initial Licensure Program

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

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

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

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

AA 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. For the initial year (2012-2013) AA will hold an open enrollment period beginning on the (tentatively due to charter approval dates) April 2014 or the day after the receiving the final approval from the State Board of Education, and ending in July 2014. In all following years, AA will hold an open enrollment period from January 1st through March 31st (if the 31st falls on a weekend, the preceding Friday will be the end date for open enrollment) of each year.

Parent/Guardian Withdraws/Transferring the Child

- To withdraw or transfer a student, the parent /guardian will notify the school by either going to the school, verbally or in writing.
- Withdrawal/transfer form must be completed for the withdrawing or transferring student.

The following information will be recorded on the withdrawal/transfer log:

- The name of the withdrawing/transferred student
- The student's I.D. number
- The student's grade level at the time of withdrawal/transferring.
- The official date the student withdrew/transferred.
- The type of withdrawal; and
- The school, city, state, and the records where sent, if they were requested.

If the parent/guardian has not notified the school that he/she is withdrawing/transferring his/her child and the school receives notification from another school that the student has enrolled there, then the school will withdraw the student.

MARKETING PLAN (GS 115C.238.29F (g) (1-7))

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

Upon our application being approved, the Board of Directors will implement a marketing plan focused on educating our community about the AA. Our general marketing activities will range from sharing the charter school concept in general to narrowly focusing on the educational mission and philosophy of AA. AA will place articles in the local and surrounding newspapers and publications, as well as various press releases.

Marketing efforts will also include posters and brochures distributed to community organizations, neighborhood groups, and faith communities; and public presentations at town halls, libraries, schools, churches, and neighborhood and city-wide festivals. We will also develop a comprehensive web site that clearly communicates the School's mission, unique educational program, school calendar, faculty, student routine and class schedules, easy on-line application, and other features of interest about the School. Those general marketing efforts will be accompanied by targeted outreach efforts designed to ensure a racially and socio-economically diverse applicant pool. We will also air public service announcements in Spanish and other languages on radio stations that have a large share of Hispanic listeners. Given that admission to the School is through a lottery (to the extent that we have more applicants than available seats), our efforts will be aimed at creating a diverse pool of applicants so that the student body chosen through the lottery will reflect that diversity.

Parent Involvement

The parent/family is a basic social and cultural institution and a common characteristic of people across different cultures. The sociocultural unit imparts traditions and teaches shared meaning and behaviors to the individual students. Family is the most important element in the lives of children. We will cultivate relationships between the charter school and families with an open door policy, and Parent Student Teacher Association (PSTA), and collaboration with the Booster Club will provide extra curricula activities that will enhance student performance and social development, as its function directly relates to the partnership between the school and families. As these relationships formulate, we will seek to provide a better opportunity to educate children through this partnership.

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school. Explain the analysis utilized to determine these specific enrollment figures

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

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

Antonio Academy Charter School
PROJECTED ENROLLMENT
2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 – Durham Public Schools

List LEA #2 – _____

List LEA #3 – _____

| <u>GRADES</u> | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | |
|------------------------------|-----------|-------|-------|-----------|-------|-------|-----------|-------|-------|-----------|------|------|-----------|-------|-------|
| | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA2 | LEA3 | LEA 1 | LEA2 | LEA3 | LEA 1 | LEA 2 | LEA 3 |
| Kindergarten K | <u>30</u> | _____ | _____ | 30 | | | <u>30</u> | _____ | _____ | 30 | | | <u>30</u> | _____ | _____ |
| First 1 | <u>30</u> | _____ | _____ | 30 | | | <u>30</u> | _____ | _____ | 30 | | | <u>30</u> | _____ | _____ |
| Second 2 | <u>60</u> | _____ | _____ | 60 | | | <u>30</u> | _____ | _____ | 30 | | | <u>30</u> | _____ | _____ |
| Third 3 | <u>60</u> | _____ | _____ | 60 | | | <u>60</u> | _____ | _____ | 60 | | | <u>60</u> | _____ | _____ |
| Fourth 4 | _____ | _____ | _____ | 60 | | | <u>60</u> | _____ | _____ | 60 | | | <u>60</u> | _____ | _____ |
| Fifth 5 | _____ | _____ | _____ | | | | <u>60</u> | _____ | _____ | 60 | | | <u>60</u> | _____ | _____ |
| Sixth 6 | _____ | _____ | _____ | | | | _____ | _____ | _____ | | | | | _____ | _____ |
| | _____ | | | | | | | | | | | | | _____ | |

PROJECTED ENROLLMENT 2014-15 through 2018-2019 (continued)

| | | 2014-2015 | | | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | |
|---------------------------------|-------------------|------------|-------|-------|------------|-------|-------|------------|-------|-------|------------|-------|-------|------------|-------|-------|
| | | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 | LEA 1 | LEA 2 | LEA 3 |
| Seventh | 7 | — | — | — | | | | — | — | — | | | | — | — | — |
| Eighth | 8 | — | — | — | | | | — | — | — | | | | — | — | — |
| Ninth | 9 | — | — | — | | | | — | — | — | | | | — | — | — |
| Tenth | 10 | — | — | — | | | | — | — | — | | | | — | — | — |
| Eleventh | 11 | — | — | — | | | | — | — | — | | | | — | — | — |
| Twelfth | 12 | — | — | — | | | | — | — | — | | | | — | — | — |
| | LEA Totals | | | | | | | | | | | | | | | |
| Overall Total Enrollment | | <u>180</u> | | | <u>240</u> | | | <u>300</u> | | | <u>360</u> | | | <u>420</u> | | |

Budget: Revenue Projections 2012-13 through 2016-2017

| INCOME: REVENUE | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--|-----------------------|-----------------------|------------------------|------------------------|-----------------------|
| <i>--State ADM Funds</i> | <u>\$1,493,634.60</u> | <u>\$1,493,694.60</u> | <u>\$1,493,754.60</u> | <u>\$1,493,814.60</u> | <u>\$1,493,874.60</u> |
| <i>--Local Per Pupil Funds</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Federal Funds (EC Funds)</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Grants*</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Foundations*</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Private Funds*</i> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| <i>--Other Funds* (Lunch Meal)</i> | | | | | |
| TOTAL INCOME | <u>\$1,493,634.60</u> | <u>\$1,493,694.60</u> | <u>\$ 1,956,462.60</u> | <u>\$ 1,493,814.60</u> | <u>\$1,493,874.60</u> |
| *If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., | | | | | |

Budget (continued): Revenue Projections 2012-13 through 2016-2017

| <p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> | <p>See http://www.ncpublicschools.org/fbs/stats/index.html <i>(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data</i></p> <p><i>The formula for figuring these allotments can be found in the Resource Guide.</i></p> <p>Charter School – Antonio Academy Funding: 2014-2015</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Enrollment</th> <th>State Operating Income</th> <th>Local Operating Income</th> <th>Total Operating Income</th> </tr> </thead> <tbody> <tr> <td>2014-2015</td> <td>180</td> <td>$(\\$4,554.57 + \\$3743.40) =$</td> <td></td> <td>\$1,493,634.60</td> </tr> <tr> <td>2015-2016</td> <td>240</td> <td>$(\\$4,554.57 + \\$3743.40) =$</td> <td></td> <td>\$1,493,694.60</td> </tr> <tr> <td>2016-2017</td> <td>300</td> <td>$(\\$4,554.57 + \\$3743.40) =$</td> <td></td> <td>\$1,493,754.60</td> </tr> <tr> <td>201-2018</td> <td>360</td> <td>$(\\$4,554.57 + \\$3743.40) =$</td> <td></td> <td>\$1,493,814.60</td> </tr> <tr> <td>2018-2019</td> <td>420</td> <td>$(\\$4,554.57 + \\$3743.40) =$</td> <td></td> <td>\$1,493,874.60</td> </tr> </tbody> </table> | School Year | Enrollment | State Operating Income | Local Operating Income | Total Operating Income | 2014-2015 | 180 | $(\$4,554.57 + \$3743.40) =$ | | \$1,493,634.60 | 2015-2016 | 240 | $(\$4,554.57 + \$3743.40) =$ | | \$1,493,694.60 | 2016-2017 | 300 | $(\$4,554.57 + \$3743.40) =$ | | \$1,493,754.60 | 201-2018 | 360 | $(\$4,554.57 + \$3743.40) =$ | | \$1,493,814.60 | 2018-2019 | 420 | $(\$4,554.57 + \$3743.40) =$ | | \$1,493,874.60 |
|--|--|------------------------------|------------------------|------------------------|------------------------|------------------------|-----------|-----|------------------------------|--|----------------|-----------|-----|------------------------------|--|----------------|-----------|-----|------------------------------|--|----------------|----------|-----|------------------------------|--|----------------|-----------|-----|------------------------------|--|----------------|
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Budget (continued): Expenditure Projections 2014-15 through 2018-2019

| BUDGET EXPENDITURE PROJECTIONS | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| GS 115C-238.B(b)(5) | | | | | |
| <i>PERSONNEL</i> | | | | | |
| Total # of staff <u>37</u> | \$ <u>1,123,000.00</u> | \$ <u>1,434,240.00</u> | \$ <u>1,647,583.30</u> | \$ <u>1,806,349.40</u> | \$ <u>1,950,541.70</u> |
| --Administrator(s) # <u>2</u> | \$ <u>55,000.00</u> | \$ <u>56,650.00</u> | \$ <u>58,349.50</u> | \$ <u>61,129.99</u> | \$ <u>110,963.88</u> |
| --Admin. Assistant # <u>1</u> | \$ <u>28,000.00</u> | \$ <u>28,840.00</u> | \$ <u>29,705.20</u> | \$ <u>30,596.36</u> | \$ <u>31,514.25</u> |
| --Teachers # <u>21</u> | \$ <u>705,000.00</u> | \$ <u>866,150.00</u> | \$ <u>1,032,134.50</u> | \$ <u>1,203,096.50</u> | \$ <u>1,239,191.40</u> |
| --Media Specialist # <u>1</u> | \$ <u>15,000.00</u> | \$ <u>15,000.00</u> | \$ <u>15,000.00</u> | \$ <u>15,450.00</u> | \$ <u>15,913.50</u> |
| --Guidance # <u>1</u> | \$ <u>38,000.00</u> | \$ <u>39,140.00</u> | \$ <u>40,314.20</u> | \$ <u>41,523.63</u> | \$ <u>42,769.33</u> |
| --Teacher Assistants # <u>7</u> | \$ <u>175,000.00</u> | \$ <u>230,250.00</u> | \$ <u>237,157.50</u> | \$ <u>244,272.22</u> | \$ <u>251,600.38</u> |
| --Custodian # <u>1</u> | \$ <u>22,000.00</u> | \$ <u>44,660.00</u> | \$ <u>45,999.80</u> | \$ <u>47,379.79</u> | \$ <u>48,801.18</u> |
| --Maintenance # <u>1</u> | \$ <u>0.00</u> | \$ <u>22,000.00</u> | \$ <u>22,660.00</u> | \$ <u>23,339.80</u> | \$ <u>24,039.99</u> |
| --Food Service # <u>3</u> | \$ <u>66,000.00</u> | \$ <u>111,980.00</u> | \$ <u>115,339.40</u> | \$ <u>118,799.58</u> | \$ <u>122,363.56</u> |
| --Bus Driver # <u>1</u> | \$ <u>19,000.00</u> | \$ <u>19,570.00</u> | \$ <u>20,157.10</u> | \$ <u>20,761.81</u> | \$ <u>21,384.66</u> |
| --Other Nurse # <u>1</u> | \$ <u>0.00</u> | \$ <u>0.00</u> | \$ <u>0.00</u> | \$ <u>0.00</u> | \$ <u>0.00</u> |
| <i>EMPLOYEE BENEFITS</i> | | | | | |
| FICA (7.65%) | \$ <u>85,909.50</u> | \$ <u>109,719.36</u> | \$ <u>126,040.12</u> | \$ <u>138,185.72</u> | \$ <u>146,003.44</u> |
| Benefits (10% for full time) | \$ <u>112,300.00</u> | \$ <u>143,424.00</u> | \$ <u>164,758.33</u> | \$ <u>180,634.94</u> | \$ <u>195,054.17</u> |
| <i>STAFF DEVELOPMENT</i> | \$ <u>20,000.00</u> | \$ <u>20,000.00</u> | \$ <u>25,000.00</u> | \$ <u>25,000.00</u> | \$ <u>30,000.00</u> |
| <i>MATERIALS AND SUPPLIES OFFICE</i> | \$ <u>30,000.00</u> | \$ <u>40,000.00</u> | \$ <u>30,000.00</u> | \$ <u>20,000.00</u> | \$ <u>20,000.00</u> |
| | \$ <u>10,000.00</u> | \$ <u>13,000.00</u> | \$ <u>16,000.00</u> | \$ <u>9,000.00</u> | \$ <u>22,000.00</u> |
| | \$ <u>30,000.00</u> | \$ <u>30,000.00</u> | \$ <u>20,000.00</u> | \$ <u>20,000.00</u> | \$ <u>40,000.00</u> |
| | \$ <u>8,000.00</u> | \$ <u>10,000.00</u> | \$ <u>10,000.00</u> | \$ <u>8,000.00</u> | \$ <u>12,000.00</u> |

Budget (continued): Expenditure Projections 2014-15 through 2018-2019

| BUDGET EXPENDITURE | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| <i>TESTING MATERIALS</i> | <u>\$ 20,000.00</u> | <u>\$ 35,000.00</u> | <u>\$ 40,000.00</u> | <u>\$ 50,000.00</u> | <u>\$ 50,000.00</u> |
| <i>INSURANCE</i> | <u>\$ 15,000.00</u> | <u>\$ 15,000.00</u> | <u>\$ 15,000.00</u> | <u>\$ 15,000.00</u> | <u>\$ 15,000.00</u> |
| <i>UTILITIES</i> | <u>\$ 20,000.00</u> | <u>\$ 20,000.00</u> | <u>\$ 20,000.00</u> | <u>\$ 20,000.00</u> | <u>\$ 20,000.00</u> |
| <i>RENT/CONSTRUCTION</i> | <u>\$ 612,000.00</u> | <u>\$ 12,000.00</u> | <u>\$ 12,000.00</u> | <u>\$ 12,000.00</u> | <u>\$ 600,000.00</u> |
| <i>MAINTENANCE &</i> | <u>\$ 12,000.00</u> | <u>\$ 12,000.00</u> | <u>\$ 12,000.00</u> | <u>\$ 12,000.00</u> | <u>\$ 12,000.00</u> |
| <i>REPAIR</i> | <u>\$ 30,000.00</u> | <u>\$ 40,000.00</u> | <u>\$ 50,000.00</u> | <u>\$ 60,000.00</u> | <u>\$ 60,000.00</u> |
| <i>TRANSPORTATION</i> | <u>\$ 10,000.00</u> | <u>\$ 10,000.00</u> | <u>\$ 10,000.00</u> | <u>\$ 10,000.00</u> | <u>\$ 10,000.00</u> |
| <i>MARKETING</i> | <u>\$ 50,000.00</u> | <u>\$ 65,000.00</u> | <u>\$ 80,000.00</u> | <u>\$ 95,000.00</u> | <u>\$ 100,000.00</u> |
| <i>FOOD/CAFETERIA SUPPLIES</i> | | | | | |
| TOTALS | <u>\$ 2,208,209.50</u> | <u>\$ 2,029,383.30</u> | <u>\$ 2,029,381.70</u> | <u>\$ 2,489,170.00</u> | <u>\$ 3,297,599.20</u> |

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

| | |
|-------------------------|----------------|
| Cash on Hand | \$ <u>0.00</u> |
| Certificates of Deposit | \$ <u>0.00</u> |
| Bonds | \$ <u>0.00</u> |
| Real Estate | \$ <u>0.00</u> |
| Capital Equipment | \$ <u>0.00</u> |
| Motor Vehicles | \$ <u>0.00</u> |
| Other Assets | \$ <u>0.00</u> |
| TOTAL | \$ <u>0.00</u> |

ADDITIONAL NOTES:

SCHOOL AUDITS:

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

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

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

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. In accordance with GS 115C-238.29F (f), AA will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the SBE for charter schools; (2) comply with the reporting requirements established by the SBE in the Uniform Education Reporting System, and (3) report at least annually to the SBE the information required by the SBE. We expect to retain a Certified Public Accountant (B & A Financial Services).

AA will have auditing twice a year. One in-house and one audit from outside source.

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

State the proposed coverage for:

| | |
|---|-------------------------------|
| Comprehensive General Liability | \$1,000,000.00 per occurrence |
| Officers and Directors/Errors and Omissions | \$1,000,000.00 per claim |
| Property Insurance | Responsibility of property |
| Motor Vehicle Liability | \$1,000,000.00 per occurrence |
| Bonding | \$250,000.00 |
| Other | |

Minimum amount: \$250,000.00

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

Boiler and Machinery - Replacement cost of the building
Worker's Compensation - As specified by Chapter 97 of the North Carolina General Statutes
Umbrella Policy - \$5,000,000.00

TRANSPORTATION (*G.S. 115C-238.29F (h)*) Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

BUS TRANSPORTATION POLICY

AA's goal is to provide school transportation services for students. The goals of the transportation services are as follows: providing transportation to and from school to students most in need of the service making safety a priority in maintaining quality transportation equipment and vehicles teaching and expecting students to act in a safe and orderly manner while using school transportation planning and providing transportation services efficiently and economically using transportation services to support the types of learning opportunities available to students working effectively with students, parents, private contractors and other governmental agencies in providing transportation services providing courteous service to students and responding promptly and courteously to requests by parents and students.

Most of our buses are loaded to the maximum state capacity. Students are granted the privilege of riding school buses to and from school. Bus routes will be established at least two weeks prior to the first day of school. This route will be scheduled to include "pop" pick-up and drop-off but locations. Appropriate behavior is required at all times while on the bus and at the bus stop. Students must ride the bus to which they are assigned. If there is an emergency to ride a different bus, written permission is required from the parents with approval from administration. The request needs to be submitted before 1st period so verification can be established and must include parental contact information.

Disciplinary actions for bus violations below will include bus suspension, suspension from school or other action deemed appropriate by the administration.

- Students must get on/off bus at their assigned stop and should be at the bus stop at the assigned time. Seats will be assigned and students are expected to remain in their assigned seat for the entire route.
- Loud talking, yelling, screaming, profanity, horseplay or any other distraction to the bus driver is prohibited. Any school discipline policy applies to school buses including tobacco, alcohol, drugs, weapons, etc. Students are not allowed to place any part of their bodies or objects outside bus windows.
- No food or drinks may be consumed on the bus.
- Any act that creates a safety hazard is considered to be a violation. (i.e. striking a match, throwing objects, etc.) Any act of disrespect or insubordination toward a driver will not be tolerated.
- Students who have vandalized a bus will be required to pay for damages.
- Students will not open an emergency door on a bus without authorization from driver. Students wait for the bus, the bus does not wait for students.

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

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

Name of the facility (if known): **Durham Spanish SDA Church**

Address: 1606 Briggs Ave

City/State/Zip: Durham, NC 27703

Description of the Facility:

| | |
|--------------------------|---------------|
| Total square feet: | <u>72,266</u> |
| Number of Classrooms: | <u>8</u> |
| Number of Restrooms: | <u>4</u> |
| Other Rooms: (cafeteria) | <u>2</u> |
| Auditorium: | <u>1</u> |
| Gymnasium: | |
| Music Room: | <u>1</u> |
| Art Room: | <u>1</u> |
| Laboratory: | |

Ownership Fee Simple or Lease

If the facility is to be leased, provide the following information: (a) Term of the Lease: 5 year lease (b) Type of Lease: Land Lease for building of school (c) Rent: \$ 12k per month

Antonio Academy Charter School

Name of Landlord: Carolina Conference Association

Address: PO Box 44270

City/State/Zip: Charlotte NC

Phone: 704-596-3200

Fax: 704-596-5775

Document inspections for the following:

- (a) Fire: TBD conducted upon building completion
- (b) Safety: TBD conducted upon building completion
- (c) Handicapped accessibility? __

Describe how the maintenance will be provided for the facility.

AA will employ a maintenance company/individual to maintain the schools grounds. We anticipate providing grounds maintenance, trash removal, etc.

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

AA will utilize facilities owned by Durham Spanish SDA Church for program.

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

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

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

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

Immunization of Students Immunization of Students

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

A state approved medical waiver is acceptable if signed by the child's physician. An expiration date must be included. Upon enrollment, the family will be requested to present the student's immunization record. If the student is in compliance, the record will be copied and filed with the appropriate agency. If the student is in partial compliance, the parent or guardian will be given a checklist of necessary immunizations the child must have before attending school, and the family will be referred to the county health department.

If non-compliance persists, follow-up telephone calls or letters will be provided to the parent or guardian. One week prior to the start of classes, a final notice will be sent.

Students lacking proper immunization or a completed waiver will be denied admittance to the School until proof of immunization or a waiver is submitted.

All students must have a completed physical signed by a licensed health care provider on file with the principal's office.

Fire and Safety Regulations Fire Safety Regulations

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

Fire lanes must remain clear at all times. All hallways, landings, stairs, and stairwells must be kept completely free and clear of any materials at all times. This includes tables, chairs, classroom materials, bicycles, plants, shoes, waste paper, etc.

Fire exits must remain clear at all times. All doorways and doors must remain free and at all times.

Fire control doors should be kept functioning at all times. Doors that have automatic holders should never be propped open. Use only the automatic holding mechanism to keep doors open.

Classroom doors should not be propped open when vacant.

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

Fire Drill and Alarm Guidelines

AA will conduct fire drills each month in accordance with legally mandated guidelines.

Administrative staff will be notified when a fire drill will occur. The principal or designee will set off the alarm, reset the alarm system, and monitor the drill.

If there is a real fire, report the fire by activating the alarm. Upon hearing the alarm, administrative staff will notify the fire department.

Upon hearing the fire alarm, students immediately begin leaving their classroom in a quite single file line. It is very important to maintain calm, silence, and orderliness during fire drills.

The teacher makes sure that all students are accounted for and that the classroom windows are closed. The teacher precedes the students in the hallway to their assigned exit.

Classroom doors should be closed and light turned off as the last person is leaving the classroom.

Fire Exit Routes: All classes go out the designated doors, the locations of which are posted in the hallways and each classroom. In classrooms with a functional window fire exit, use this exit.

Everyone should exit the building silently in a straight line, single file, and remain in this manner all the way to their designated assembly area outdoors. Everyone should wait for an all-clear signal from the principal.

Food Inspections

AA will be in compliance with all applicable federal, state, and local health and safety laws and regulations no later than four weeks prior to the first day of student attendance for the school year. The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

Hazardous Chemicals Hazardous Materials/Chemicals

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

Potentially hazardous materials are reviewed by the principal or designee to ensure that material (or a more appropriate substitute) is safe for intended usage, and free of risk for staff and students.

Material Data Safety Sheets (MSDS) are provided to the School principal for any potentially hazardous materials to be brought into the school.

Based on the review, materials are either approved with no special requirements approved with specific use, storage, or disposal requirements, delayed for usage until further research, or disapproved for use.

A running inventory is kept by the principal's office of all hazardous materials or chemicals contained within the School. The list is updated monthly.

Materials may only be stored in designated areas: No material may be stored in mechanical rooms or stairwell closets. Only steel or other nonflammable metal objects may be stored in stairwell closets.

Materials with specific storage requirements will be kept in secure locations inaccessible to students and unauthorized personnel.

MSDS are maintained for all approved materials in the areas where the corresponding materials are stored.

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

Bloodborne Pathogens Blood-borne Pathogens

AA will maintain compliance with all applicable federal, state, and municipal laws and regulations regarding blood-borne pathogens. The school's Exposure Control Plan will include all staff, students, and others who might have occupational or accidental exposure to blood or other potentially infectious materials. All school employees will be required to complete a Blood-borne Pathogens Course prior to the first day of school. Upon successful completion of the course, each employee will submit a copy of the Blood-borne Pathogens Course certification to the school principal for inclusion in the employee personnel files. Re-certification will occur at intervals according to legally mandated guidelines. Staff with the potential for direct contact with blood-borne pathogens will be encouraged to obtain hepatitis-B vaccinations. Should a staff member choose not to be vaccinated, a refusal form will be signed by the employee and kept in the employee's staff file.

Exposure Control Policies and Procedures

All blood and body substances are considered by medical authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personal protective equipment, including latex gloves, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and in the principal's office. Gloves are worn during any head lice checks and at any time there is risk of exposure to blood or body substances. Mouth to mouth resuscitation is performed using a resuscitation mask.

Diabetes care plans Diabetes School Act

Beginning with the 2003-2004 school year, local school boards are required by the State of North Carolina to implement Senate Bill 911-G.S.115C-47 Care for School Children with Diabetes. This new legislation mandates the adoption of guidelines for the development and implementation of diabetes care plans. The guidelines were developed by the State Board of Education, with input from the NC Diabetes Advisory Council and American Diabetes Association. The following procedures were adopted regarding the management of children with diabetes in the school setting:

A parental request form to initiate an Individual Diabetes Care Plan. Parent/guardian responsibilities for the Individual Diabetes Care Plan.

The Individual Diabetes Care Plan – which includes the emergency action plan for conditions of low blood sugar (hypoglycemia) and high blood sugar (hyperglycemia), as well as information on the individual’s blood sugar monitoring, insulin and oral medications, and food/exercise requirements.

A Quick Reference Plan for Students with Diabetes.

School responsibilities for the Individual Diabetes Care Plan.

Information and training will be made available to teachers and other school personnel in order to appropriately support and assist students with disabilities.

Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn
N/A

Providing parents and guardians with information about: Meningococcal meningitis and influenza and their vaccines at the beginning of each year cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases.

AA in Durham County will meet the same health and safety requirements required of the Durham County Public School System. Per state law, AA will make information about the following available to parents and guardians annually: Meningococcal meningitis and influenza, and their vaccines. The information will include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

Well-Being of Students

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

School Bus

School buses may be used for school purposes by drivers that meet the following requirements: a valid commercial bus driving license and requisite education safety courses.

Student Missing/Hiding

If a student is missing or hiding on school grounds the following procedures are followed:

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

Runaway/Abduction

If a student runs away from the school during school hours or is abducted, the following procedures are followed:

1. Notify the principal's office, which contacts 911 and remains on the line.
2. The principal's office will contact the parent(s) listed on the student's Health Information Card.
3. In the case of abduction, the principal may designate appropriate personnel to observe the departing vehicle of the abductor(s) and student.
4. The principal will contact the teacher to get an accurate description of the student's clothing.

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

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

Student Possession of Weapon on School Grounds

If a student is observed or reported to have a weapon on school grounds, the following procedures are followed:

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

Unwanted Intruder

If a person who has no business on school grounds is observed, the following procedures are followed:

1. A member of staff notifies the principal's office or escorts the stranger to the office.
2. The principal and staff member investigate and take appropriate action:
 - a. Ask the person for their name and what his or her business is at the school.
 - b. If it is determined that the person does not have a legitimate reason to be on school grounds, request that he or she leave, and visually monitor the person's departure.
 - c. After the person leaves, notify Law Enforcement (911).
 - d. If the person refuses to leave, the principal will notify staff to call Emergency Law Enforcement (911).
 - e. The principal will then determine appropriate method of informing all school employees to take appropriate action and use caution. The movements/behavior of the intruder are visually monitored until the arrival of Law Enforcement personnel.
 - f. Take note of what the person is wearing, type of car driving (including plate number), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color, length of hair, visible markings, etc.).
 - g. School officials work cooperatively with Law Enforcement personnel.
 - h. Principal submits police report and notifies School Board.

Bomb Threat and/or Explosion

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

Note: RFS Radios "Walkie Talkies" are not to be used during a bomb threat.

The receiver of a bomb threat call should:

Get word to the principal or designee who orders an immediate building evacuation. Write down the exact words of the caller.

Keep the caller talking.

Ask where the bomb is located and what time it is to go off. Make note of the following:

- Gender, age, and attitude of caller
- Voice characteristics (accent, speech impediments or peculiarities)
- Background noises
- Date and time of the day the call was received
- Give full report to the principal or designee immediately.

Upon notice of a bomb threat:

Get word to the principal or designee who orders an immediate building evacuation. Upon evacuation signal, all personnel and students should evacuate the school building in accordance with the School evacuation plan. Windows and doors are left open in this phase of evacuation. A floor plan of the School is available. A school staff member should shut off the main gas line (if applicable), and switch off the bell system for changing classes.

Notify the appropriate Law Enforcement agencies

Three minutes after issuance of advisory code, or upon receipt of clearance report from hallways (whichever comes first), the principal, search team, or designee should:

- o Activate the evacuation signal.
- o Ensure that the building is evacuated.
- o Report to an alternate emergency control center as designated on school grounds at least 300 feet from the building.

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

Steps of action for an explosion:

Determine the location and extent of explosion, and get word to the principal or designee who orders an immediate building evacuation.

The principal or designee calls 911 and stays on the phone.

Evacuate the building using the fire evacuation plan unless special conditions warrant special instructions. Assist with the injured or wounded.

Secure areas until authorities arrive.

Evacuation Plan Evacuation plans are posted in each classroom, office, and hallway to provide a visual display of proper evacuation routes from each part of the school building.

Designated meeting places are established in a safe zone for each class and office.

Staff receives training in building evacuation policies and procedures during faculty development at the beginning of each school year, and teachers train students in the evacuation drill procedures during the first week of school.

When the evacuation alarm sounds or code is given (in the case of a bomb threat), the staff account for all students and visitors assigned under their supervision.

Students immediately line up in total silence in their classrooms. It is very important to maintain calm, silence, and orderliness during evacuation.

The teacher precedes the students to the assigned meeting place. Everyone proceeds silently in a straight line, single file, stays that way in their designated assembly area, and waits quietly for an all-clear signal from the principal.

Teachers are required to stay with their classes and take roll while students wait quietly until it is time to return to class. The principal or designee account for any missing students or personnel.

The principal or designee consults with appropriate safety authorities to determine when the building can be safely reentered by staff and students.

When the all-clear signal sounds, teachers lead their students back to class in the same quiet, orderly manner in which they left.

Student Accidents/Injury

School staff will be trained to provide CPR (cardiopulmonary resuscitation) and simple first-aid procedures. Bandages and a first-aid kit will be available in the principal's office for minor cuts and scratches. The principal's Administrative Assistant may apply ice, and distribute (with parental permission) cough drops, and a variety of over-the-counter products for minor first aid. The Administrative Assistant must always check a student's Health Information Card for a parent's signature (thus allowing permission) each time any medication is requested by a student. If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to the ambulance service and fills out a Student Accident Report.

VII. LEA IMPACT STATEMENT

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

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

In accordance with the requirements of GS 115C.238.29B (d), AA will provide a copy of this application to the Superintendent of Durham Statesville Schools within seven days. AA will forward proof of delivery to the Office of Charter Schools as soon as possible.

VIII.APPENDICES (OPTIONAL)

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

**VIII.SIGNATURE
PAGE**

The foregoing application is submitted on behalf of Antonio Academy, Inc. (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Joseph Ivey

Position: Founder

Signature: Joseph Ivey

Date:

Sworn to and subscribed before me this
28 day of February, 2013.

Priscilla A. Hentrich-Ruschel
Notary Public Official Seal

My commission expires June 23, 2017.