

CHARTER SCHOOL APPLICATION

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

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

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

CHARTER SCHOOL 2012 Application Process

To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

- APRIL 13, 2012** A **complete** application package must be received in the Office of Charter Schools by 12 noon on April 6, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
- APRIL 20, 2012** Copy of the application due to the Local LEA.
- MAY 11, 2012** LEA Impact Statements due to the Office of Charter Schools
- MAY, 2012** Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
- JUNE/JULY, 2012** The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
- JULY, 2012** Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
- SEPTEMBER, 2012** SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

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

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Aileen Price Institute of Learning

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Holmes to Holmes, LLC

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

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

NAME OF CONTACT PERSON: Lynn L Holmes and/or Carol L Holmes

TITLE/RELATIONSHIP TO NONPROFIT: Co Directors

MAILING ADDRESS: 6411 Heatherbrook Ave, Charlotte, NC 28213

PRIMARY TELEPHONE: 704-651-5335

ALTERNATE TELEPHONE: 704-604-1271

E-MAIL ADDRESS: lholfmes.theholmesgroup@gmail.com; cholmes.theholmesgroup@gmail.com

Location Proposed Charter School (LEA):

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:

Charlotte is one of the largest banking cities in North Carolina. Mecklenburg County gets on average 1, 031,179 in-commuters to work from surrounding North Carolina counties. The uptown area and adjacent zip codes have on average 20, 615 residents working in Finance and Real Estate and have on average 78, 499 children who range from ages 0 – 17(Charlotte Chamber of Commerce; Claritas/Market statistics 2010). Aileen Price Institute of Learning will be a uptown based high school that provides a year-round schedule that works with the year-round schedules of their parents in the work place. By focusing on those who work and/or

reside in the uptown core, we will be able to touch multiple communities within the city and surrounding counties. Hence, our target population is those parents who work in the corporate American setting in uptown Charlotte and its surrounding zip codes.

Our goal is to provide a service to these parents who have a demanding career. One of our major draws is that our school calendar is based upon a corporate America calendar. Therefore, our school calendar should decrease the number of days parents will have to take off from work due to their child's school schedule.

The vision also consists of the school being located in the uptown core which allows for unlimited access to community resources that are available on a daily basis. The resources available include but are not limited to the following:

- Public libraries
- Public transportation (e.g. trolleys, light rail, buses, and specialty buses)
- Museums
- Financial Institutions
- Education Institutions (e.g. University of NC at Charlotte, Wake Forest, Duke)
- Physical fitness facilities
- Sport arenas (e.g. Bank of America Stadium)
- Parks/greenways
- Dining facilities
- Performing Art facilities
- Emergency Facilities (Police, Fire Department, Hospitals)

Proposed Grades Served: 10 -12 Proposed Total Enrollment: 65

Projected School Opening Year: 2013 Month: August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	10-12	65	X	
Second Year	10-12	65	X	
Third Year	10-12	78	X	
Fourth Year	10-12	78	X	
Fifth Year	10-12	90	X	

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

Lynn L Holmes
Signature

The Holmes Group, LLC, CFO
Title

Lynn L Holmes
Printed Name

4-11-2012
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.

Application cover pages

I. Table of Contents	
II. Mission, Purpose, and Educational Focus.....	
III. Governance	
Organizational Structure	
Private Nonprofit Corporation	
Admissions Policies	
IV. Education Plan	
Instructional Program	
Special Education	
Student Conduct and Discipline	
Timelines	
V. Business Plan	
Projected Staff and Qualifications	
Enrollment	
Projected Enrollment 2013-14 through 2016-17	
Budget: Revenue Projections 2013-14 through 2016-17	
Budget: Expenditure Projections 2013-14 through 2016-17	
Budget: Capital and Assets	
Marketing Plan	
Audits: Program and Financial	
Health and Safety Requirements	
Civil Liability and Insurance	
Transportation Plan	
Facility Description	
LEA Impact Statement	
VI. Appendices (optional)	
VII. Signature Page	

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

MISSION:

The mission of the proposed charter school is as follows:

To provide an engaging, technologically advanced curriculum that promotes creative and critical thinking, and prepares students for the next level of education with an intentional emphasis in leadership and character development and community and parent involvement

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

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

There have been many changes in the Charlotte Mecklenburg School System. As a result of these changes, there has been an increase in enrollment and extensive wait lists within Private and Charter Schools in the surrounding areas.

Our targeted population consists of those parents who desire a quality and well-rounded education for their High School student but cannot afford to send them to private school or boarding schools. In Mecklenburg County, there are five Charter Schools that go through the 12th grade. Of those five, only two are located in the city of Charlotte (Crossroads Charter High and Kennedy School). With the extensive need for quality education within the city of Charlotte, these two schools cannot support the need for an innovative learning environment within the City of Charlotte.

Aileen Price Institute of Learning (AIPIL) will allow professionals to teach their skill to our students. We will encourage community involvement by mandating our students to implement a community based project that will provide a need that is not currently available and we will incorporate the community in our classrooms as it relates to the arts and fiscal responsibility but not limited to those topics.

In the first and second quarter of 2011, Board Members of APIL conducted various focus groups within the uptown core of Charlotte, NC. Within these sessions, information was gathered and shared from the perspective of what they would like to see from an educational institution as well as what Parents want to see from a Parental involvement perspective. We held a CIAA mixer during the CIAA weekend in the NC Music Factory which allowed us to share our vision and also speak with those who had concerns with the concept. Their feedbacks helped to shape and form our current vision.

In conjunction with face to face sessions, we continually use Social media to gain feedback and insight on educational opportunities.

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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

The overarching achievement goals for the Aileen Price School are as follows:

1. For all of our students to perform at or above grade level

Each student will have an individual performance plan established for each quarter. Their plan will list the specific goals that have been predetermined that outline what mastery looks like in that specific subject area. The instructor for each class will update this plan on a regular basis to keep track of their performance. At the end of the course, the teacher will use a variety of methods to measure their level of mastery. These methods include but are not limited to the following: exams, oral presentations, and written evaluations.

Mastery equates to a score of an A (100-90) and a B (89-80). If a child does not master the material (Score ≤ 79), they will not be able to move forward, and must attend remedial sessions. The sessions are designed to bring a student to the place of mastery. They will review the areas in which they struggled and require additional attention as outlined in their IDP. The instructors will re-evaluate the student using various methods. Once mastery has been achieved, they will move to the next step in their learning process.

1. That our students will be able to apply the Socratic method to stimulate critical thinking

The Socratic theory is a method that consists of inquiry and debate between individuals with opposing viewpoints based on asking and answering questions to stimulate critical thinking and to illuminate ideas. Each instructor is required to encourage this type of dialogue within their instruction time. To measure the application and the outcome of this type of dialogue, we will have a set number of evaluations to see the impact it is having on our classrooms. A silent classroom is not a successful classroom.

We will be able to measure the student's application of this method when they present their Senior Leadership project to their board and their Senior Talk to the student body. Within their presentation they will have to defend their viewpoints to someone who does not share the same view that they have. By having this dialogue they will be able to determine if their project was effective and what opportunities they have identified once their ideas were implemented.

2. Each student will complete a Leadership curriculum that will culminate in implementing a program within their communities and presenting the outcomes to their board

The Leadership Curriculum is designed to develop and empower 21st century leaders. The goal for this curriculum is for our students to become local, national, and global leaders. To fulfill this goal, our students are to develop and implement a program in their community that they will lead. The program can consist of a community service project or a community based business. Whatever the student chooses, it will require approval from their instructor. As the leader of the program, they will be responsible for the success of their program. They will keep a electronic journal that will show their successes as well as their challenges. They will have to keep record of how they raised their capital for startup and how they managed those funds in their implementation phase. Within their senior presentation, they will share their idea, how it was

implemented, the challenges, and their successes. They will engage in dialogue with their board that will highlight new ideas and sharing of best practices for future growth.

3. *Each student will complete a financial management course*

The financial management course is a mandatory course all students must complete prior to graduation. The goal is to produce students who are financial fit, and are able to handle any situation the world hands them.

Research shows that financial stress can be just as damaging to our health as smoking, heart disease or diabetes. In fact, money is the No.1 source of stress for many of us. Changing these statistics and improving our financial health begins with talking about money at home and learning about it in schools.

Stress related to family finances has a greater effect on young people than parents believe, shows the 2009 Stress in America Study released by the American Psychological Association (APA). The study also reports teens and tweens are more likely than parents to say that their stress levels have increased in the last year. Only 2 to 5 % of parents rated their child's stress as extreme, while 14 % of tweens and 28 % of teens said they worried a lot or a great deal.

According to the study, parents' responses about sources of stress for their children were out of sync with what children reported as sources of worry. Children were more likely to say they worried about their family's financial difficulties than parents were to say this was a source of stress for their children (30% of children vs. 18% of parents). In general, children also were more likely to report having experienced physical symptoms associated with stress than parents were to say their children experienced such symptoms. Children reported having stress-related headaches, difficulty sleeping and changes in appetite.

<http://www.hrblockdollarsandsense.com/financial-education.html>

To develop financially fit young adults we will be using the virtual computer program, Dollars and Sense Virtual Business - Personal Finance 2.0 by H&R Block. This program will teach the students about Budgeting & Saving, Choosing & Balancing a Checking Account, Getting a Credit Card, Fixing Your Credit, Education & Advancement, Using Online Banking, Paying Your Taxes, Intro to Investing, Time Management and Health, Finding a Job, Finding an Apartment, Buying a Car, Shopping, Risk vs. Return, Diversification, Investing for Retirement, Buying a Home, and Insurance.

With Virtual Business - Personal Finance 2.0, the teachers will be able to see and document the achievement of every student at any instant. This allows them to identify students who need extra time or differentiated instruction. Separate grades for reading comprehension, math comprehension, and practical application will also allow teachers to zero in on student needs.

With Virtual Business Personal - Finance 2.0, students can access the curriculum at any time from any place. This means students who miss class can make up work, students with special needs can get additional help on their time, and even homebound students with medical issues aren't left out.

At the end of the course and satisfactory completion of all assigned modules each student will receive a unique Certificate of Personal Financial Competency. This tangible "take-away" gives students something to show for their dedication and hard work.

4. *Upon graduation each child will be prepared to attend any college or university to further their education*

The graduation requirements for Aileen Price exceed that of the state of NC. After completing the requirements for graduation, they will have what they need to further their education. We will work with our community contacts to give our students face time with Admission Offices of Schools around the country.

English	Four credits: English I, II, III, and IV
Mathematics	Four credits: Geometry Algebra 2 Pre-Calculus Calculus
Science	Four credits: Environmental Science Biology Chemistry Physics
History	Four credits: Elective World History United States History Civics and Economics
Physical Education & Health	Four credits: Physical Education (2) Health (2)
Foreign Language	Four credits
Leadership	Four credits
Electives	Eight credits: Music Art Debate Financial Management (Required) SAT/ACT Preparation (Required) Open Option: specialty that changes per semester

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

(1) Improve student learning

To improve student learning, each student will be required to take The Kolb Learning Style Inventory Assessment (see Appendix II). Each facilitator will receive a comprehensive printout on the learning styles present in each class. This will help facilitators understand the learning styles of their classes and aid in customizing the learning experience to ensure each child was able to understand the studied material.

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted:

The Aileen Price School provides a curriculum that utilizes diverse outlets to produce multiple learning opportunities that allow for collaborative learning options and real-world projects, and other creative outlets developed by our facilitators. Students will benefit from a favorable student-teacher ratio, year round schedule that works with the parents work schedule, community-based learning opportunities, and remediation. The integration of community resources will assist in linking written concepts to real-world application.

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

The Aileen Price School prides itself on using technology in enhancing the teaching and learning experience of our students and facilitators. The use of The Kolb Learning Style Inventory aids in the process of incorporating technology and other resources available to aid in bringing life to a variety of concepts and theories. Examples of innovative methods include but are not limited to the following: collaborative learning, community field trips, real-world projects, Socratic dialogue, role-play, and use of Skype and internet cameras to allow for international exchange, community service. The ultimate outcome for each student is to find comfort in their style for relaying information and demonstrating knowledge acquisition and application.

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

Each facilitator will have an Personal Performance Plan (P3) that will be designed to maximize the goals for each facilitator. They will be encouraged to teach to their strengths, to attend professional development workshops, and to assess and revise the learning program as needed to improve student achievement.

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

The Aileen Price School is one that will not only focus on student engagement and achievement but also parent engagement and achievement. From a student perspective, each student will have an IDP that sets bench goals that they must achieve before they progress forward. This will ensure that they have met all requirements and will be able to attend almost any college/University of their choosing. The parents will be able to take adult learning classes that will empower them to be their child's greatest advocate. By empowering both the child and the parent/guardian, you create a greater chance of success.

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

As a charter school, Aileen Price recognizes that it will be held accountable for meeting measurable achievement goals set by the State of NC. Student performance from 9-12 will be assessed according to the NC required standardized tests. Performance accountability measures of Aileen Price will include teacher evaluations, student test scores, parent feedback, formative and summative assessments, and college entrance data.

EDUCATIONAL FOCUS:

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

Aileen - Price Institute of Learning (APIL) believes that every child can and will succeed in ways that reflect his or her own learning styles, interests, and code of ethics. Our mission is to provide an engaging, technologically advanced curriculum that promotes creative and critical thinking, and prepares students for the next level of education with an intentional emphasis on leadership and character development, financial training, and community and parent involvement.

At APIL, teachers and parents are empowered to empower their students; we believe that parents are a child's first and best teacher. Teachers are in constant communication with parents and provide up to date progress of their student's performance using our school database for parents. Educational goals specific to the classes that each student takes are maintained and updated regularly in the student's Individual Development Plan for the semester; therefore, to build stronger teacher, parent, and school relationships, we will communicate with parents through our Parent Liaison who will conduct workshops, conferences, and empowerment sessions. We enthusiastically welcome parents to volunteer in many capacities as a crucial part of our school community; parents are also encouraged to attend learning sessions that will help them better understand our school philosophy and instructional processes.

Students at APIL will be intrinsically motivated as lifelong learners as they move through an integrated curriculum that is engaging and individualized. Teachers design year-long plans which integrate the Common Core standards, all subject areas, and multisensory methods of instruction. Students learn through all of the intelligences, make deep connections between subjects and the arts, and become invested in their learning as a result. The students of APIL are encouraged to take ownership of their learning as they self-reflect and set personal and academic goals.

Leadership Development is at the core of our student's success within our school community. Leadership classes are a required class for each student. As they learn leadership principles they are required to implement a community based project. In their Senior Year, they will be required to present their outcomes to their educational panel. In addition to this presentation, they will be required to participate in Senior Talk. This consists of Seniors presenting to the entire student body on an approved topic of their choosing.

Teachers at APIL are innovative and high energy professionals who create an engaging atmosphere in their classrooms. They are provided with an official Kolby Learning Survey for each individual class, that identifies the ways their students learn. This provides them with that additional edge in planning their lessons to ensure a high level of effectiveness.

At APIL, all students will have access to personalized learning with the support of qualified, caring adults. Our goal is to bring teachers, parents, and the community together to ensure that all students are empowered and motivated to make an impact locally, nationally, and globally. Leaders are serve and not dictate.

IV. GOVERNANCE

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

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

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

Name of Private Nonprofit:

Mailing Address:

City/State/Zip:

Street Address:

Phone:

Fax:

Name of registered agent and address:

FEDERAL TAX ID:

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

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

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

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

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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

- 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.
- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
- 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
- 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. An organizational chart showing the lines of authority should be included.
- 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.

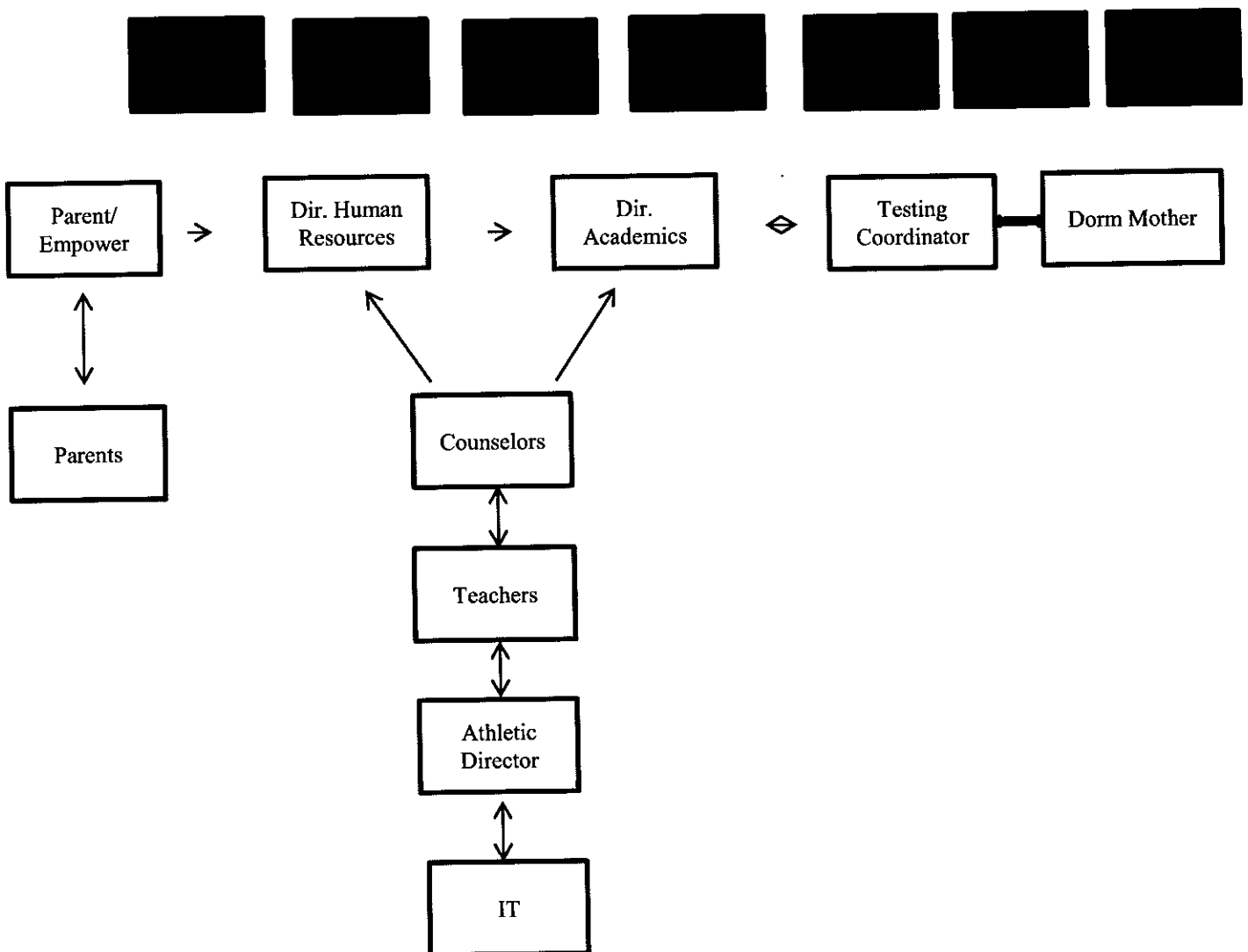
ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

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

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

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

BOARD OF DIRECTORS FLOW CHART



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

Lynn L. Holmes

PO Box 562523 • Charlotte, NC 28256 • (704) 651-5335
vitalelynn@yahoo.com

EDUCATION:

The University of North Carolina at Charlotte- Charlotte, North Carolina
College of Health and Human Sciences

Master of Science Degree in Public Health awarded, May 2006

- Cumulative Grade Point Average: 3.21/4.0 index
- Major Grade Point Average: 3.5/4.0 index
- Study Abroad Student, 2005

Fayetteville State University- Fayetteville, North Carolina
College of Arts and Science

Bachelor of Science Degree in Mathematics and Physics awarded, May 2000

Honors and Accomplishments:

- Cumulative Grade Point Average: 3.33/4.0 index
- Chancellor Scholar, 1996-2000
- Cum Laude graduate
- Academic Dean's List, 4 semesters
- Chancellor's List, 1 semester
- Beta Kappa Chi Honor Society

CERTIFICATION:

Technical

Certification of training in OC192 Engineering, 2001

Certification of training in OC12/OC48 Engineering, 2001

Certification of completing DMS Supernode Hardware Architecture, 2000

Certification of training in EDP Processes, 2000

Health fitness

YMCA Group Exercise Instructor, 2001

Principles of YMCA Health & Fitness, 2001

Kickboxing Instructor, 2001

COMPUTER DATABASES:

Excel	RACE	SPSS	Outlook	Maple
PowerPoint	EAE3	SAS	Access	UNIX
FrontPage	UNCCVMS	Windows	C++	AutoCAD

EXPERIENCE:

Medical

Veterans Benefit Administration- Winston-Salem, NC

Rating Veteran Service Representative (RVSR) (2005-present)

- Review a veteran's medical records to determine his/her level of disability subject to compensation.
- Promoted to GS-10 July 2006
- Promoted to GS-11 July 2007
- Promoted to GS-12 July 2008
- Completed Leadership Development Program July 2007
- Completed Instructor Development Course July 2008
- Winston-Salem Regional Office RVSR Trainer

RVSR Challenge Instructional Team, 2009-present

- I train newly hired RVSR's internally and externally on how to apply a veterans service treatment records and examinations to the VA rating schedule.
- I read through and correct ratings developed by the students in the class to make sure they follow the law and provide a pertinent medical reason and basis for their decision.
- I give presentations on the human body system, VA laws and regulations, computer databases and how the VA rates each body system.

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Overseas Military Service Coordinator, Okinawa Japan, 2010

- I briefed veterans who were separating and retiring and their spouses on their VA benefits upon separating from the military.
- Conducted a medical review of veterans service treatment records to identify current medical disabilities that could be claimed for VA disability.
- I have one on one counseling sessions to guide veterans through appealing VA decisions, filing burial claims, DIC claims, education, and compensation claims with the VA.
- I briefed military squadrons upon request on any information that is needed for clarity of their VA benefits

Mathematics

Forsyth Community College- Winston-Salem, North Carolina

Math Professor (2006-2007)

- Teach developmental math courses to community college students.

Central Piedmont Community College- Charlotte, North Carolina

Math Professor (2003-2005; 2008-2009, present)

- Teach developmental math courses to community college students.
- Certified Community College Instructor, June 2011

Independence High School- Charlotte, North Carolina

Math Teacher (2002-2003)

- Taught Algebra I class to ninth graders in Mecklenburg County School System.

The University of North Carolina at Charlotte- Charlotte, North Carolina

Pre-College Math Instructor (2001-2003)

- Taught a college based math curriculum to middle and high school students.

Technical

Nortel Networks- Research Triangle Park, Raleigh, North Carolina

Equipment Application Engineer (2000-2001)

- Responsible for accurate, timely, engineering support to internal and external customers, verification of accuracy, drawings, and equipment to ensure proper ordering, configuration and installation.
- Advanced to the highest category of engineering work within a 7-month period.
- Supported the highest switching revenue account in the company.

Network Engineer (2001)

- Responsible for engineering and producing the EDP package-containing configuration, pricing, drawings, and network diagram flow.
- Engineered all areas of fiber optics to high capacity within 2 months.

System Application Engineer (2001)

- Responsible for provisioning updated equipment for engineering, initiating conference calls between the customer and field engineer to ensure accuracy, configuration, and billing costs.

Counseling

The University of North Carolina at Charlotte- Charlotte, North Carolina

Graduate Assistant/ Admissions Counselor (2003-2005)

- Made preliminary admission decisions.
- Conducted large information sessions about UNC Charlotte during the week and on weekends.
- Counseled freshman and transfer students on admission criteria.
- Planned and organized college events.

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- Represented UNC Charlotte Admissions department at on campus college events and in the community.
 - Think College assistant coordinator, 2005
 - MCNAIR Scholar college presenter, Spring 2004, 2005
 - LSAMP college presenter, Spring 2004
 - INROADS admissions counselor panel member, 2004
 - Mount Moriah Primitive Baptist Church College Day admissions presenter, 2004

Leadership/
Human Resources

The Holmes Group, LLC – Charlotte, NC (2010-present)
CCO

CO-OPS:

Fayetteville VA Medical Center (VAMC) - Fayetteville, North Carolina
Co-op Student in Prosthetics (1999-2000)

- Filed medical files.
- Greeted customers.
- Updated files using the computer database.
- Analyzed claims for department quarter report.

RESEARCH:

The University of North Carolina at Charlotte- Charlotte, North Carolina
Head Researcher (2004-2006)

- Research Project: Content Analysis of Health Information and Motivation in Popular Magazines.
- Analyzed health articles accuracy in communicating health information based upon the food and exercise pyramid, and their motivational tactics based upon the Action-Based Theory of Persuasion (ATP).
- Sampled health articles based on nutrition and exercise in magazines during the years 1994 and 2004.
- Reviewed and evaluated the use of statistical and other mathematical techniques used as a basis for mathematical projections.

Head Researcher/Developer (2004-2008)

- Research Project: Temples Under Construction (TUC): A spiritually based exercise and nutrition program for African American adults.
- Performed an epidemiological assessment on cardiovascular heart disease (CHD) in Mecklenburg County and on African Americans in Mecklenburg County.
- Used the PRECEDE-PROCEDE model as a developmental and evaluation tool.
- Developed advertisement literature, supplemental learning material, social and physical activities.
- Managed the weekly functions, evaluation methodologies, and volunteers.
- Taught and choreographed workout routines.

Team Researcher (2003- 2004)

- Research Project: University of North Carolina Asset Mapping Report.
- Assessed organizational/institutional assets for accuracy, current university services, and their availability to assist with UNC Charlotte's health initiatives.
- Assisted with the demographic profile, physical and human asset report, key informant interviews, and focus groups.
- Created an inventory of all wellness assets within the UNC Charlotte community crucial to the development of a comprehensive wellness program.

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Head Researcher (2003-2004)

- Research Project: Heart of a Brother.
- Used the Charlotte neighborhoods quality of life index to develop a program to reduce the rate of heart disease among African American males aged 18 and older in Reid Park and Ponderosa/Wilmont by 10% over the next ten years.
- Configured a comprehensive program incorporating educational literature for their environmental factors, evaluation methodologies, and budget.

The University of Miami in Ohio- Oxford, Ohio

Summer Undergraduate Mathematical Science Research Institute Fellow (Spring 2000, Summer 1999)

- National math conference student presenter, Spring 2000.
- Statistics Math Fellow, Summer 1999.
- Research Project: Using the un-related randomized response method, do students in the sciences at the University of Ohio in Miami use graphing calculators to cheat?
- Supported others in the execution of statistical research projects.

Fayetteville State University- Fayetteville, North Carolina

North Carolina Alliance Minority Participant (1997-2000)

- Research Project: How to use the TI-92 calculator to perform simple math equations? 1999-2000
- Research Project: How do quadratic equations change when their focus change? 1997-1998

REFERENCES: Provided upon request.

Educational Experience:

The Chicago School of Professional Psychology Chicago, IL
M.A. in Industrial and Organized Psychology with a focus in Organizational Effectiveness
October 2007 – June 2009

University of North Carolina at Greensboro Greensboro, NC
College of Arts and Science
Bachelor of Arts Degree in Biology (Pre-Med)
August 1992 – December 1996

Work Experience
Instruction

The Park Ministries Charlotte, NC
Superintendent June 2011 – present

- Oversee all learning opportunities within the Park Ministries at the Beatties Ford Road campus.

Johnson C. Smith University Charlotte, NC

- Adjunct Professor of Psychology within the Metropolitan College

Analytical

Bank of America Charlotte, NC
Consumer Product Strategic Analyst II

- Responsible for performing complex analysis and modeling in support of various strategies to ensure company goals are being met.
- Coordinate the production of performance reports and updates for senior management.
- Analyze portfolio trends concerning risk, loss trends, marketing performance, portfolio dynamics, and bureau scoring criteria.

Wachovia/Wells Fargo Charlotte, NC
Capacity Consultant October 1999 – August 2010

- Responsible for forecasting daily volumes for eight business segments within the Loss Prevention business unit.
- Use statistical models to measure the accuracy of the forecasts produced.
- Maintain workforce database that produces reports that are used to manage the business unit in its day to day capacity.
- Point of contact for projects and initiatives to ensure that we experience optimal results with minimal impact.
- Provide continuous feedback and counsel to upper leadership.
- Mentor and coach emerging leaders within the department to prepare them for roles as they become available.
- Create and maintain strategic forecasts for various organizations.
- Partner with Finance to reconcile actual performance with plan.
- Provides numerous reports utilizing the data that is collected and analyzed.
- Hold various meetings to discuss performance and communicate key messaging.

Laura Webber Holmes

912 Westbrook Drive
Charlotte, North Carolina 28202
704-651-5334
lauraholmes@yahoo.com

Philosophy of Teaching:

Everyone can learn! It is a life long experience beginning at birth and ending with death. Learning occurs at different rates with varying learning styles. Therefore, it is the responsibility of educators to match students with their learning styles. Learning styles or student-centered instruction is accomplished through academic objectives and techniques understood by students, lesson presentations, and discussions with questions that require critical thinking, visuals, projects, pacing, cooperative learning, technology, manipulatives, and assessments. Students grow consistently in academics and social development.

Educational Experiences:

Bachelor of Science Degree in Elementary Education (Grades 1-6)	
Winston-Salem State University	1965-1964
Early Childhood Certification	
University of North Carolina at Charlotte	1976
Mentoring and Coaching Certification	
University of North Carolina at Charlotte	1989
Master's of Education	
University of North Carolina at Charlotte	1986-1989
Higher Order Thinking Skills (H.O.T.S.) Training	
University of Arizona	1989-1990
Training for Year Round Schools	
University of North Carolina at Chapel Hill	1993

Work Experiences:

Central Piedmont Community College Oct. 2003 to May 2007

Reading 090

- Instructed reading strategies to students whose scores reflected a need on entry assessment tests.
- Used reading strategies and literature to improve student achievement.
- Used portfolio assessment as a strategy to improve student learning and involvement.

Charlotte-Mecklenburg School System	Aug. 1969 – Retired June 2002
Literacy Facilitator	Aug. 1997 – Retired June 2002
Special Projects Teacher	Aug. 1995 to June 1997
Title I (Higher Order Thinking Skills) Teacher	Aug. 1990 to June 1993
Classroom Teacher (Kindergarten, First, Second, Third Grades)	Aug. 1969 to June 1990 Aug. 1993 to June 1995

Responsibilities:

- Documented experiences in best practices through grants written with focus on literacy, parental involvement, and the school improvement plan.
- Facilitated professional development and communicated with staff clearly and concisely both orally and in writing.
- Collaborated with community partnerships in planning parent workshops and writing a Matching Fund Grant through the City of Charlotte for playground equipment.
- Planned the Writing Britz for third and fourth grade students. Worked closely with third and fourth grade teachers in assessing the results and planning strategies for improvements.
- Worked with teachers in using assessment data to drive instruction. Implemented instructional recommendations made by administrators.
- Taught High Order Thinking Skills (H.O.T.S.) as a Title I teacher to students in fourth through sixth grade. Followed state and federal guidelines in student selection, maintained documentation of student participation, and kept an updated inventory of all title I equipment. Attended conferences and workshops through title I to remain knowledgeable about state and federal guidelines and recommendations. Communicated Title I goals to staff and parents. Attended yearly meetings through the Department of Public Instruction on analyzing and evaluating federal programs.
- Taught kindergarten through third grade, knows early childhood curriculum, and the research on how children learn.
- Met regularly with the administrative team to discuss student assessments and intervention strategies to meet the academic needs of the students.
- Wrote and implemented parental involvement programs to help parents understand test results and ways they can help their children improve academically. Received recognition and publication of program through the Harris Award for Teacher of the Year.
- Attended all training sessions on the Effective Schools model. Conducted in-service and helped implement the model as well as evaluating along with staff how the model affected the outcome of student learning.
- Worked actively as a member of the School Leadership Team. Attended training on Year Round Schools which included budget, use of facilities, programs, scheduling, and meeting federal and state regulations.
- Acted as peer mentor. Observed in the classroom using the North Carolina Teacher Performance Appraise Instrument (NCTPAI) and made suggestions for improving classroom instruction, student involvement in instruction, and student time on task.

Personal Experiences:

Alpha Kappa Alpha Sorority, Inc.

1967 to the present

Community Service and Involvement

- Tutored at-risk students in fourth and fifth grade reading at a Title I school
- Mentored high school and college young ladies who met certain criteria.
- Conducted voter registration.
- Participated and supported women's health programs.

WILLIE HOLMES
(704) 334-4074

912 Westbrook Drive

Charlotte, N.C. 28202

OBJECTIVE: Presentation of educational background and work experiences.

PROFESSIONAL HIGHLIGHTS

MECKLENBURG COUNTY GOVERNMENT- Charlotte, NC 10/01/89-02/01/2010
Real Property Appraiser

Appraise residential and commercial properties for tax purposes. Conduct field reviews on request, make reappraisals and notify taxpayers of their property assessments. Defend appraisals before taxpayers, Board of Equalization and Review, and the North Carolina Tax Commission.

HOLMES APPRAISAL AND REALTY SERVICES- Charlotte, NC 3/87- 10/01/89

Appraise commercial and residential properties. Clients include banks and individual property owners. Prepare feasibility studies- including financial pro forma—for client companies. Develop commercial or residential sites.

THE URBAN GROUP-Charlotte, NC

1978-1987

As chief administrator, was responsible for planning, directing and coordinating all administrative functions, including personnel and general operations for all company projects. Prepared all feasibility studies; arranged financing and wrote all management and operational plans. Served as Fee Appraiser, Estimator and Compliance Inspector for Veteran Administration.

- Directed Conversion of two government financed properties; effected turnaround for properties undergoing foreclosure litigation.
- As Managing/General Partner, in coordination with Westminster Company, developed \$ 500,000, 10 units Cedar Square Condominium Project in Third Ward Community, 1984.

MOTION, INC.-Charlotte, NC

1971-1978

Associate Director

Managed administrative and personnel functions, including marketing and general brokerage. Researched special projects. Wrote all management plans (administrative, fiscal, maintenance and personnel) for single and multi-family developments.

Prepared all construction estimates.

Special Project Accomplishments:

- Participated in obtaining firm commitment from HUD to develop \$1.5 million multi-family garden project in Charlotte, North Carolina, 1977.
- Instrumental in development of \$ 1 million multi-family townhouse in Charlotte, 1976.
- Coordinated development of \$ 800,000 multi-family garden project, Charlotte, in 1975.
- Assisted in development of 30 units, \$300,000 scattered site family housing project (1973)

FAMILY DOLLAR STORE-Charlotte, NC

1971

Assistant Manager

MILITARY: U.S. Army, 1968-71; honorably discharged Specialist 5-Sergeant

EDUCATION

B.S., Sociology, A&T State University, Greensboro, NC 1968

Central Piedmont Community College- 1973
Diploma: Real Estate Appraisal

Southern Illinois University, The Institute For Housing Management
Diploma: Housing Management, 5/72

Institute of Real Estate Management: CPM Designation 4/79

Unlimited General Contractor-North Carolina 7/73

Licensed: Real Estate Broker 7/73-Present

PERSONAL

Church Member: Chairman of Trustee Board and Budget Committee. Oversee the financial physical operations of the church

Sidonie R. Webber

2086 Atherton Heights Ln.
Charlotte, NC 28203
704.444.2622 work 704.375.5299 home

Summary of Qualifications

- School Administrator Certification (Principal)
- Curriculum Instructional Specialist Certification (Supervision)
- Frameworks Facilitator Certification (Supervision)
- Mentor Certification
- Extensive Knowledge of state and local testing and accountability
- Extensive experience developing instructional strategies for exceptional learners
- Excellent knowledge of technology
- Broad knowledge of effective instructional strategies
- Broad knowledge and experience in writing performance and content standards
- Extensive experience in curriculum development
- Extensive knowledge of principles and practices of effective professional development systems
- Extensive experience in planning and presenting professional development opportunities for teachers and principals
- Experienced presenter at the state and national conferences
- Extensive experience working with parents and teachers to develop Family School Partnerships
- Extensive experience developing budgets
- Extensive experience in classroom observation and providing feedback
- Extensive experience with interviewing and staff selection
- Knowledge of results based supervision
- Extensive knowledge of school improvement process(s) and strategies

Employment

1999-Present Specialist, Instructional Accountability
Charlotte-Mecklenburg School System
1996-1999 Director, Professional Development Center
Charlotte-Mecklenburg School System
1987-1996 Specialist, Title I
Charlotte-Mecklenburg School System
1986-1987 Inservice Coordinator, EQUALS Trainer
Charlotte-Mecklenburg School System
1984-1986 Chapter I Lead Teacher, First Ward Elementary School
Charlotte-Mecklenburg School System
1975-1984 Teacher, First Ward Elementary School
Charlotte-Mecklenburg School System

1974-1975 Teacher, Our Lady of Consolation Elementary School
Charlotte Catholic Diocese

Education

1992 University of North Carolina at Charlotte
School Administrator Certification
1990 University of North Carolina at Charlotte
Curriculum Instructional Specialist Certification
1984 University of North Carolina at Charlotte
Master of Education
1973 Johnson C. Smith University
Bachelor of Arts, Elementary Education

Professional Memberships

Association for Supervision and Curriculum Development
Phi Delta Kappa
International Reading Association
National Staff Development Council
National Council of Teachers of English

References available upon request

1451 Plumstead Road
Charlotte, NC 28216-3535
704/393-5314
calvine.brooks@carolinashealthcare.com

Qualification

I communicate very well orally and in writing with patients, employees, and other community agencies to ensure our patients have the best in health care possible. Also, I work to promote a safe environment for patients, employees and visitors and all related job responsibilities in a safe manner.

Experience

Secretary 3/88 - Present

Mecklenburg County Health Department/Carolinas
Healthcare System

Secretary to adult health programs and clinics - typed policy and procedures, job evaluations, brochures, news letters, ensured compliance with regulations, assisted the lead health educators and program managers, and other clerical duties.

Member Activities

Member of First Baptist Church-West

Co-Chair of the Deaconess Board

Member of Women's Ministry

Member of University Park Neighborhood Association

Disaster Team for Mecklenburg County Health Department

West Charlotte High School Alumni Association

Education

Attended Johnson C. Smith University

Certificates from Mecklenburg County Health Department and Carolinas Healthcare System
Workforce Planning and Development
Organizational Development
Emergency Management Institute FEMA
Homeland Security Awareness Program
Contraceptive Technology Update
Juvenile Diabetes Campaign
United Way Sharing LOVE Campaign
Green Thumb Award in Public Health
Sparkler Award in Public Health

- 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)
- A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.
- Explain the decision-making processes the board will use to develop school policies.
- Portray how the board will involve parents and community members in governing the school.

The Aileen-Price Institute of Learning

BYLAWS

Article I Organization

The name of the organization is the Aileen-Price Institute of Learning located in the city of Charlotte, state of North Carolina, and county of Mecklenburg. It is organized for charitable and educational purposes within the meaning of Section 501 c 3 of the Internal Revenue Code.

Article II Seal

The organization shall have a seal with its name inscribed in such form that is approved by the Executive Board. The seal of the organization may be an impression or stamp affixed to all formal documents that require the signatures of the governing board.

Article III Logo

The logo of the organization is the learning tree with a super imposed picture of the world in the branches and foliage. A rectangle centered at the base of the tree with the name of the organization, Aileen-Price Institute of Learning, in the middle written in bold print. The logo will be used on the organization's letterhead and attached to emails and other documents.

Article IV Colors

The colors representing the Aileen-Price Institute of Learning are purple and gold. Purple represents royalty and leadership. Gold represents community service.

Article V Fiscal Year

The fiscal year of the organization begins the first day of July and ends on the last day of June in each year. All financial records will be maintained on a July 1 through June 30 fiscal year basis.

Article V I Purpose

(1) Improve student learning

To improve student learning, each student will be required to take a Learning Style Inventory. This assessment will help facilitators understand the learning styles of their students. By understanding their learning styles, you are able to customize the learning experience to ensure each child was able to understand the studied material.

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted:

The Aileen Price School provides a curriculum that utilizes diverse outlets to produce multiple learning opportunities that allow for collaborative learning options and real-world projects, and other creative outlets developed by our facilitators. Students will benefit from a favorable student-teacher ratio, year round schedule that works with the parents work schedule, community-based learning opportunities, and remediation. The integration of community resources will assist in linking written concepts to real-world application.

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

The Aileen Price School prides itself on using technology in enhancing the teaching and learning experience of our students and facilitators. The use of Learning Style Inventory aids in the process of incorporating technology and other resources available to aid in bringing life to a variety of concepts and theories. Examples of innovative methods include but are not limited to the following: collaborative learning, community field trips, real-world projects, Socratic dialogue, role-play, and use of Skype and internet cameras to allow for international exchange, community service. The ultimate outcome for each student is to find comfort in their style for relaying information and demonstrating knowledge acquisition and application.

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

Each facilitator will have an Individual Development Plan (IDP) that will be designed to maximize the goals for each facilitator. They will be encouraged to teach to their strengths, to attend professional development workshops, and to assess and revise the learning program as needed to improve student achievement.

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

The Aileen Price School is one that will not only focus on student engagement and achievement but also parent engagement and achievement. From a student perspective, each student will have an IDP that sets bench goals that they must achieve before they progress forward. This will ensure that they have met all requirements and will be able to attend almost any college/University of their choosing. The parents will be able to take adult learning classes that will empower them to be their child's greatest advocate. By empowering both the child and the parent/guardian, you create a greater chance of success.

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

As a charter school, Aileen Price recognizes that it will be held accountable for meeting measurable achievement goals set by the State of NC. Student performance from 9-12 will be assessed according to the NC required standardized tests. Performance accountability measures of Aileen Price will include teacher evaluations, student test scores, parent feedback, formative and summative assessments, and college entrance data.

Article VII Vision Statement

"Being the change that we want to see."

Article VIII Mission Statement

To provide an engaging, technologically advanced curriculum that promotes creative and critical thinking, and prepares students for the next level of education with an intentional emphasis in leadership and character development and community and parent involvement

The boarding school experience will instill a sense of responsibility and respect for themselves and their peers.

Article IX Executive Board

The business of the organization is managed by the Executive Board consisting of nine (9) members, together with two (2) members of the administrative staff of the Aileen-Price Institute of Learning with zero voting rights. The board controls, manages the affairs, and the business of the organization. It acts in the name of the organization when a regularly convened meeting is called by the chairman of the board after due notice to all members of such meeting. A member of the Executive Board will hold office until death, resignation, retirement, removal, disqualification, or successor is elected.

Article X Duties and Responsibilities of the Executive Board

The Board will govern itself to ensure that each category is properly implemented and managed effectively.

Section 1 Finance and the Facility/Building

Responsible for monitoring all activities as it relates to income, maintain proper files of all monies allocated, received, deposited, and disbursed. Pays all authorized expenses and keep full and accurate accounts of those finances in books provided for that purpose. Assure that authorized signatures execute all checks for disbursement of money. Provide monthly operating statement to the Executive Board. Present the annual budget of estimated income and expenditures to the board for approval. Prepare and supervise the organization's annual audit of all accounts. Maintain the facility or building. Serve as chairman of the Executive Board

Section 2 Legal

Assure that the business of the Executive Board is conducted according to these Bylaws and the latest edition of Robert's Rules of Order. Assist the chairman of the board in the interpretation of all legal documents. Advise the board on all legal and contractual matters. Represent the organization in all legal matters. Works closely with the chairman of the board to make sure the 501 c 3 of the Internal Revenue Code for nonprofit and tax exempt status are maintained. Serve as Vice Chairman of the Executive Board. Assume the responsibility of Chairman of the Executive Board in the event that person can't.

Section 3 Funding and Community Liaison

Responsible for all advertisements and publications to promote the organization. Responsible for submitting and providing news releases, photographs to the newspaper and other media as needed. Plan and monitor all fundraising activities of the organization. Develop proposals to include estimate of income and expenses. The Executive Board must approve any publications, interviews, and marketing strategies.

Section 4 Parent and Student Empowerment

Responsible for notifying parents and helping them organize parent support groups. Work with parent leaders to develop activities and recruit parent volunteers to support the Aileen-Price Institute of Learning. Meet regularly with

parent groups to address their concerns and relay them to the Executive Board. Facilitate leadership training for parents and students. Help students and staff organize student government. Develop an election plan to allow student leaders the opportunity to campaign for various positions in student government. Work closely with administrative staff, instructional staff, and the Executive Board.

Section 5 Administration and Records

Keep accurate records and proceedings of all Executive Board meetings. Notify the board members at least five (5) days in advance about meetings. Notice must include agenda. General charge of the organization's books and records, seal of the organization, and affix the seal to all lawfully executed documents requiring it. Perform all duties assigned by the Executive Board and Chairman of the Board.

Section 6 Technology

Responsible for maintaining the organization's email distributions, website (public and private), mailboxes etc. Responsible for buying, maintaining, and distribution of laptop computers for students and Ipads for administrative and instructional staff. Works closely with Curriculum and Testing. Downloads all instruction materials. Develops Internet Acceptable Use Policy. The Executive Board approves technology policies and distribution plans.

Section 7 Head of Administrative Staff (Principal)

Supervises and controls all of the educational affairs of the organization, including recruiting, supervision of teachers, evaluations of teachers, student admission standards, general supervision of students, and other duties that may be prescribed by the Executive Board.

Article XI Meetings

Regular meetings of the Executive Board are held on the first of each month, July through June at a time and place determined by the board. Meeting notices will go out at least five (5) days before the scheduled date. Notices of meetings will state the reason and business to be transacted. No other business will be transacted without consent of all present at the meeting. Where there is a scheduling conflict, an alternative date must be chosen with the approval of the Executive Board. In cases of inclement weather, the Chairman of the Executive Board or Vice Chairman has the discretion to cancel a meeting.

Section 1 Quorum

A quorum consists of two-third (2/3) of its members present. The meeting of the Executive Board must constitute a quorum and necessary for the transaction of business of this organization. To ensure this requirement, members of the board must sign-in before each meeting is convened.

Section 2 Special Meetings

The Chairman of the Executive Board may call special meetings as deemed necessary or upon request of one-third (1/3) of the members of the board.

Section 3 Order of Business

- Welcome

- Minutes of the Last Meeting
- Report from Executive Board Members
- Old Business and Unfinished Business
- New Business
- Adjournment

Section 4 Voting

The vote by majority of the Executive Board is required to adopt any resolution. The vote can be by voice or ballot. There are nine (9) voting members and two (2) non-voting members. The Technology position on the board is non-voting.

Section 5 Parliamentary Authority

The current edition of Robert's Rules of Order will govern all matters not provided for in these Bylaws.

Article XII Compensation

Executive Board members of the organization are not compensated.

Article XIII Bonds

The Executive Board may require any and all members, agents, and employees who deal with the board and the Aileen-Price Institute for Learning to be bonded.

Article XIV Amendment(s)

These Bylaws may be amended at any regular meeting by two-third (2/3) votes of the Executive Board. Proposed amendment(s) must be given to the Executive Board for review at least seven (7) days in advance before the upcoming meeting where the vote will take place.

Article XV Adoption of the Bylaws

These Bylaws become effective immediately following the adjournment of the Executive Board where they were adopted.

Article XVI Dissolution

Dissolution of the organization will be authorized by the approval of a plan of dissolution providing for the distribution of all assets of the organization and payment of all liabilities and obligations of the organization in accordance with applicable law, by the following actions:

- A meeting of the Executive Board at which a quorum is present. A quorum is two-third (2/3) of the board.
- The casting of votes by voice or secret ballot of the voting members of the Executive Board

Upon the dissolution of the organization, the property remaining after all debts and obligations are met will be distributed to another non-profit organization as designated by the Executive Board.

Article XVII Non-Discrimination Policy

It is the policy of the Aileen-Price Institute of Learning not to discriminate on the basis of race, color, religious creed, national origin, ancestry, sexual orientation, disability, or handicap. No person shall, on the basis of race, color, national origin, ancestry, gender, sexual orientation, disability, or handicap, be denied equal access or admission to school programs, courses, extracurricular activities, and employment opportunities. In addition, under section 504 of

the Federal Rehabilitation Act of 1973, no otherwise qualified individual, shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity at the school.

Article XVIII North Carolina Open Meetings Law

Except as provided in GS 143-318.11, 143-318.14A, 143-318.15, and 143-318.18, each official meeting of the Executive Board of the Aileen-Price Institute of Learning will be open to the public, and any person is entitled to attend such a meeting. The board will comply with the North Carolina Open Meetings Law.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.
- Describe the organization's performance-based goals and measurable objectives for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

1. For all of our students to perform at or above grade level

Each student will have an individual performance plan established for each quarter. Their plan will list the specific goals that have been predetermined that outline what mastery looks like in that specific subject area. The instructor for each class will update this plan on a regular basis to keep track of their performance. At the end of the course, the teacher will use a variety of methods to measure their level of mastery. These methods include but are not limited to the following: exams, oral presentations, and written evaluations.

Mastery equates to a score of an A (100-90) and a B (89-80). If a child does not master the material (Score ≤ 79), they will not be able to move forward, and must attend remedial sessions. The sessions are designed to bring a student to the place of mastery. They will review the areas in which they struggled and require additional attention as outlined in their IDP. The instructors will re-evaluate the student using various methods. Once mastery has been achieved, they will move to the next step in their learning process.

2. That our students will be able to apply the Socratic method to stimulate critical thinking

The Socratic theory is a method that consists of inquiry and debate between individuals with opposing viewpoints based on asking and answering questions to stimulate critical thinking and to illuminate ideas. Each instructor is required to encourage this type of dialogue within their instruction time. To measure the application and the outcome of this type of dialogue, we will have a set number of evaluations to see the impact it is having on our classrooms. A silent classroom is not a successful classroom.

We will be able to measure the student's application of this method when they present their Senior Leadership project to their board and their Senior Talk to the student body. Within their presentation they will have to defend their viewpoints to someone who does not share the same view that they have. By having this dialogue they will be able to determine if their project was effective and what opportunities they have identified once their ideas were implemented.

3. Each student will complete a Leadership curriculum that will culminate in implementing a program within their communities and presenting the outcomes to their board

The Leadership Curriculum is designed to develop and empower 21st century leaders. The goal for this curriculum is for our students to become local, national, and global leaders. To fulfill this goal, our students are to develop and implement a program in their community that they will lead. The program can consist of a community service project or a community based business. Whatever the student chooses, it will require approval from their instructor. As the leader of the program, they will be responsible for the success of their program. They will keep a electronic journal that will show their successes as well as their challenges. They will have to keep record of how they raised their capital for startup and how they managed those funds in their implementation phase. Within their senior presentation, they will share their idea, how it was implemented, the challenges, and their successes. They will engage in dialogue with their board that will highlight new ideas and sharing of best practices for future growth.

4. Each student will complete a financial management course

The financial management course is a mandatory course all students must complete prior to graduation. The goal is to produce students who are financial fit, and are able to handle any situation the world hands them.

Research shows that financial stress can be just as damaging to our health as smoking, heart disease or diabetes. In fact, money is the No.1 source of stress for many of us. Changing these statistics and improving our financial health begins with talking about money at home and learning about it in schools.

Stress related to family finances has a greater effect on young people than parents believe, shows the 2009 Stress in America Study released by the American Psychological Association (APA). The study also reports teens and tweens are more likely than parents to say that their stress levels have increased in the last year. Only 2 to 5% of parents rated their child's stress as extreme, while 14% of tweens and 28% of teens said they worried a lot or a great deal.

According to the study, parents' responses about sources of stress for their children were out of sync with what children reported as sources of worry. Children were more likely to say they worried about their family's financial difficulties than parents were to say this was a source of stress for their children (30% of children vs. 18% of parents). In general, children also were more likely to report having experienced physical symptoms associated with stress than parents were to say their children experienced such symptoms. Children reported having stress-related headaches, difficulty sleeping and changes in appetite.

<http://www.hrblockdollarsandsense.com/financial-education.html>

To develop financially fit young adults we will be using the virtual computer program, Dollars and Sense Virtual Business - Personal Finance 2.0 by H&R Block. This program will teach the students about Budgeting & Saving, Choosing & Balancing a Checking Account, Getting a Credit Card, Fixing Your Credit, Education & Advancement, Using Online Banking, Paying Your Taxes, Intro to Investing, Time Management and Health, Finding a Job, Finding an Apartment, Buying a Car, Shopping, Risk vs. Return, Diversification, Investing for Retirement, Buying a Home, and Insurance.

With Virtual Business - Personal Finance 2.0, the teachers will be able to see and document the achievement of every student at any instant. This allows them to identify students who need extra time or differentiated instruction. Separate grades for reading comprehension, math comprehension, and practical application will also allow teachers to zero in on student needs.

With Virtual Business Personal - Finance 2.0, students can access the curriculum at any time from any place. This means students who miss class can make up work, students with special needs can get additional help on their time, and even homebound students with medical issues aren't left out.

At the end of the course and satisfactory completion of all assigned modules each student will receive a unique Certificate of Personal Financial Competency. This tangible "take-away" gives students something to show for their dedication and hard work.

5. *Upon graduation each child will be prepared to attend any college or university to further their education*

The graduation requirements for Aileen Price exceed that of the state of NC. After completing the requirements for graduation, they will have what they need to further their education. We will work with our community contacts to give our students face time with Admission Offices of Schools around the country.

English	Four credits: English I, II, III, and IV
Mathematics	Four credits: <i>Geometry</i> <i>Algebra 2</i> Pre-Calculus Calculus
Science	Four credits: Environmental Science Biology Chemistry Physics
History	Four credits: Elective World History United States History Civics and Economics
Physical Education & Health	Four credits: Physical Education (2) Health (2)
Foreign Language	Four credits
Leadership	Four credits
Electives	Eight credits: Music Art Debate Financial Management (Required) SAT/ACT Preparation (Required) Open Option: specialty that changes per semester

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

To ensure that the governing board members avoid conflicts of interest, there is a code of ethics that all members will need to follow. Within this code, board members are to bring any possible conflicts to their chairman to ensure that the best interests of the Board are being adhered to. If the Chairman finds themselves in a place of potential conflict, they will be able to bring their issue to The Holmes Group LLC, where the nonprofit falls under.

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

As a public school option for the state of North Carolina, APIL must be willing to accept all students when space is available. Each applicant however is still required to complete an application to ensure that we have all the information we need to serve the student. Each application will be assigned a 10-digit ID number that is unique for that application upon receiving the application. The Administration will then review the applications after the deadline has been met to ensure that the applications are completed and that the information is accurate. If we find deficiencies in an application, we will send a letter to the applicant informing them of the deficiency and that they will not be included in the lottery for placement. All applications that make it through the review process will then be included in the lottery.

The lottery is a process where an impartial person randomly pulls the ID numbers of those applications that are completed. This will occur based on grade level. Once capacity has been met, we will continue to randomly pull names to have a detailed wait list to pull from when space becomes available. Those who were accepted within Aileen Price will receive a letter and informing them of the next steps in their onboarding process. Those who did not get accepted will be notified that they were placed on a wait list and will be notified when they are next in line based on capacity.

If a student is to leave or transfer from APIL, they are asked to provide a 2 week notification and submit their exit request form to the Administration. We will schedule an Exit Interview that will be used to make sure that all paperwork is completed and that all parties have what they need for a smooth transition. We will also use the information from these sessions to track the reasons why students exit and gain insights on what we could do to better support our learning community.

To ensure a diverse population of students, we will hold various information sessions within different districts to supply information and answer any questions they may have. Our goal is to inform the community that we are a free educational option within this area.

V. EDUCATION PLAN

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

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

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

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

APIL is founded on the principles of –The Socratic Method. The Socratic Method is, above all, conversation. It is based on raising questions and seeking their answers through discussion, on the flow of words and ideas between the teacher and the pupils. The Socratic Method substitutes collaborative problem solving for didactic instruction, the examination of issues for the exposition of pre-determined answers. It encourages grappling with the idea and the

reality, rather than digesting a text about the ideas or the reality. (Pasted from http://www.dragonacademy.org/socratic_teaching.html). At the core of Socrates' teaching, and what his students admired the most of him, was his character. Who he was, was more important than what he said. He questioned societal issues to help people seek for the truth. This is what our school is designed to do for our students. We want them to question injustice and be on the side of the truth. There are other benefits than intellectual honesty and rigor which the Socratic Method offers us. It is inclusive and inherently democratic. It values and validates the individual. It builds self-esteem and self-expression. It strengthens respect for others and it creates community. Pasted from http://www.dragonacademy.org/socratic_teaching.html

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

Our teachers are required to think outside of the box in presenting instructional materials. With APIL being a year-round uptown school, we have community resources at our disposal to incorporate into the learning process (Blumenthal, Junior Achievement, Museums, Financial Industry, etc). Based on the Socratic Method, our students are encouraged to ask questions to gain understanding and seek truth.

Our academic program is designed for our students to participate in an academic program that seeks to build the academic skills, intellectual habits, and content knowledge necessary for all students to be prepared to succeed in the college of their choice. This curriculum builds on the North Carolina Standard Course of Study, but is supplemented with more rigorous, college-preparatory standards. Our goal is to apply and receive our International Baccalaureate certification according their standard in application. This would allow our students to complete high school with college credit.

APIL is a community of students, teachers, and administrators who believe in the core tenants of education. It will open doors for you that no other avenue can. It equips you for a lifetime and not just for a moment. We encourage our students to be the change that they want to see in their communities. In order to be change, they are trained and nurtured through our Leadership curriculum. They are required to implement and run a community based project that allows them to apply what they have learned.

Here are some additional key features of APIL:

- Hours 8 am – 2 pm
- Afterschool/extra curriculum 2 pm – 5 pm
- School days will work around corporate America's schedule
- The parents will be able to see what assignments their child did or did not turn in
- Parent Empowerment
- Will buy books or rent books or potentially use Kindle to push books to students
- Classrooms will be equipped with smart boards and/or electronic capabilities
- Class sessions will be videotaped and downloaded so the students can view the class real time or look at the downloaded version to stay on top of classes if out sick

- Will be able to submit work and class assignments electronically if out sick or during inclement weather to stay on track.
- Teachers will be able to assign work to students electronically during inclement weather to stay on top of schedule and to not lose time
- A/B Day
- Classes will be 50 minutes
- Classrooms will be vibrant with color
- February – June; July – December class is in session
 - Off January and July
- Each student is required to achieve mastery level to progress to the next class.
 - Mastery is a grade of B or better. If the student fails to master the material, they will be required to attend remediation. During remediation, they will be re-evaluated to ensure that mastery is achieved.
- Summer program during time off
- Senior year mandatory classes
 - Financial Planning
 - Senior Project on Leadership
 - Senior Talk
 - Consists of students presenting a "talk" on any approved subject of their choosing to the entire student body

Sample Class structure for students:

Semester 1	Semester 2
Math	Math
English	History
Science	Science
PE	Health
Foreign Language (FL)	FL
Leadership A	Leadership B
Elective	Elective

Core Classes Offered:

- English I, II, III, IV
- Math
 - Algebra 1
 - Geometry
 - Algebra II
 - Pre-Calculus
 - Calculus
- Science
 - Natural Science
 - Biology I, II
 - Chemistry I, II
 - Physics
- Health and Wellness

- Physical Education
- Foreign Language
 - Spanish
 - Latin
 - Sign Language

- Leadership I, II, III, IV

Elective Classes (not limited to the following):

- Art
- Music
- SAT prep
- 1st impressions
- Etiquette
- Communication
- Social and Cultural Issues
- Bullying
 - Self-esteem
 - Relationships
 - Less is not best

Advanced/Honors (H):

Course content, pace and academic rigor put high expectations on the student and surpasses standards specified by the (N.C.S.C O.S.) Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point to the grade earned in such courses.

Advanced Placement (AP):

Course content, pace and academic rigor is college level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB

Leadership:

APIL seeks to produce men and women of character and integrity who have the skills and ability to make a positive contribution to the communities in which they live and work. Leadership Development is at the core of APIL and its vision. We encourage our students to be the change agents they want to see in their communities. We empower them with the skills and knowledge to be effective leaders locally as well as globally. To show that they are able to apply what they have learned, they will be required to implement a project within their community. The goal of the project is designed for them to meet a need that they have identified and researched. They will lead the implementation of the project and will run it as part of their applied community based initiative. In their Senior Year, they will be required to present to their panel the successes and opportunities they identified while heading this organization. This will increase positive community presence within the communities in which our students reside.
(See Appendix VI)

Technology:

To help develop 21st century learners, technology will be integrated throughout the curriculum. All students and faculty will have access to up to date technology that will allow them to interact with their peers and their teachers. The technology will be used to track assignments and to track the progress of each student in achieving their goals within their Personal Development Plan.

Even though we put great value into providing technology for our students, we still feel that the most essential resource for learning is the teacher. — Television can take students to the moon and videotapes transport them to the bottom of the sea. Calculators can solve problems faster than the human brain. Computers can instantly retrieve millions of information bits and connect teachers and students to classrooms all around the world. Word processors can help children write and edit. But there are times when the switches should be turned off. Technology cannot make value judgments. It cannot make students wise or able to distinguish the beautiful from the vulgar. For this we need teachers, not computers!! (Boyer, 1995, pg.148)

Math and Science:

At APIL, we strive to develop our students into independent thinkers, problem solvers, and scientifically literate citizens. The math and science curriculum will be discovered through various methods of teaching and learning. We feel strongly about the use of hands-on, inquiry-based learning, integrated activities, and differentiated instruction. We will establish an integrated model where the science and math teachers have the ability to co-teach in the same classroom. Sometimes our students will be engaged in integrated units of study where mathematical skills and concepts are couched into a scientific context. In other instances, we will teach math and science separately, but often with a project-based approach. Although we still align the curriculum and capitalize on the natural math/science connections, we feel it is important to separate the curriculum in order to dig even deeper into math and science content as we head towards higher education.

Arts Education:

Art education is an optional subject area. All students will have the opportunity to take one or more arts classes during their time at APIL. These courses are designed to help students identify their artistic passions. Students will be allowed select one area of concentration or focus which is not tapped into the normal course of study.

Foreign Language:

All students at APIL will take a foreign language. They will be able to choose between Spanish, Latin, or Sign Language. Latin is the foundational language of most romantic languages including the English Language. This will assist in their level of understanding words and their origins when writing papers and reading novels. Sign Language is an untapped language within our community. In looking at this from a global perspective, the deaf population is one of the most untapped populations. By learning sign language, our youth are able to enter territories and regions that most would not be able to help meet needs within those communities.

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

Report Cards and Conferences:

At the beginning of each semester, each child will receive a Individual Development Plan (IDP) that will outline their goals and what they will be measured against for the semester. The teachers will be responsible for

updating each child's plan in order to track their successes and identify opportunities. Because APIL is a year-round school, each child will receive an official report card four times a year. At the end of each semester, their P3 will indicate whether they have mastered the material to move on to the next course. Mastery is defined as a B or better. If the student does not achieve mastery level initially, they will be provided an additional opportunity to demonstrate that they are able to apply the information that was taught in the classroom. This information will be reviewed with each parent/guardian upon the completion of the semester. The IDP is accessible on the school website so they can keep track of what their student's progress at any point in the semester.

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

To enter APIL each potential student is to complete an official application. This application contains the following information: Immunization records, Recommendation from a teacher, Transcripts from previous school, Certification of non-existent behavioral issues, Basic information for record keeping, Certification of state residency. Once this information is received, the completed application will be assigned a number. We will place the number of the completed application in the lottery once the deadline has been met. We will randomly draw numbers of those applications by grade level. Once our slots are completed, we will send a formal communication to the students and their families upon their acceptance. They will be invited to attend an Open House where they will meet their Counselor and their instructors. To ensure that their teachers are aware of their learning style, they will complete a The Kolb Learning Style Inventory that will show our teachers how they learn. This will make the classroom experience more effective.

If a student is to leave APIL, they are asked to provide a 2 week notification and submit their exit request form to the Administration. We will schedule an Exit Interview that will be used to make sure that all paperwork is completed and that all parties have what they need for a smooth transition. We will also use the information from these sessions to track the reasons why students exit and gain insight on what we could do to better supports our learning community.

Graduation requirements:

APIL students must complete all North Carolina graduation requirements to graduate from high school. Graduation requirements adopted by the North Carolina Board of Education are incorporated into the APIL graduation requirements below.

GRADUATION REQUIREMENTS – (students entering 9th grade after 2013)

Specific course and credit requirements for each course of study are as follows:

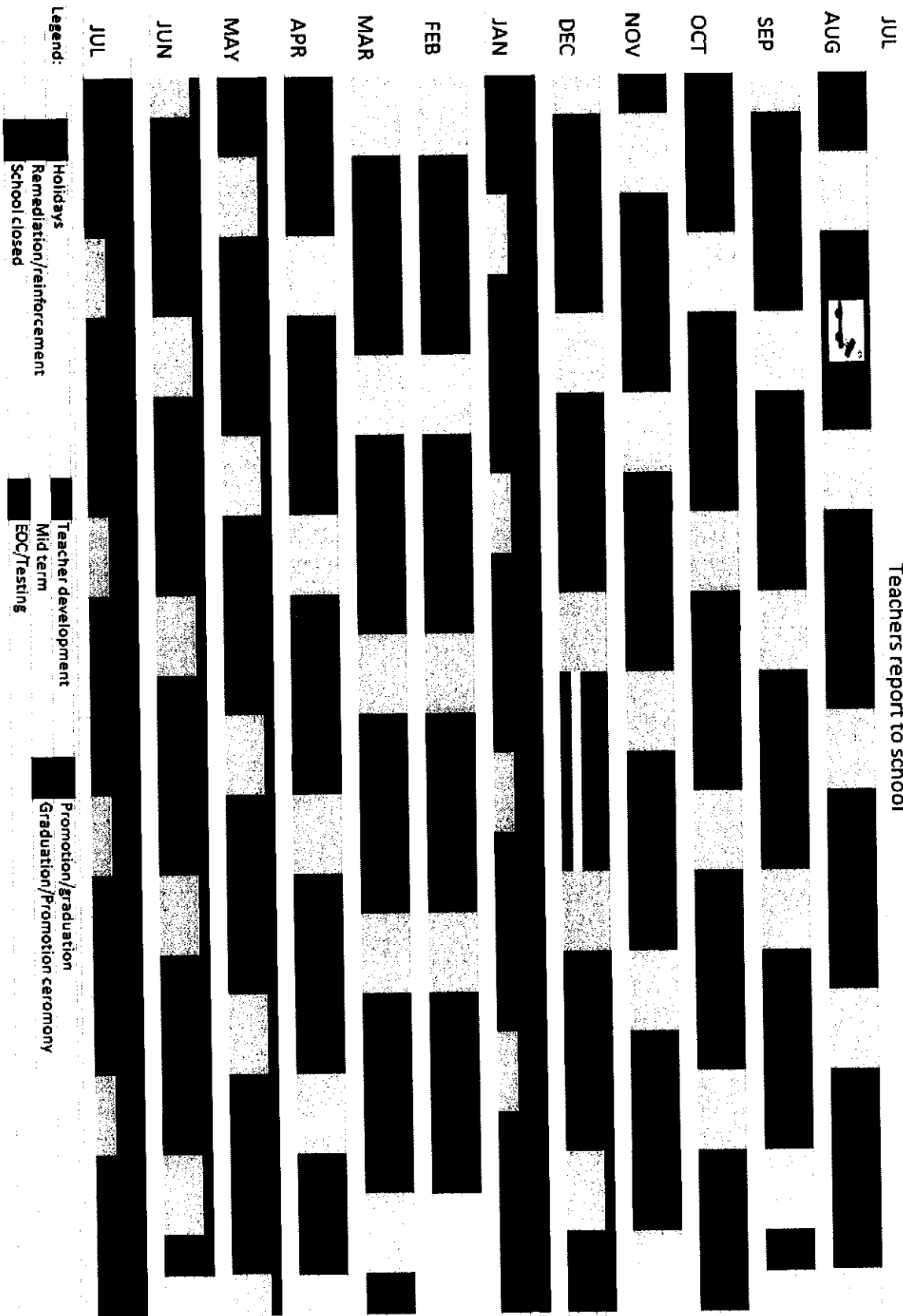
- English: 4 Credits (I, II, III, IV)
- Mathematics: 4 Credits (Algebra I, Geometry, Algebra II, and one additional course)
- Science: 4 Credits (A physical science course, Biology, Chemistry, Physics)
- History: 4 Credits (Civics and Economics, World History, US History, other course to TBD)
- Health and Physical Education: 2 Credits Health/Physical Education
- Electives: 6 Credits
 - These include practicum experiences, internships, additional core and arts electives, and learning lab (opportunities for extended study in one of the courses in which the student is currently enrolled)
- Foreign Language: 4 Credits
- Leadership: 4 Credit (I, II, III, IV)
- Financial Management: 1 Credit

- Total Credits: 33 Credits

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

SCHOOL CALENDAR

Teachers report to school



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

APIL will use The Kolby Learning Assessment to assist teachers in identifying their student's learning styles. By knowing how each child learns, they can structure the class in such a way that all students would benefit from the classroom experience.

Teachers will also use various forms of testing during the semester to ensure that our students have mastered the ability to apply the information that has been taught within the learning experience.

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

During the months of January and July, the teachers will be able to take part in developmental opportunities they outlined within their Professional Development Plan. We will use the courses provided by NCDPI agency offerings and external partner offerings of the NC State Board of Education, such as Teacher Academy and Learn NC. Because not all courses are open for enrollment at all times, it will be the teachers' responsibility to provide their Administration with the schedule of their desired courses with the associated cost. Each teacher and Administrator will be allotted \$400 for this cause. Anything above \$400 will require approval from the Director of HR.

- **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.**

Each student within our educational community is expected to achieve a level of Mastery (grade => 80). For students who do not achieve Mastery we have established a Remediation Program. This program is designed to provide additional instruction time to ensure that each student is able to master the material that they struggled with. We also involve the parents to help them understand where their child is within their educational process and what they can do to provide additional assistance as well. The additional one-on-one instructional time is built into our established tutorial program which is led and supported by our teachers and administrators. Within each session, the teacher will document the progress of the student and state whether they are ready to be re-evaluated for Mastery. If at the end of the semester, the student was not able to achieve Mastery, they would remain in remediation for an additional 2 to 4 week time period. The teacher will use various methods to assess the progress and application ability of the student. They will determine whether the student has met their goals in their IDP plan and are prepared to move forward to the next level in their education. If they are not able to grasp the information that is being taught, the student and the parent will be referred to the EC coordinator. The EC coordinator will determine the issue in the learning and retention cycle and provide the next steps for the parent and the student. We do not want to push them forward if they do not possess the skills to be successful in that space. The ultimate goal of APIL, is that our students will remain or exceed grade level during their learning experience.

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

As part of our Administration staff, we have included the position of Parent-Student Empowerment Coordinator. The focus of this position is to create opportunities within our learning community for our parents to be involved. They will work with teachers and counselors to assist with Parent-Teacher Conferences. They will work with the parents to help identify goals that will help fuel their success as well as the success of the child. We come from the premise that the

parent/guardian are the students first teacher. So we as a learning community come beside the parent to assist them in educating their child/children. Without them or their participation, our community of learning would not be as successful as it can be.

Community service/involvement is at the core of the mission and purpose of APIL. We will invite community leaders and representatives from the diverse marketplace within our community to facilitate sessions with our students so they can value from their experiences. We will also include community based landmarks into our learning experience (Blumenthal Performing Arts Center, Spirit Square, Levine Museum of the South, Harvey Gantt Center, Junior Achievement, Discovery Place to name a few). This will enrich our students learning experience even the more. As part of their Graduation requirements, they are responsible to create, implement, and run a community based initiative that they identified as a need within their community. They will present the need based analysis, show how they plan to meet the need, and what kind of successes they have experienced after the implementation of the initiative. By this being mandatory for each student, this would result in community needs being addressed by young people who have been trained and mentored to be the change they want to see. This can only have a positive impact on the community.

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

At the point of intake, each student will participate in a Kolby Learning Assessment. This tool will assess how the student learns and thrives. This information is provided to the teachers to help them in the development of their lesson plans for their specific course. This will allow for a variety in delivery and will encourage feedback and participation from the students.

If a student is identified as at-risk, we will work with the parent and teacher to ensure that the student remains on target. We will identify any level deficiency they may have to be proactive in how we address those. Their objectives will be developed as a result and will be included in their IDP.

Because we use a variety of methods in our instruction process, English language learners will be able to thrive within our learning community. The teachers at APIL use visuals often in the classroom and also individualize instruction. In all instances, language objectives, which are naturally embedded in content objectives, will be targeted to meet the needs of English Language Learners.

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

We believe that all learning does not take place in the context of school. We encourage and will facilitate other activities for our students to explore. Initially, we will begin with Odyssey of the Mind, Science Olympiad, Debate Team, Competition Cheerleading, and a Track team. By having an Athletic Director on staff, they will be responsible for adding a sport as we raise the necessary capital to support the team. If a student is interested in a sport that we do not have, the Athletic Director will work within the community to make those connections on behalf of the student (YMCA and AAU). We will keep close tabs on their progress and what level of success they have within the sports of their choosing within the outside organizations.

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

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

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

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

APIL will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S 115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy.

APIL will hire an EC Coordinator to assist in the classroom setting and act as a consultant to classroom teachers to help them better meet the needs of exceptional students. We will provide educational testing and will meet other therapeutic needs through outsource contracts or through hiring of staff as necessary. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. We believe that the instructional model we use for all students is well-suited to exceptional students. Individualized and differentiated instruction focuses on the individual child. Planning for the needs of a variety of learning styles in the classroom will also facilitate meeting the needs of our exceptional students while still giving them the many advantages of being in mainstream classroom settings.

An Individualized Education Program (IEP) will be developed for every enrolled student requiring or receiving exceptional education services. If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to the student's needs within the continuum of placement options. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included throughout the IEP process. To ensure that all students have access to the general curriculum, APIL will provide specialized materials and equipment as specified in the IEP. For students with more severe disabilities, APIL will offer self-contained classes and related services as deemed necessary. All programs for exceptional children will be regularly evaluated to determine effectiveness on each student's achievement.

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

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



AILEEN PRICE INSTITUTE
OF
LEARNING BOARDING SCHOOL

Student/Parent Handbook

"Being the change we want to see"

Foreword

This booklet is designed to increase your understanding of Aileen Price Institute of Learning policies and regulations regarding student attendance, conduct, and dress. Your attention is called to its contents. Please read and retain it for future references, as we are providing one (1) copy per pupil.

Parents and students are requested to sign and return the signature form found at the end of the booklet..

Table of Contents

Foreword.....	2
Introduction.....	6
Information for Parents.....	7
School Information:	
Attendance.....	8
Truancy Flow Chart	
Compulsory Attendance Law.....	11.
Felonies that may Prevent Students from Attending.....	15
Notice of Crisis and School Safety Procedures / Drills.....	16
Behavior on the School Bus or at the Bus Stop	17
Bicycles/Skateboards/Scooters/Skates.....	18
Code of Conduct.....	19
Misconduct.....	24
Cheat/Plagiarism.....	26
Use of Computer.....	27
Computer-Data Tampery.....	28
Damage of Property.....	29
Disruptive Behavior.....	30
School Bus.....	31
Dangerous behaviors/Destructive devices.....	32
Drug Offensives.....	33
Extortion.....	35
Fraternities/Gangs/ Secret Society.....	35
Forgery.....	37
Gambling.....	37

Harassment (Bullying).....	38
Hazing.....	39
Horseplay.....	40
Inappropriate Attire.....	41
Physical Assault.....	41
Sexual Harassment.....	42
Sexual Offenses.....	43
Smoking/Tobacco.....	44
Tardiness to Class and School.....	45
Theft.....	45
Truancy/Class cutting.....	46
Verbal Abuse/ Threats.....	47
Other Important Information:	
Damages to School or Personal Property.....	49
Lockers.....	49
Family Life Education.....	50
Manifestation determination.....	50
Make-Up Work/Suspensions.....	50
Rules for Medication at School.....	50
Textbooks.....	52
Student Drug Testing.....	52
Sex Offenders on School Property.....	52
Definitions.....	53
Aileen Price Dress Code.....	55
Clothing Closet.....	56
Parent Grievance.....	56

Boarding School:.....57
House Rules.....58
Boarding School Acknowledgment Form.....60
Student Signature Form.....61
Community Service Exemption Form.....62
Parent Acknowledgement Form.....63
Family Educational Rights and Privacy Act (FERPA).....64

Introduction

Aileen Price Institute of Learning is committed to provide all children a quality and challenging education in a safe and orderly environment. All staff, administrators, teachers, students and parents share the responsibility to make this happen. Therefore, we must all work together to meet the total needs of all the students we serve. In order to maintain a positive, safe, and peaceful environment that supports teaching and learning, it is essential for parents and students to understand the expectation for positive student behavior, and the consequences for misbehavior.

This handbook and the policies approved by the Aileen Price Institute of Learning define roles, responsibilities, and consequences for misbehavior. Please help your children understand this handbook and follow the rules and regulations related to behavior, dress, and conduct. It will help us all have a more successful and productive year.

If you have any questions or concerns, please call The Director of Academics and/or Human Resources. We wish each and every one of you a successful, engaging, stimulating, productive school year. We look forward to all of us working together to provide our children and community an excellent school system. We pride ourselves on providing our students and parents a strong community based education.

Sincerely,

Staff of The Aileen Price Institute of Learning

Information for Parents

This page contains the name of the persons you would need to contact in the event problems, concerns, or any unforeseen incident arises.

Attendance Problems – Contact the School Administrator. Calvin Brooks

Discipline Problems – Contact your child’s teacher and/or counselor. If you need additional assistance contact the Director of Human Resources and/or Academics.

Student Support Services – Contact your child’s counselor.

Exceptional Programs – Contact your child’s counselor.

Testing- Contact Curriculum/Testing Director, Laura Holmes.

Transportation Problems – Transportation problems can be reported to the Director of Education and Human Resources

Maintenance Problems – Contact the Director of Human Resources and/or Academics.

Parent Empowerment – Contact Parent/Student Empowerment Director, Janice Ervin

Leadership Development – Contact your child’s counselor.

IT – TBD

School Food Service – Contact Director of Human Resources and/or Academics.

School Calendar – A school calendar is printed in this booklet for your convenience. If the school has to be closed due to inclement weather. We will revert to our virtual set-up of attending class. However, we will stick to the printed calendar as closely as possible.

School Calendar

SCHOOL CALENDAR

Teachers report to school

Month	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21	Day 22	Day 23	Day 24	Day 25	Day 26	Day 27	Day 28	Day 29	Day 30	Day 31	
JUL																																
AUG																																
SEP																																
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MAR																																
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JUL																																

- Legend:
- Holidays
 - Remediation/reinforcement
 - School closed
 - Teacher development
 - Mid term
 - EOC/Testing
 - Promotion/graduation
 - Graduation/promotion ceremony

Attendance

Policy

Regular school attendance is important to academic development and successful completion of required Standards of Learning and end-of-course tests; therefore, excessive or unexcused absences from school and specific classes can be detrimental. It is the policy of Aileen Price Institute of Learning to do everything possible to encourage all students to attend school with regularity. It is the legal responsibility of parents and guardians to ensure that students are in regular daily attendance for the entire school day. Parents or guardians must seek homebound instruction for their children when they are absent for extended periods of illness. The principal or guidance counselor will assist them in making necessary arrangements.

Please note: Aileen Price Institute of Learning will provide a virtual option for students who are out sick to attend class real time while home. In the event the student is unable to virtually watch the class the teacher will have the notes of the class online for the student and parent to review and study.

Procedures

An “unexcused” absence is an absence where a student does not have a valid excuse.

1. A student absent for any portion of the day requires a note from their parent or in the event that there have been excessive parent notes already received for absences, a valid physician’s or other appropriate professionals’ office. (“Excessive notes” as determined by the Director of Operations, usually more than ten in a year).
2. A written excuse from a parent or guardian that includes the date(s) and reason(s) for the absence or verified excuses from a phone contact, without having it in writing, are acceptable if the caller can be adequately identified as the actual parent or legal guardian. A written excuse from a physician’s office or other professionals’ office that includes the date(s) and reason(s) for the absence(s).
3. Students should turn their notes in by the end of the second day of their return to school for it to be counted as excused, but can go as long as five days from the absence if there is a parent-principal conference.
4. The **ONLY** valid reasons for excuses are:
 - a. illness (if over two days, the school may require a note from the doctor)
 - b. court appearance
 - c. death in the family
 - d. religious holidays
 - e. extenuating circumstances which are determined by the school administration
 - f. Prior written notice to the school administrator by the parent/guardian is required for consideration of any other absence/reason)
 - h. exposure to contagious disease
 - g. extremely inclement weather
 - i. school related activities for which participation has been granted by the school
5. Acceptable reasons for arriving late or leaving early are the same as those for any excused absence.
6. Suspensions are unexcused absences.

7. A student will be expected to make up all assignments or to make arrangements with the teacher for any make-up work within five days of return to school. Students on suspensions will be expected to submit their assignments upon return to school and make arrangements with the teacher within two days after the end of suspension period to make up any additional hands-on activities, test, or other school work. Extenuating circumstances may be considered in extending the time limit.

8. Students who do not bring parental notes or who bring unacceptable excuses shall be corrected through the use of counseling and discipline procedures, which may include the use of the In-School Suspension Program and other available programs and services.

9. Students who are 18 or older are not permitted to write their own excuses for absences. Excuses for students who are 18 or older will only be accepted from a parent or other appropriate adult they reside with, doctor's office or other appropriate source as determined acceptable by the principal.

10. For the purposes of truancy court referrals, unexcused absences from after and before school detention (ASD/BSD), or in school suspension (ISS) are reportable to the court and count towards total accrued unexcused absences.

Other reasons may be approved at the discretion of the Director of Human Resources and/or Operations. REQUESTS FOR EXCUSED ABSENCES FOR REASONS NOT COVERED IN THESE PROCEDURES SHOULD BE APPROVED IN ADVANCE BY THE PRINCIPAL OR HIS / HER DESIGNEE.

Once a student has arrived on the school grounds, he/she is not to leave before the end of the school day without permission from the principal or his/her designee. Such permission, except in cases of extreme emergency, will be granted only after the request has been received, preferably in writing from the parent or guardian. Excessive absence from any class due to leaving early will result in denial of future requests. Acceptable reasons for arriving late or leaving early are the same as those for any excused absence. All suspensions are considered to be unexcused absences.

If a student accumulates more than ten (10) absences in any class during the semester, including days missed because of late enrollment, the student may not be eligible for credit in the class (or classes) wherein the absences occurred. Both high schools use the two block method for counting students present for daily attendance. This means that a student must be present for at least two full blocks (or in the event the student has another type of schedule, at least half the class), to be counted present for the day, with a valid excuse.

Please be advised that when five (5) unexcused absences during a school year are recorded for a student, the school, the parent, and the student will be required to develop a plan to resolve the nonattendance issues. At the 7th unexcused absence, a referral is made to the Office of Student Support Services to take action or refer the case to court.

Should another unexcused absence occur following the plan meeting, another conference must be scheduled within ten (10) days and shall be held within fifteen (15) days of the sixth unexcused absence. School personnel, the student, and the parent will be required to attend the conference. Other community service providers may be invited to the conference.

When a court referral is deemed necessary, MCPS shall file a petition against the student or a warrant against the parent. Please be advised that a warrant may be filed against the parent or guardian if he/she does not make every effort to send their child to school or to participate with the school to address attendance. Suspensions

are considered unexcused absences. For a student to receive a “perfect attendance” award students should be present for school 100% of the time, based on the above mentioned criteria for each level.

(Court involved students)

Students already involved with the Juvenile and Domestic Relations Court, specifically court ordered to attend school regularly either as a part of an existing truancy plan or terms of probation, or other court order, will automatically be referred to the court service unit upon the **first** unexcused absence.

Truancy Procedure Schedule

- At Each Absence:
School Makes a Phone Call to Parent/Guardian

- At 3rd Unexcused Absence:
Phone Call to Parent/Guardian
3 Day Letter Sent

- At 5th Unexcused Absence:
Phone Call to Parent/Guardian
5 Day Letter Sent
Meeting Scheduled for Parent/Guardian to Come in and Create TPP
Complete and sign Truancy Prevention Plan (TPP)
Note on TDF of any IEP and Special Consideration(s)

- At 6th Unexcused Absence:
Phone Call to Parent/Guardian
6 Day Letter Sent
Second Parent/Guardian Conference Scheduled
Truancy Conference Attempted/Held

- At 7th Unexcused Absence:
Phone Call to Parent/Guardian
7 Day Letter Sent
Refer to Student Support Services for Action: Petition/Warrant(s)

NOTE: Students already court ordered to attend school will have violated petitions filed for any additional unexcused absences. Suspensions are unexcused absences.

§ 22.1-254. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

- A. Except as otherwise provided in this article, every parent, guardian, or other person in the Commonwealth having control or charge of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent or provide for home instruction of such child as described in § 22.1-254.1.

As prescribed in the regulations of the Board of Education, the requirements of this section may also be satisfied by sending a child to an alternative program of study or work/study offered by a public, private, denominational or parochial school or by a public or private degree-granting institution of higher education. Further, in the case of any five-year-old child who is subject to the provisions of this subsection, the requirements of this section may be alternatively satisfied by sending the child to any public educational prekindergarten program, including a Head Start program, or in a private, denominational or parochial educational prekindergarten program.

Instruction in the home of a child or children by the parent, guardian or other person having control or charge of such child or children shall not be classified or defined as a private, denominational or parochial school.

The requirements of this section shall apply to (i) any child in the custody of the Department of Juvenile Justice or the Department of Corrections who has not passed his eighteenth birthday and (ii) any child whom the division superintendent has required to take a special program of prevention, intervention, or remediation as provided in subsection C of § 22.1-253.13:1 and in § 22.1-254.01. However, the requirements of this section shall (a) be satisfied for those persons 16 through 18 years of age who are housed in adult correctional facilities when such persons are actively pursuing a general educational development (GED) certificate but are not enrolled in an individual student alternative education plan pursuant to subsection D and (b) not apply to any child who has obtained a high school diploma, its equivalent, or a certificate of completion or who has otherwise complied with compulsory school attendance requirements as set forth in this article.

B. APIL shall excuse from attendance at school:

1. Any pupil who, together with his/her parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code; and

2. On the recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his/her parents, is opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division superintendent, to be justified.

C. APIL may excuse from attendance at school:

1. On recommendation of Director of Operations and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school; and

2. On recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides, any pupil who, in the judgment of such court, cannot benefit from education at such school.

D. Local school boards may allow the requirements of subsection A of this section to be met under the following conditions:

For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board, which plan must include:

- a. Career guidance counseling;
- b. Mandatory enrollment and attendance in a general educational development preparatory program or other alternative education program approved by the local school board with attendance requirements that provide for reporting of student attendance by the chief administrator of such GED preparatory program or approved alternative education program to such principal or his designee;
- c. Counseling on the economic impact of failing to complete high school; and
- d. Procedures for reenrollment to comply with the requirements of subsection A of this section.

A student for whom an individual student alternative education plan has been granted pursuant to this subsection and who fails to comply with the conditions of such plan shall be in violation of the compulsory school attendance law, and the division superintendent or attendance officer of the school division in which such student was last enrolled shall seek immediate compliance with the compulsory school attendance law as set forth in this article.

Students enrolled with an individual student alternative education plan shall be counted in the average daily membership of the school division.

E. A school board may, in accordance with the procedures set forth in Article 3 (§ 22.1-276.01 et .) of Chapter 14 of this title and upon a finding that a school-age child has been (i) charged with an offense relating to the Commonwealth's laws, or with a violation of school board policies, on weapons, alcohol or drugs, or intentional injury to another person; (ii) found guilty or not innocent of a crime that resulted in or could have resulted in injury to others, or of an offense that is required to be disclosed to the superintendent of the school division pursuant to subsection G of § 16.1-260; (iii) suspended pursuant to § 22.1-277.05; or (iv) expelled from school attendance pursuant to § 22.1-277.06 or § 22.1-277.07 or subsection B of § 22.1-277, require the child to attend an alternative education program as provided in § 22.1-209.1:2 or § 22.1-277.2:1.

F. Whenever a court orders any pupil into an alternative education program offered in the public schools, the local school board of the school division in which the program is offered shall determine the appropriate alternative education placement of the pupil, regardless of whether the pupil attends the public schools it supervises or resides within its school division.

The juvenile and domestic relations district court of the county or city in which a pupil resides or in which charges are pending against a pupil, or any court in which charges are pending against a pupil, may require the pupil who has been charged with (i) a crime which resulted in or could have resulted in injury to others, (ii) a violation of Article 1 (§18.2-77 et seq.) of Chapter 5 of Title 18.2, or (iii) any offense related to possession or distribution of any Schedule I, II, or III controlled substances to attend an alternative education program, including, but not limited to, night school, adult education, or any other education program designed to offer instruction to students for whom the regular program of instruction may be inappropriate.

This subsection shall not be construed to limit the authority of school boards to expel, suspend, or exclude students, as provided in §§ 22.1-277.04, 22.1-277.05, 22.1-277.06, 22.1-277.07, and 22.1-277.2. As used in this subsection, the term "charged" means that a petition or warrant has been filed or is pending against a pupil.

G. Within one calendar month of the opening of school, each school board shall send to the parents or guardian of each student enrolled in the division a copy of the compulsory school attendance law and the enforcement procedures and policies established by the school board.

H. The provisions of this article shall not apply to:

1. Children suffering from contagious or infectious diseases while suffering from such diseases;
2. Children whose immunizations against communicable diseases have not been completed as provided in § 22.1-271.2;
3. Children under 10 years of age who live more than two miles from a public school unless public transportation is provided within one mile of the place where such children live;
4. Children between the ages of 10 and 17, inclusive, who live more than 2.5 miles from a public school unless public transportation is provided within 1.5 miles of the place where such children live; and
5. Children excused pursuant to subsections B and C of this section.

Further, any child who will not have reached his sixth birthday on or before September 30 of each school year whose parent or guardian notifies the appropriate school board that he does not wish the child to attend school until the following year because the child, in the opinion of the parent or guardian, is not mentally, physically or emotionally prepared to attend school, may delay the child's attendance for one year.

The distances specified in subdivisions 3 and 4 of this subsection shall be measured or determined from the child's residence to the entrance to the school grounds or to the school bus stop nearest the entrance to the residence of such children by the nearest practical routes which are usable for walking or riding. Disease shall be established by the certificate of a reputable practicing physician in accordance with regulations adopted by the Board of Education.

Felonies That May Prohibit Students from Attending School

1. A firearm offense pursuant to Article 4 (§18.2-279 et seq.), 5 (§18.2-288 et seq.), 6 (§18.2-299 et seq.), or 7 (§18.2-308 et seq.) of Chapter 7 of Title 18.2;
2. Homicide, pursuant to Article 1 (§18.2-30 et seq.) of Chapter 4 of Title 18.2;
3. Felonious assault and bodily wounding, pursuant to Article 4 (§18.2-51 et seq.) of Chapter 4 of Title 18.2;
4. Criminal sexual assault, pursuant to Article 7 (§18.2-61) of Chapter 4 of Title 18.2;
5. Manufacture, sale, gift, distribution or possession of Schedule I or II controlled substances, pursuant to Article 1 (§18.2-247 et seq.) of Chapter 7 of Title 18.2;
6. Manufacture, sale or distribution of marijuana pursuant to Article 1 (§18.2-247 et seq.) of Chapter 7 of Title 18.2;
7. Arson and related crimes, pursuant Article 1 (§18.2-77 et seq.) of Chapter 5 of Title 18.2;

8. Burglary and related offenses, pursuant to §18.2-89 through §18.2-93;
 9. Robbery pursuant to §18.2-58
 10. Prohibited street gang participation pursuant to §18.2-46.2;
 11. Prohibited criminal street gang activity pursuant to §18.2-46.2;
 12. Recruitment of other juveniles for a criminal street gang activity pursuant to §18.2-46.3; or
 13. Recruitment of juveniles for criminal street gang pursuant to §18.2-46.3.
- Additionally, any other charge which would be a felony if the student was charged as an adult (§16.1-260).

Notice of School Crisis Safety Procedures / Drills

It is the intent of Aileen Price Institute of Learning to provide a safe and secure environment for learning and, if needed, to restore the learning environment as quickly and safely as possible following traumatic incidents.

In order to assure that proper procedures are being followed, the school will be required to perform functional tests (drills) and assessments of each phase. Assessments and drills will be performed with students present and when they are not present. Some assessments and drills will be announced and some will be unannounced.

In order to assure everyone's safety in the event of a drill or incident, it is important for students, parents, faculty and staff, visitors, and first responder organizations (law enforcement, fire and rescue squads) to follow established protocols and procedures.

Be aware that:

- Students are not permitted to use cell phones or other personal communication devices at school and especially not during a drill or actual emergency.
- Only authorized law enforcement, fire department, rescue squad and other officially designated persons should respond to any school during an incident.
- Parents/guardians are encouraged not to call the school during a crisis event, and should not come to school to remove their children during a crisis or threatened event, unless informed to do so by school administration.
- In the event of an actual emergency, the school administrator will notify parents and the public of the following: the situation, what is being done to protect students, if and when the school will close, and when and how students will be reunited with their families.
- It is suggested that parents/guardians become familiar with the schools emergency protocols and follow them.

Behavior on the School Bus or at the Bus Stop

Aileen Price Institute of Learning will not be using buses as a mean of transportation to get students back and forward to school. It will be the responsibility of the parent and/or guardian to get the student to school. The benefit of the APIL being uptown is that we will be accessible to all free and public transit. In addition, we would be positioned in an accessible location if student of APIL decides to use public transit as an option to be positioned a block or less from any public bus stop. If parents feel uncomfortable with their student(s) walking to the school on their own we will provide a watchman service for students to escort them to and from the school based upon their bus schedule. In order for parents to take advantage of this service they will have to fill out the request form in the student handbook. (see Appendix XIV)

Even though Aileen Price Institute of Learning is not providing the transportation of its students to and from school we **EXPECT ALL STUDENTS** to act in a respectful manner in public. Students are to abide by the guidelines set below.

For the purpose of providing safe transportation for all students, the following guidelines must be observed:

- Refrain from conduct or behavior that interferes with the orderly, safe and expeditious transportation of bus riders.
 - Obey the bus driver at all times.
 - Act appropriately while waiting for the bus.
 - Give your proper name when requested by the bus driver or monitor.
- Be at the bus stop at least ten (10) minutes prior to a scheduled stop time.
- Ride only on assigned bus.
- Board and depart only at the assigned bus stop.
- Remain seated at all times when the bus is moving.
- Refrain from eating or drinking while aboard the bus.
- Refrain from using cellular telephones and other electronic devices while on the bus.

The above behaviors are considered Level I or Level II infractions

- Refrain from acts of vandalism.
- Refrain from using profane language or inappropriate gestures.
- Refrain from the possession or use of alcohol, tobacco and other drugs.
- Refrain from exiting a school bus by way of the emergency exit absent an emergency.

The above behaviors are considered Level II or higher infractions

- Refrain from aggressive physical/verbal action(s)
 - Fighting.
 - Threatening/intimidating behavior.
 - Assaulting student or adult.
 - Inciting to riot/chaos.

The above behaviors are considered Level II or higher infractions

- Possession of a weapon or other dangerous object is prohibited.
- Distribution of alcohol, tobacco and other drugs is prohibited.

The above behaviors are considered infractions that will be disciplined accordingly

- Possession of a firearm or destructive device is prohibited.

The above behavior is considered infractions that will be disciplined accordingly

Bicycles/Skateboards/Scooters/Skates

At schools where bicycles are allowed, students must obtain permission from the school to ride to or from school. Bicycles must be secured on a bike rack with the student's lock. Bicycles are not permitted in the school building and may not be ridden on sidewalks at the school. Students under 14 are required to wear helmets while riding bicycles and should obey traffic signals and signs to ensure a safe ride to and from school. The school assumes no responsibility for bicycles on school property. Skateboards and scooters are not allowed on school board property and cannot be used for transportation purposes to and from school.

Code of Conduct

The following lists of conduct, offenses, and the required or recommended dispositions are submitted for the information of students, parents, and school personnel. Disciplinary actions will include appropriate review. The removal of a student from school or the learning environment will occur only for just cause and in accordance with due process of law.

The Aileen Price Institute of Learning rules, regulations, and due process procedures are designed to protect all members of the educational community in the exercise of their rights and duties. These rules are effective during the following times and in the following places:

1. On the school grounds during and immediately before or immediately after school hours;
2. On the school grounds at any other time when the school is being used by a school group;
3. Off the school grounds at a school activity, function, or event;
4. Enroute to and from school, on a school bus or other school vehicle, at school bus stops;
5. *Off school grounds if the behavior is school related.

*Students may be disciplined by schools for out-of school conduct that substantially interferes with normal operations of school or fellow students as determined by the school administrator in consultation with the division superintendent, their designee, and/or the school board attorney.

All students are expected to follow this discipline policy. Students who do not demonstrate acceptable behavior or fail to adhere to the rules and regulations will be subject to disciplinary action by the school administration.

Authority of Building Administrator to Determine Level of Severity

Building administrators or their designees shall have the authority to determine the level of severity of any student discipline incident at the time of the initial investigation and determination. The decision related to level of severity may be later modified by proper appeal action or reconsideration by the administrator making the initial decision.

Aileen Price Institute of Learning Student Discipline Appeals Process

It is the legal and moral responsibility of The Aileen Price Institute of Learning to provide a learning environment that is safe, secure, and as free from unnecessary distractions as possible for all students. The Student Code of Conduct and associated processes are established to help ensure such an environment at all times on school property and school owned vehicles, during school hours and at school sponsored events, and at school transportation.

When a student is noted by a employee as behaving, or having behaved, in a way that violates the Student Code of Conduct or in a manner that is otherwise contrary to the safe and orderly operation of school, or school sponsored activities, (including transportation to and from school or school sponsored activities) they are subject to the student discipline process. This process may include formal and/or informal actions or sanctions and consequences based on the individual situation and considering factors that include, but are not limited to; the type, severity, and any pattern of the behavior, the developmental level and cognitive abilities of the involved student(s), and environmental and cultural impact issues related to the school setting.

As a result, each case is treated individually to the extent possible and differences in consequences for individual students from other students will result in most cases. Students, and parents on behalf of students, have the right to an administrative appeals school or the learning environment will occur only for just cause and in accordance with due process of law.

The appeals process has timelines associated with it for filing an appeal, notification of results, etc. All parties involved must abide by the stated timelines in order to either preserve their right to appeal (appellant) or to be administratively compliant with the process (school administration). An appellant's right to appeal or further appeal will be lost if they do not act or respond within the stated timelines. A student discipline decision may be overturned during the process if the school board administration does not act within the stated timelines.

Level I

All student discipline matters that (1) **do not** result in out of school suspension from school, or (2) will **not** result in the loss of course credit, and (3) **do not** involve physical or emotional injury or harm to a student by a school board employee, and/or (4) **are categorized** as Level One consequences in the Student Code of Conduct are appealable only to the school principal or their designee.

*In the event that an appellant can provide evidence of a *pattern* (more than one instance involving similar circumstances or students) of negligence or failure to act in good faith on the part of a principal or their designee an appeal to the Director of Student Support Services can be made. However, no appeal on these grounds will proceed without such evidence.

Level II or above

Only matters that (1) **will result** in a student being suspended or expelled from school, or (2) **will result** in the loss of course credit, (3) or involve physical or emotional injury or harm to a student by a school board employee, or (4) are categorized as Level Two consequences or higher in the Student Code of Conduct can be appealed beyond the school principal level; except as provided for as a *pattern* of negligence or failure to act in good faith.

Only student's or their biological parents or legal guardians have the authority to request an appeal and all information about an appeal is considered to be confidential. If the decision of a student discipline case is overturned at any level during the appeals process, the preceding administrative levels **do not** have the right whatsoever to appeal the decision.

Steps of Appeals Process:

For Level I –

1. The student or parent wishing to appeal a student discipline decision that meets the Level I criteria must contact the school administrator responsible for making the initial student discipline decision, or designee, by telephone, in person, or in writing, as soon as possible or within 2 business days of the incident.
2. The school administrator responsible for making the initial student discipline decision or if they are unavailable, their designee will conduct an appeals hearing either in person or over the phone as agreed upon by the administrator and the appellant as soon as possible, but no later than three days of being notified of the request to appeal by the appellant.

3. The school administrator conducting the appeal may uphold the original decision, modify the original decision to a lesser consequence, or overturn the decision based on the evidence presented during the appeal.

Once the decision has been made, it should be communicated to the appellant as soon as possible and in letter form mailed within two business days of the decision being made.

Note: Most appeals of this type occur within one day of the incident. In the event that the notification of appeal is received prior to the student serving the initial consequence, then the student will not be required to serve the stated consequence until after the appeal decision is made.

For Level II or above –

1. The student or parent wishing to appeal a student discipline decision that meets the Level I criteria must contact the school administrator responsible for making the initial student discipline decision, or the school principal or their designee, by telephone, in person, or in writing, as soon as possible and no later than two business days of the incident.

2. The school administrator responsible for making the initial student discipline decision or if they are unavailable, or their designee will conduct an appeals hearing either in person or over the phone as agreed upon by the administrator and the appellant as soon as possible, but no later than three days of being notified of the request to appeal by the appellant.

3. The school administrator conducting the appeal may uphold the original decision, modify the original decision to a lesser consequence, or overturn the decision based on the evidence presented during the appeal. Once the decision has been made, it should be communicated to the appellant as soon as possible and in letter form mailed within two business days of the decision being made.

4. If the appellant is not satisfied with the appeals decision after having exhausted the school level appeals process, they may appeal further to the Board of Directors. In order to file an appeal with the Board of Directors the appeals request **must** be made in writing to the Board of Directors and must be received within two business days of the notification of the school administrator's decision. No other form of notification for continued appeal is permitted.

5. Upon receiving notification of an appeals request in writing, the Board of Directors will review the request and contact appellant and the school administration involved as a preliminary measure to help assure that the correct process and timelines have been followed. Once satisfied that this is the case and the request for appeal appears valid, the Board of Directors will set a date and time and hold an appeal hearing as soon as possible and no later than five business days from receipt of the valid request for appeal. The appellant and the school administrator will be invited, but neither are required to be present for the hearing to take place and a decision rendered. The invitations can be made in person, by telephone, or in writing. At the hearing, both sides will be permitted to present evidence.

6. As soon as possible after the hearing, but no later than three business days from the date of the hearing, the Board of Directors will render a decision to either uphold, modify by changing to a less severe consequence, or overturn the previous appeal decision. Both parties will be notified of the decision as soon as possible in person or by phone. A notice in writing will be mailed to both parties at the request of either within two business days. Requests for written notification must be made at the time of the initial notification.

Note: Out of school suspensions and expulsions are the most severe consequence available to the school administration. Once an appeal is noted, the student involved is placed in ISS until a final decision is made- or if not related to an out of school suspension, is not required to serve the consequence until the final decision is made. The appeals process ends when either: 1. The appellant accepts the decision made at any level of appeal;

or 2. By missing a time limit during the appeals process; or 3. The Appellant indicates that they do not wish to appeal further; or 4. Once the final appeals agent for that level has rendered a decision. **Unless**, the school administrator has reason to believe that safety of the student or others would be compromised by the student's presence in school; in which case the student will not be permitted to attend school during the appeal.

7. If the appellant is not satisfied with the appeals decision made by the Board of Directors they may appeal further to the County Circuit Court. Such an appeal is made directly in writing to the Clerk of the Circuit Court of Mecklenburg County in Boydton, Virginia and must be made within Thirty days of the School Board's decision in accordance with the Code of Virginia. Once such a request is made to the Circuit Court, the Court will establish its own process and notification procedures.

Note: These procedures and timelines relate only to student discipline and not other types of appeals that may be possible. Failure to abide by the established timelines and procedures will result in the loss of the right of appeal.

Pressing Charges:

The Director of Operations and/or Director of Human Resources may press legal charges through the appropriate law enforcement agency for any infractions committed by a student which have legal implications. Examples of these would be: destruction of school property, trespassing, assaults, possession, use or distribution of drugs, and violent acts.

Be advised that parents and others, including Law Enforcement personnel also have the right to press charges under the law when circumstances permit and such actions do not require school system sanction.

Behavior Not Covered in Listed Offenses:

The school division reserves the right to respond to behavior which is subversive to good order and discipline in the schools, even though such behavior is not specified in the preceding written rules.

Prohibited Personal Property:

Aileen Price Institute of Learning is not responsible for lost or stolen personal property items that are prohibited at school. Students and parents are encouraged to not bring or allow prohibited items to be brought to school.

Special Education:

Special education students shall be disciplined according to laws governing this population.

ITEMS REQUIRED TO BE REPORTED TO LAW ENFORCEMENT

The following items will be reported to law enforcement:

Arson and Attempted Arson incidents (AR1, AR2), All Alcohol related incidents (AC1, AC2, AC3) All Assault/Battery, Malicious Wounding incidents with and without weapons (BA1, BA2, BA3, BA4) All Drug and Drug Paraphernalia related incidents (DRG1, DRG2, DRG3, DRG4, DRG5, DRG6, D07, D08, D09, D10, D11, D12, D13, D14, D15, D16, D17, D19), All Homicide related incidents (HO1, HO2, HO3, HO4), Setting False Fire Alarm (D07), Stalking (S1T), All Battery incidents, All Sexually related incidents whether forcible, attempted forcible, or without force (SX1, SX2, SX3, SX4, SX5, SX6, SX7, SX8),

Bomb Threat (BB1, BB2), Threat/Intimidation against Staff (T11, T11V), Gang Activity (GA1) All Weapons and Weapon related incidents, except possession of ammunition, look alike weapons, possible weapons (WP0, WP1, WP2, WP4, WP5, WP6, WP7, WP8, WP9, WP10, and WP11), Kidnapping, and Hazing.

MISCONDUCT DEFINITIONS

BEEPERS, CELLULAR TELEPHONES, PERSONAL DIGITAL ASSISTANTS (PDAs), RADIOS, IPODS, OR SIMILAR ELETRONIC DEVICES

Students shall not have turned on, in use, or visible a beeper, cellular telephone, Personal Digital Assistant (PDA), or other communication device, radios, IPod, or other similar electronic device, or headphones; or wear such devices at school or on school busses; unless approved for legitimate school use by the administrator.

Students in high schools may possess, display and use "Portable Communication Devices" before or after the instructional day only. For purposes of this regulation, the instructional day is defined as the moment a student enters the school building to the final dismissal bell. The "instructional day" includes, but is not limited to, study halls, lunch break, class changes and any other structured or non-structured instructional activity that occurs during the normal school day. School officials shall take possession of portable communication devices for twenty-four hours for any violation of this regulation and parents/legal guardians/adult students must make arrangements with school officials to claim such devices. In addition, students who violate this regulation shall be subject to discipline in accordance.

Electronic devices are prohibited unless approved by the administrator.

In addition, confiscated beepers, cellular telephones, Personal Digital Assistants (PDA's), or other communication devices, radios, IPods, or other similar electronic devices will be subject to search by school administration when reasonable suspicion exists that additional student code of conduct violations or criminal acts have taken place and the confiscated device(s) may contain evidence of such acts or violations.

First Offense:

- *Confiscation of cell phone or device.*
- *Parents are permitted to pick up confiscated items at any time during school hours beginning the next business day.*

Second Offense:

- Confiscation of cell phone or device for thirty (30) calendar days.
- Parent conference required.

Third Offense:

- Two (2) days out of school suspension.
- Parent conference required.
- Parent may pick up cell phone or other device at the conclusion of school year.

Fourth Offense:

- Parent Conference required.
- Six (6) to 10 day out of school suspension recommended.

****If the cell phone or device not picked up by June 30th of the current school year, the phone or device will be donated to Piedmont Court Services for battered women and/or cell phones for military service men and women.****

In cases where students refuse to turn in cell phones or other electronic devices that are being confiscated for violation of this policy, students shall be placed in ISS and then suspended OSS until a parent conference can be held.

BUS SAFETY INCIDENTS (when applicable)

Violations of the student transportation rules; also includes those behaviors and activities by students that are distracting to the bus driver and/or may otherwise result in unsafe situations or an unsafe environment for transporting students.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension (1- 2 days)
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- In-School Suspension (Class period – 2 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School Bus Reinforcement and Improvement Plan (New Seating, etc)
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Community Service
- Out of School Suspension (1 – 2 days)

2nd Offense:

- Any 1st Offense disposition
- Bus Suspension (3 - 6 days)
- In-School Suspension (3 - 4 days)
- Out of School Suspension (3 – 5 days)

3rd Offense and any subsequent offenses:

- Any 1st or 2nd Offense disposition
- Withdrawal of Bus Riding Privilege

Students may lose bus riding privileges and/or be referred to the Director of Operations for long term suspension or the Board of Directors for expulsion at the discretion of the school administrator based on the level of severity of the incident.

CHEATING/PLAGIARISM

Students copying the language, structure, ideas, or thoughts of another and representing it as one's own original work is prohibited. Violating the rules of honesty and copying another student's work is also prohibited.

Potential Dispositions –

1st Offense:

- Accountability Conferencing

- Before or After School Detention
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 2 days)
- Lunch Detention
- Loss of Credit for Work
- Overnight Suspension
- Parent Conference / Contact
- Interventions Relevant to Misconduct

- Withdrawal of Privileges
- Community Service
- Out of School Suspension (1 – 2 days)

2nd Offense and any subsequent offenses:

- Any 1st Offense disposition
- In-School Suspension (3 - 4 days)
- Out of School Suspension (3 – 5 days)

COMPUTER, USE OF

Aileen Price Institute of Learning provides a computer system to promote educational excellence and prepare students to live and work in the 21st century. In order to use the System, students under the age of 18 must obtain parental/legal guardian acknowledgment of the provisions of the Acceptable Use Policy (AUP) which is integrated into the Code of Student Conduct. A Parent Acknowledgment Form will be forwarded annually and signed by the parent(s)/legal guardian(s) acknowledging that they have read and understand the AUP. Inappropriate use of the computer can result in disciplinary action taken under the provisions of the Code of Student Conduct and/or other School Policies and division regulations governing student discipline. Understanding the importance of Internet/computer safety, information on this subject will be made available to all students throughout the school year.

Computers are an integral part of the instructional process. Use of computer is limited to teaching, research and information management activities. Students should be familiar with and adhere to the Acceptable Use Policy. See VA Code, Article 7.1 Computer Crimes 18.2-152.4

Aileen Price Institute of Learning places a huge emphasis on technology. As such as an organization we will provide each student with the appropriate technology to perform all required assignments. **PLEASE NOTE:** The IT department will be doing annual quarterly computer assessments. The student and/or parent will be notified to any findings obtained during this process. The student will also be held accountable to any student code violations found during the process.

Misuse of Computers

The misuse of school computers is defined as a deliberate action, which involves any of the following:

1. Alter or erase any computer data, computer programs, program defaults, or software

without permission;

2. Deliberately cause physical damage to computers, networks, or attached devices;
3. Copy in any form computer programs or software residing in, communicated by, or produced by a computer or computer network without permission;
4. Download any files from the computer, network or Internet without permission;
5. Upload any files to the computer, network, or Internet without permission;
6. Use computers or the network to create or transmit threats; (continued on next page)
7. Plan or assist in any act of data tampering.

Inappropriate Use of the Internet

The inappropriate use of the Internet is defined as accessing sites that contain the following information:

1. Pornography
2. Weapon Making
3. Non-Educational Video, Audio, and Chat Rooms
4. Profanity

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 2 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- Interventions Relevant to Misconduct
- Withdrawal /Limitation of Computer Privileges
- Community Service
- Out of School Suspension (1 – 2 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (3 - 4 days)
- Out of School Suspension (3 – 5 days)

3rd Offense and any subsequent offenses:

- Any 1st or 2nd Offense disposition
- Withdrawal of all Computer use Privileges for rest of year.

COMPUTER – DATA TAMPERING

Data tampering is defined as **deliberate** or **premeditated** action that involves any of the following:

1. Temporarily or permanently remove, halt or otherwise disable any computer data. Computer programs, data transmissions, or computer software from a computer, network, or attached device;

2. Violate copyright laws by making an unauthorized copy in any form, of computer programs or software residing in, communicated by, or produced by a computer or computer network;

3. Introduce viruses onto a computer, the network, attached devices or any Internet site.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral

- In-School Suspension (Class period – 2 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- Interventions Relevant to Misconduct
- Withdrawal /Limitation of Computer Privileges
- Community Service
- Out of School Suspension (1 – 2 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (3 - 4 days)
- Out of School Suspension (3 – 5 days)

3rd Offense and any subsequent offenses:

- Any 1st or 2nd Offense disposition
- Withdrawal of all Computer use Privileges for rest of year.

DAMAGE TO PROPERTY

All markings or destroying of school property or the property of others is prohibited. If a student defaces or destroys any school property, including buildings, grounds, equipment, buses, vehicles, textbooks, or the personal property of others, he/she shall pay the entire amount of the damage. Legal action against the parent and student for willful or malicious destruction to public or private property will result in the recovery of up to \$2,500.00 and/or the cost to replace the damaged property from the parents.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension

- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

DISRUPTIVE BEHAVIOR

A student will not be permitted to cause disruptions that interrupt the learning process. Examples of disruptive behavior include, but are not limited to, the following:

1. Failing to adhere to the guidelines of classroom behavior instituted by the teacher.
2. Being disobedient and defiant toward staff members.
3. Making distracting noises, throwing objects, engaging in horseplay, chronic talking, teasing, refusing to remain in seat, disrespect to a peer.
4. Exhibiting conduct that may endanger self or others, **including horseplay**.
5. Frequenting restricted areas.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct

- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

DISRUPTIVE BEHAVIOR (SCHOOL BUS)

A student will not be permitted to cause disruptions that may endanger others from being transported safely. Examples of disruptive behavior include, but are not limited to, the following:

1. Failing to adhere to the guidelines of bus behavior and safety established by the bus driver.
2. Being disobedient or defiant toward the driver in language or actions, or making false statements.
3. Leaving his/her seat while the bus is in motion.
4. Making distracting noises, throwing objects, engaging in horseplay, teasing, refusing to remain in seat, etc.
5. Indulging in inappropriate public displays of affection.
6. Exhibiting conduct that may endanger self or others, **including horseplay.**

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension (1- 2 days)
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 2 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School Bus Reinforcement and Improvement Plan (New Seating, etc)
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Community Service

- Out of School Suspension (1 – 2 days)

2nd Offense:

- Any 1st Offense disposition
- Bus Suspension (3 - 6 days)
- In-School Suspension (3 - 4 days)
- Out of School Suspension (3 – 5 days)

3rd Offense and any subsequent offenses:

- Any 1st or 2nd Offense disposition
- Withdrawal of Bus Riding Privilege

Students may lose bus riding privileges and/or be referred at any time to the Director of Human Resources and/or Operations for long term suspension for expulsion at the discretion of the school administrator based on the level of severity of the incident.

DANGEROUS BEHAVIOR/DESTRUCTIVE DEVICES

Students are prohibited from participating in, promoting, or otherwise engaging **in any type of dangerous behavior** while on school property, including school buses, at school bus stops, or at school sponsored events. This would include any act that would endanger the safety of individuals and/or property, which would include, but not be limited to, acts of arson, bomb threats, false fire alarms, violent behavior, and reckless use of equipment or an automobile. This prohibition also includes the possessing, handling, transporting, or using mace, pepper spray, stink bombs, smoke bombs, fireworks, caustic chemicals, any device containing combustible materials and any like substances. Violators will be referred to law enforcement officials.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)

- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

DRUG OFFENSES

Except as permitted in the case of legally prescribed medication, a student will not use, purchase, sell, distribute, possess, attempt to possess, or be under the influence of any kind of controlled substance as defined by state law. This prohibition includes, but is not limited to, narcotics, illegal or controlled substances (including alcoholic beverages), anabolic steroids, imitation controlled substances, substances that look like drugs, or any drug-related paraphernalia. This prohibition also includes possessing, distributing, or inhaling any substance or product (off-the-shelf, controlled, or illegal). This policy will include any drug-related

offenses that occur off school property. All violations will be reported to law enforcement officials. NOTE: School personnel may give prescription medication to children only with a physician's written order and signed request from parent or guardian. Such medications must be in the original container. School personnel may give nonprescription medication to students only with written permission from the parent or guardian. Such permission shall include the name of the medication, the required dosage of the medication, and the time the medication is to be given. Such medication must be in the original container. A physician or nurse practitioner signature is only required for non-prescription medication when the requested dosage or length of administration exceeds over the counter recommendations on the medication label.

Level 1 – Drug Offenses that involve instances similar but not limited to: The inadvertent possession of unregulated OTC drugs in a minimal quantity single or near single dose; Instances where required paperwork and consents for previously approved medication(s) is/are not in place, Self reports of substance use at school or during school functions without other supporting evidence.

Level 2 – Drug Offenses that involve instances similar but not limited to: Arriving at school or any school related activity in possession of a minimal quantity of an illegal or controlled substance; The nontraditional use of legally obtained, non-controlled substances in an attempt to become intoxicated; Acts such as theft or destruction of another person's properly acquired and appropriate medication or OTC substance; possession of drug use paraphernalia on school property or at school related activities.

Level 3 – Drug Offenses that involve instances similar but not limited to: Possession with the intent to sell or distribute an OTC substance (amount may increase level); Sharing of medication, OTC drugs, or any controlled substance with anyone else on school property or at any school related function; Creating or using fraudulent documents in-order to acquire or use substances at school or at school related activities; Possession of any substance represented by the student in possession as being a "real" drug (Look-alike); Arriving at school or any school related activity or becoming while at school or any school related activity, under the influence of any illegally obtained or improperly used substance including prescription medications.

Level 4 – Drug Offenses that involve instances similar but not limited to: Any drug or other substance use, sale, creation, or distribution (including conspiracy to do the same) on school property or at school related activities that involves gang affiliation; Arriving at school or any school related activity or becoming while at school or any school related activity,

intoxicated by the use of any illegally obtained or improperly used substance. Any use, possession, sale, attempted sale, or distribution of any schedule I or II Drug; Forcing or coercing anyone else to using an illegal or controlled substance.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

EXTORTION

The willful use of verbal or physical threats or abuse intended to result in the involuntary transfer of money or property to another person is prohibited.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention

- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

Any 1st Offense disposition

- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

FRATERNITIES/GANGS/SECRET SOCIETIES

Participation in fraternities, secret societies, or gangs (any group of people who go about together or act in concert to violate school rules) is prohibited. Students will not be permitted to organize or take part in any group or gang activity, which is illegal or threatening to others. Any form of extortion, bullying, hazing, or harassment will not be tolerated.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court/Law Enforcement Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension for expulsion at the discretion of the school administrator based on the level of severity of the incident or gang involvement.

**** Please note that The Aileen Price Institute of Learning will not tolerate gang activity of any type. If any student is aware of any type of activity that could be related to gangs in any form, please notify school officials immediately. Every effort will be made to protect the identity of students who provide pertinent information. ****

FORGERY

Writing or using the signature or initials of another person for the express purpose of misleading the reader is prohibited. Uttering (passing a forged instrument to accomplish a purpose) is also prohibited.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- Denial of Credit
- In-School Suspension (Class period – 2 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Community Service

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (3 days)
- Out of School Suspension (1 – 2 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (4 days)
- Out of School Suspension (2 – 4 days)

GAMBLING

Playing games of chance (cards, dice, etc.) is prohibited.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 2 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Community Service

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (3 days)
- Out of School Suspension (1 – 2 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (4 days)
- Out of School Suspension (2 – 4 days)

HARASSMENT (BULLYING)

Repeated negative behaviors intended to frighten or cause harm that may include, but are not limited to: name-calling, taunts, insults, verbal or written threats or threats of and actual physical harm. This includes threats, taunts, insults, or other defamatory or harmful actions delivered by any means verbal or physical and to including digital formats (email, texting, testing, sexting, websites, video, social networks, etc) that originate at school or on school property, or involve the use of school property to create, view, deliver, or distribute such threats, insults, taunts, etc.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan

- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

HAZING

Recklessly or intentionally endangering the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with, or as a condition for, continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the activity.

**** Please note Aileen Price Institute of Learning in no way will tolerate any form of hazing committed by another student, parent, and/or staff member.**

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

HORSEPLAY

Student is engaged in rough or boisterous play (can include hitting, kicking, slapping, punching, throwing objects, pinching, wrestling, etc.) that may be disruptive to others and may escalate to causing's either intentional or unintentional injury to self or others.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense and any subsequent offenses:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

INAPPROPRIATE ATTIRE

Students and parents share responsibility for appropriate student dress and grooming. To help ensure that we have a climate that is conducive to learning in our schools, students are required to follow the approved student dress code and may receive consequences for being in violation of the dress code. (

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Conflict Resolution / Mediation
- In-School Suspension (Class period – 1 day)
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Community Service

2nd Offense and any subsequent offense:

- Any 1st Offense disposition
- In-School Suspension (2 days)
- Out of School Suspension (1 day)

PHYSICAL ASSAULT

Any physical confrontation between students, either minor or serious, is prohibited. This includes, but is not limited to, kicking, shoving, pushing, hitting, fighting, battery, sexual attacks, or improper touching of another student. Inciting or instigating a fight (any action or written message intended to result in a fight or cause others to fight) is also prohibited. Assault of school personnel will result in 10 days out-of-school suspension with possible recommendation for expulsion. The assault of school personnel while intervening in a fight will carry the same punishment as an intentional assault. In addition, violators will be referred to law enforcement officials. Assault of school personnel carries a mandatory incarceration sentence. Self-Mutilation, self-injury, or other intentionally inflicted self-harm is also considered to be an assault and requires notification to parents and referral to mental health services. NOTE: In most situations, both participants in a fight will receive the same punishment. However, if the physical aggressor can be determined, the amount of punishment will be determined by the principal, including the right to limit punishment or not punish the defender.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention

- Overnight Suspension
- Parent Conference / Contact

- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

SEXUAL HARRASSMENT

Any inappropriate verbal or physical conduct of a sexual nature that creates an intimidating, hostile, or offensive environment is prohibited. Examples include, but are not limited to, the following:

1. Unwelcome sexual flirtation, advances, or propositions.
2. Verbal abuse of a sexual nature, including sexually-oriented kidding, teasing, or joking.
3. Graphic verbal comments about an individual's body.
4. Sexually degrading words used to describe an individual.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

SEXUAL OFFENSES

A student will not engage in inappropriate sexual behavior. Examples of such conduct include, but are not limited to, the following:

1. Inappropriate public displays of affection (kissing, holding hands, etc.)
2. Possession of Sexually Explicit Material (print, art, photo, digital).
3. Entering the restroom of the opposite sex.
4. Offensive touching (fondling or placing hands on another person's anatomy).
5. Indecent exposure (intentional exposure of private areas of the body including "mooning").
6. Physical contact such as offensive touching, patting, pinching, or brushing against another's body.
7. Consensual sex acts (sexual activity involving willing participants).
8. Entering any restroom/locker room or any other place on school property (including school buses) for the purpose of engaging in any sexual activity.
9. Rape or attempted rape (unlawful sexual intercourse or attempted sexual intercourse by force, threat, or fear).

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition

- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

SMOKING/TOBACCO

Smoking tobacco or “standing guard” to watch for approaching teachers or administration while someone else smokes is prohibited. The possession of tobacco or use of smokeless tobacco by students is also prohibited.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
 - Before or After School Detention
 - Bus Suspension
 - Confiscation/ Restoration / Reparation / Restitution
 - Conflict Resolution / Mediation
 - Court Referral
 - In-School Suspension (Class period – 3 days)
 - Lunch Detention
 - Overnight Suspension
 - Parent Conference / Contact
 - School/Classroom Reinforcement and Improvement Plan
 - Interventions Relevant to Misconduct
 - Withdrawal of Privileges
-
- Denial of Credit
 - Community Service
 - Out of School Suspension (1 – 3 days)

2nd Offense and subsequent offenses:

- Any 1st Offense disposition
- In-School Suspension (4 - 5 days)
- Out of School Suspension (4 – 5 days)

TARDIES TO CLASS AND SCHOOL

Failure to be in a place of instruction at the assigned time without a valid excuse is unacceptable. This includes arrival to school at the assigned time. Missed instruction causes problems for both student and teacher. Therefore, accumulation of tardies will result in disciplinary action. Likewise, continued early departures result in the loss of valuable instructional time.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention

- In-School Suspension (Class period – 1 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Community Service

2nd Offense and subsequent offenses:

- Any 1st Offense disposition
- In-School Suspension (2 days)
- Court referral (If meets criteria)

THEFT

Stealing of property belonging to Aileen Price Institute of Learning, staff, students, or other individuals is forbidden. The possession or distribution of stolen property is also forbidden. Full restitution (property of monetary value) must be made. Incidents will be reported to law enforcement officials.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

TRUANCY/CLASS CUTTING

Any student who skips class or fails to appear for after or before school detention, or ISS, leaves class or school grounds without permission during the time that school is in session, arrives to a secondary school later without acceptable written excuse (Doctor's appointment or court appearance), is in the hall, non-scheduled classroom or other areas when he/she is scheduled to be in class, is considered to be truant.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service

2nd Offense and subsequent offenses:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Court Referral (If appropriate)

UNAUTHORIZED AREA

Student's being in any part of the school or on any Aileen Price Institute of Learning property without permission or appropriate authorization. Examples include but are not limited to: Being in the hallway instead of the assigned class; Being in a class or other room or area, other than the assigned class; Being outside on the campus during the school day without permission, etc.

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation
- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct

- Withdrawal of Privileges
- Denial of Credit
- Community Service

2nd Offense and subsequent offenses:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (1 day -5 days)

VERBAL ABUSE/THREATS

Students are prohibited from using profanity, gestures that are sexually suggestive, intimidating, or offensive, bullying language that interferes with teaching and learning, or offensive words belittling another's race, religion, gender, sexual orientation, national origin, disability, or intellectual ability, or designed to intimidate others. Students are prohibited from writing, composing, or sending any inscribed or electronic communication containing a threat to kill, or do bodily injury to any student, school employee or family member of a school employee. Students are further prohibited from using information and communications technologies such as e-mail, cell phone, pager messages, instant messaging, defamatory web sites and web postings, and defamatory personal polling websites to initiate or support deliberate, and/or repeated hostile communication or behavior, that is intended to harm others (cyber-bullying). **All threats shall be reported to law enforcement.**

Potential Dispositions –

1st Offense:

- Accountability Conferencing
- Before or After School Detention
- Bus Suspension
- Confiscation/ Restoration / Reparation / Restitution
- Conflict Resolution / Mediation

- Court Referral
- In-School Suspension (Class period – 3 days)
- Lunch Detention
- Overnight Suspension
- Parent Conference / Contact
- School/Classroom Reinforcement and Improvement Plan
- Interventions Relevant to Misconduct
- Withdrawal of Privileges
- Denial of Credit
- Community Service
- Out of School Suspension (1 – 3 days)

2nd Offense:

- Any 1st Offense disposition
- In-School Suspension (4 days - 6 days)
- Out of School Suspension (4 – 6 days)

3rd Offense and any subsequent offenses:

- Any 2nd Offense disposition
- In-School Suspension (7 days - 10 days)
- Out of School Suspension (7 – 10 days)

Students may be referred at any time to the Director of Human Resources and/or Operations for long term suspension or for expulsion at the discretion of the school administrator based on the level of severity of the incident.

WEAPONS, DANGEROUS INSTRUMENTS, & OBJECTS

Students will not possess, handle, transport, or use any weapon, dangerous object that could be reasonably considered a weapon, or substance that could cause harm or cause irritation to another individual. This includes, but is not limited to; knives and other objects designed or used for cutting, whether sharpened or unsharpened, razor blades, box cutters, ammunition, slingshots, ice picks, laser pointers, metal knuckles, nun chucks, clubs, and “look-alike” weapons (toys or otherwise). In addition, students will not possess, handle, or transport any pistol, revolver, firearm, or any other weapon designed or intended to propel a missile of any kind. This prohibition also applies to “look-alike” (toys or otherwise) firearms (any object of similar appearance).

Potential Dispositions –

1st Offense:

- Accountability Conferencing
 - Before or After School Detention
 - Bus Suspension
 - Confiscation/ Restoration / Reparation / Restitution
 - Conflict Resolution / Mediation
 - Court Referral
 - In-School Suspension (Class period – 10 days)
 - Lunch Detention
 - Overnight Suspension
 - Parent Conference / Contact
 - School/Classroom Reinforcement and Improvement Plan
 - Interventions Relevant to Misconduct
 - Withdrawal of Privileges
 - Denial of Credit
-
- Community Service
 - Out of School Suspension (1 – 10 days)

2nd Offense and any subsequent offenses:

- Any 1st Offense disposition
- Referral to the Director of Student Support Services for Long Term Suspension
- Referral to the School Board for Action

Students may be referred at any time to the Director of Human Resources and/or Operations for long term for expulsion at the discretion of the school administrator based on the level of severity of the incident.

Other Important Information

Damage to School or Personal Property –

Students shall be required to reimburse the school for any actual breakage, destruction of property, or failure to return property done by such student in pursuit of his studies. In accordance of Section 8.01-43 the school

board may petition the courts to recover up to \$2500 from parents for damages for the willful or malicious destruction of school property by their child.

Lockers (if applicable)

Lockers and/or any storage compartment belong to Aileen Price Institute of Learning and may be searched.

Family Life Education

APIL provides standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum 9 through grade 12. The guidelines include instruction as appropriate for the age of the student in family living and community relationships; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; forms of contraception; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness. All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.

Manifestation Determination

Students who have been designated as eligible for special-education services may be suspended in excess of 10 days per year if the EC Coordinator with Administration votes that there is "no causal relationship between the student's disability and misbehavior." Special education students who are long-term suspended will have their educational program continued outside of the regular school setting.

Make-Up Work-Suspension

APIL is a virtual based academic program. Students who receive an out-of-school suspension will be expected to keep up with missed class work and submit all assignments as scheduled. It is the responsibility of the student to obtain assignments from the website and/or communication with their teacher. If the parent or student makes a request for assignments, teachers are required to provide the guidance department with student assignments within 24 hours of notification of the request. In the case of class assignments which require in-class completion (tests, lab assignments, etc.), the student will be expected to make arrangements with the teacher within two (2) days after his/her return to school to make-up missed assignments. Due dates for completion of assignments will be established by the teacher. Zero grades may be assigned if a student fails to submit or make-up assignments.

Rules for Medications at School

School personnel may give **prescription medication** to students IF a completed Medication Consent form, signed by the student's Aileen Price Institute of Learning parent or legal guardian and the prescribing healthcare professional, is on file for the current school year. Such medication must be delivered to school in the original container by the parent/legal guardian or their adult designee. The prescription label must match instructions from the prescribing healthcare professional. School personnel may give **non-prescription medication** IF a completed Aileen Price Institute of Learning Medication Consent form, signed by the parent

or legal guardian, is on file for the current school year. Healthcare professional's signature is only required for non-prescription medication when the requested dosage or length of administration exceeds over the counter recommendations on the medication label. Such medication must be transported to school in an unopened original container by the parent/legal guardian, or their adult designee.

Students are allowed to carry and self-administer **inhaled asthma medications and/or auto-injectable epinephrine** IF an Asthma Action Plan and Medication Authorization form OR Allergic Reaction Action Plan and Medication Authorization form has been completed signed by the treating physician or nurse practitioner for the current school year. The appropriate form must also be signed by the parent/guardian and the student.

Exception for 9th – 12th graders regarding non-prescription medication – these students may possess and self-administer over the counter medications IF a completed Aileen Price Institute of Learning Consent form, signed by the parent or legal guardian, is on file for the current school year. Medication consent forms at the high schools have a designated area for parents and legal guardians to request this privilege, along with guidelines to be followed.

Medication rules for students who are adults (18 years of age or older) – Adult students are required to have the same written permissions from their parent or legal guardian, with whom they reside (dependent students) concerning medication use, transport, and possession in schools as other students. Adult students who do not reside with a parent or legal guardian (independent students) may sign for themselves concerning medication usage, transport, and possession in schools – however, prescribing healthcare professional's signature is still required where indicated in above guidelines.

Medication administration forms are available in the school office.

Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Aileen Price Institute of Learning, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Mecklenburg County Public School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to

allow the Aileen Price Institute of Learning to include this type of information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Graduation programs, and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's

information disclosed without their prior written consent.(1) If you do not want Aileen Price Institute of Learning to disclose directory information from your child's education records without your prior written

consent, you must notify the school in writing within 15 days of receiving this notice. Aileen Price Institute of Learning has designated the following information as directory information:

- Student's name
- Participation in officially organized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Footnotes:

1. These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

Textbooks

The Aileen Price Institute of Learning must provide, free of charge, such textbooks required for courses of instruction for each child attending public schools; however, the school board may assess a reasonable fee or charge for damages or loss of school property when such property has been used by students without charge. This penalty also applies to the mishandling of electronic textbooks.

Student Drug Testing

Aileen Price Institute of Learning maintains an important interest in detecting and preventing drug use among its students as substance use and abuse is harmful to the health of students, disrupts students' ability to learn, and creates an unsafe fearful environment. In cases where the school administration has determined there to be

“reasonable suspicion” that a student has used drugs prior to attending school, during school, or at school related activities, the student will be required to submit to drug testing in accordance with the schools' student drug testing policy.

Sex Offenders on School Property

Every adult convicted on a sexually violent offense is prohibited from entering or being present on school property during school hours and during school related and school sponsored activities.

Student Search and Seizure

Students' person, personal property, automobiles, and lockers may be searched and prohibited items seized when they are on school property (including buses and at bus stops), or while attending school related activities, by school officials (i.e. principals, their designees, or other administrators) when there is *reasonable suspicion* present that the student may be in possession of prohibited items in accordance with relevant School Board policy. In addition, student search and seizures that are conducted by law enforcement personnel are governed by relevant laws and regulations pertaining to police investigations and activities. Parents will be

contacted and informed by school personnel as soon as practicable following any student or personal property seizure.

Definitions

Suspension

A suspension is the denial to a pupil of the right to attend school or take part in any school function for a specified period of time because of the student's negative behavior. If necessary, the principal may call the parents or guardian to come and get the student and escort him/her from school or school function. A suspension is considered an unexcused absence.

Suspension for Ten Days or Less

A pupil may be suspended for ten days or less by either the school principal or their designee. When a student is suspended, the administrator will comply with the following regulations:

(a) The pupil must be notified in writing of the reason for suspension and given the opportunity to explain. Parents must be notified by telephone before a student is dismissed early, and the school should also attempt to notify parents by telephone for all suspensions. (b) Written notice must be provided to the parent or guardian of the pupil within 24 hours after the suspension becomes effective, stating briefly the reason for the suspension. (c) The written notice shall offer the parent or guardian an opportunity to discuss the details of the infraction.

Suspension and Expulsion in Excess of Ten Days

The administrator or his/her designee(s) may suspend students from school in excess of ten (10) school days after the pupil and his/her parent(s) or guardian have been provided written notice of the proposed action and the reason therefore and of the right to a hearing. A long term suspension by the Board of Directors is the denial to a pupil the right to attend school and take part in any school function for a period longer than ten days up to the remainder of the school session. An expulsion by the Board of Directors is the denial to a pupil the right to attend school and take part in any school function for at least 365 days or the duration of the pupil's school years.

In-School Suspension (ISS)

A placement given to a student that requires him/her to report to a specific school location and to a designated school official to complete assigned class work, to receive specific instruction in behavior modification, and/or to participate in activities designated as a means to permit the student to provide reparation to the school for damages, or to encourage student rehabilitation. In school suspension may also be assigned in lieu of a more severe student disciplinary consequence.

Aileen Price Institute of Learning, Board of Directors

The officials elected to serve as the school division's policy making and governing body.

Director of Human Resources and/or Operations

The principal or other designated persons to whom his/her authority has been delegated.

Teacher

A classroom teacher, substitute, or student teacher who has been given authority over some part of a school program by the principal.

School System Employee

Anyone employed by the school system such as a bus driver, teacher, aide, substitute teacher, lunchroom manager, custodian, etc. Note: School Resource Officers (SRO's) are not school system employees.

School Service

A student may "work" voluntarily in the school if approved by the administrator.

After-School Detention / Before-School Detention

A student will be required to attend after-school for certain offenses for approximately 45 minutes.

Alternative Learning Environments (ALE)

This will be established at each elementary school for certain disruptive students. (Similar to the secondary in-school suspension centers with provision for the "time-out" concept.) The disposition choices attached to student violations are not intended to dictate a specific sequence. The determination is left with the principal or his/her designee. Counseling with any or all persons involved in a disciplinary problem is encouraged when that approach has any indication of success.

Alternative Education Placement

Alternative programs are established for both middle and high school students who are either referred by their home school administrations or placed by the school board. These students generally have been referred as a result of excessive disciplinary referrals, academic failure or non-attendance. The goals of these programs are to reduce the student's risk of school expulsion, dropping out, or failing academically.

Counselor

Means a school guidance counselor, school psychologist or school social worker.

Over Night Suspension

The student is not permitted to attend or return to school from the time of their suspension until their parent or legal guardian comes into the school and meets with the principal or their designee (usually the next day).

Bus Stop

The bus stop is defined as any location where the student is in uniform and in route to and/or from Aileen Price Institute of Learning.

Aileen Price Dress Code

Aileen Price Institute of Learning priority is to develop a learning environment whose focus drives education, imagination and innovation. Therefore, we will require all students to wear uniforms to school. These uniforms will consist of three basic colors: white, black, navy blue and khaki. In addition, the students will be allowed to incorporate the school's colors purple and gold.

1. All students are required to wear shirts and/or coats that fit them so that the garment hem does not extend below the students' fingertips when their arms are hung at their sides.
2. Students shall not wear clothing so that it shows excess cleavage as determined by the school administrator or their designee.
3. Shorts, skirts, and dresses must be worn with the hem being no shorter than the finger tips while standing with the arms hung at sides. The shorts must also be loose enough to be pulled away from the thigh freely.
4. Safe, sturdy, and acceptable shoes must be worn at all times.
5. Clothing must be neat and clean.
6. Pants should be worn with a belt if needed.

7. All shirts **must** be neatly tucked in.
8. Hard bottom shoes must be worn. Any exception must be accompanied by official health documentation.

Apparel allowed:

1. All pants (shorts, slacks, and skirts) must be worn above the hips and does not reveal any portions of undergarments or the absences of undergarments.
2. Shirts, Outerwear (e.g. sweat shirts, polo shirt, pull over, t-shirt, etc.) with the school logo.
3. Gym suites in gym class or at athletic events or activities.
4. Colorful opaque female tights that can be worn underneath shorts, skirts, and dresses that falls within our identified color scheme noted above does not conflict with any of the imaging restrictions stated below.
5. Colorful ties that can be worn with button down dress shirts (only) that falls within our identified color scheme noted above does not conflict with any of the imaging restrictions stated below.

Apparel not allowed:

1. Leggings in any form (e.g. worn with shorts, skirts, and dresses with the hem below the fingertips while standing with the arms hung at sides.)
2. All pants of jean and/or jean like material
3. Over-size and baggy pants are unacceptable and pants that have large or excessive holes are not allowed.
4. Pants, shorts, slacks, and/or skirts that reveal any portions of undergarments or the absences of undergarments.
5. Tennis shoes unless used for gym activities.
6. The following clothing will not be worn by students:
 - a. undershirts worn as blouses or shirts
 - b. curlers, picks, combs (except for barrette style), or rakes in the hair
 - c. hoods, hats, caps, gloves, sweatbands, bandanas, scarves, head/neck scarves, wave caps, or sunglasses
 - d. unfastened belts
 - e. heavy chains
 - f. gym suits, except when worn for gym classes, special activities, and athletic events
 - g see-through apparel, apparel with excessive holes, or tank tops
 - h. Stockings with any adornments, Fishnet stockings in any form, or tights with any form of holes
 - i. dresses without sleeves or halter
 - j. clothing, jewelry, other apparel or personal belongings depicting or representing the following:
 - i. inappropriate slogans or gestures
 - ii. nudity or semi-nudity
 - iii. references to violence, profanity, or vulgarity
 - iv. alcohol, illegal drugs, or tobacco products (continued on next page)
 - v. references to gangs, race, gender, creed, or sexual orientation derogatory statements

Clothing Closet

Aileen Price Institute of learning is aware of the stress and financial burden school uniforms can place on a family. Therefore, we have developed the Clothing Closet. This closet will allow graduating students to donate their slightly worn clothing and/or shoes for up and coming students to use.

Parent Grievance

If a parent disagrees with the disciplinary action conducted against their student, they can submit their grievance in writing to the Administrative Office. The form will be delivered to the Chairman of the Board of Directors. They will then reach out to the parent/guardian to understand their concerns and determine who would need to be involved in subsequent discussions. After pulling the appropriate parties, the Chairman will facilitate the Remediation process to address all concerns. If concerns are not addressed in this process, the grievance will then become an item for the board to review and vote on. The final decision will be made by the board.

If the grievance process involves an EC student, the EC Coordinator will be responsible in facilitating all remediation actions in conjunction with the Chairman of the Board.

Watchman Service Application

Student Name: _____

Student ID #: _____

Bus information:

Bus pick-up number:

Bus pick-up location:

Bus pick-up time:

Bus drop-off number:

Bus drop-off location:

Bus drop-off time:

Parent/Guardian Signature: _____

Parent Guardian Print Name: _____

Date: _____

Boarding School House Rules

1. No fighting
2. No foul language
3. No bullying
4. Make up your beds daily
5. Clean up after yourself
6. Wash your own dishes
7. Respect each other space, property, religion and opinions
8. Abide by all curfews set by school and Mecklenburg County
9. When you are walking on your own you **MUST** use a buddy system. You have to check in and out with your buddy.
10. No co-mingling of sexes
11. Co-sexes can only meet in the common areas
12. Students can only leave with the Dorm mother approval.
13. Student ID must be on you and shown at all times when walking around in the community.
14. Internet access will be monitored at all times
15. Do your assigned chores in a timely manner.
16. Students are only allowed to keep a **max** of \$100 on them. Any additional monies must be placed on a debit card for safety.
17. Use of unsolicited drugs, alcohol, prescription drugs, and/or any drug paraphernalia will not be tolerated.
18. After Cooking 101 students will be able to use the kitchen.
19. Students must abide by the Code of Conduct in the Student Handbook.
20. The Dorm Mother will do random walk through.
21. No microwave, or hot plate will be allowed in their rooms.
22. No non-perishable food items will be allowed in the room.
23. During checkout on the weekends unplug all electric devices and clean your room.
24. Students must give their cell phone number to the Dorm Mother and Directors. If a student changes their cell number they **must** update their information and inform the Dorm Mother of the change within 24 hours.
 - Failure to inform the appropriate parties of the change in their cell number will result in assignment of an additional 20 hours of community service to the requirement set by the school.

House Rules

- Students will have the opportunity to add their own house rules to the list provided.
- Students will share their room with a roommate.

If a student can not comply with the house rules:

First Offense:

- Written Warning
- Consultation with parents, student, Dorm Mother, and school directors

Second Offense:

- Written Warning
- Consultation with parents, student, Dorm Mother, and school directors

Third Offense:

- Student will have two days to remove all their belongings from the dorm facility. The parent will be responsible for all transportation.

Dean Mother

- Will conduct random room checks
- Distribute medication

Medication

- The Dean Mother will be responsible for distributing all prescription medication.
- All over the counter medication needs to be distributed by the Dorm Mother.
- Students will not be allowed to have any over the counter medication in their possession.

Transportation

- Will be provided on the weekends coordinated by the Dorm Mother.
- Transportation will be provided on a daily basis to and from the school by the Dorm Mother.

Activities

- Activities will be coordinated by the school and/or Dorm Mother for students to participate in on the weekend. (e.g. movies, bowling, plays, concerts, professional sport games, etc.).

Parents

- Parents will have free accessibility to their child.
- Are responsible for the cost of lodging.
- The monthly lodging fee will provide the following:
 - Housing
 - Daily meals
 - Weekend activities
 - Laundry services (if option is chosen)
- Will supply toiletries, personal items, and school utensils.

Education

- Each student will abide by the same curriculum of the Aileen Price Institute of Learning.

Visitation

- All visitors must be approved by the student's parent/guardian in writing and will only be allowed in the common meeting areas. Immediate family can access areas beyond the common areas.
- Any students who lures any outside person(s) not affiliated with the school and or their immediate family without prior written approval will be charged with endangerment of a minor and/or trespassing.

Theft

- Any student found to have taken the possession of another student(s) belongings will be expelled permanently from the boarding school and charged with theft. Note: Even though the student will not be allowed to live in the boarding they will have the option to attend the school.

Phone Usage/Cell Phone

- Land Line phone will not be installed in the bedrooms. There will be a community phone located in the common area.

Community Service

- Students are required to perform 30 hours of community service per academic school year. This community service is not to be combined with the requirements of the leadership development course.
- Failure to complete the requirement of community service will result in probation.
- If a student is unable to perform the required hours of community service due to family emergencies, health issues, etc. Will be required to fill out the community Service exemption form and will be addressed on a case by case basis.

Boarding School Acknowledgement

I, _____ agree to the following house rules of Aileen Price Institute of Learning Boarding School. If I fail to comply I understand I will be removed from the boarding school component of APIL.

Parent signature

Date

Parent Print Name

Parent signature

Date

Parent Print Name

Student signature

Date

Student Print Name

Student's Signature Form

By signing below, I acknowledge the following:

1. I have received a copy of the Aileen Price Institute of Learning Attendance, Conduct, and Dress Code.
2. I understand that Aileen Price Institute of Learning may take and use photographs of students for educational and recognition purposes.
3. I grant permission for my student to complete any board approved surveys.

* I understand I may opt out of items two or three listed above by submitting my request in writing to the school.

Student's Signature _____

Date _____

Teacher _____

Community Service Exemption Form

Student Name _____

Student ID# _____

Reason for exemption:

Parent Signature

Parent Signature

Date

Date

Please attach documented medical documentation to the back of this form.

Parent Acknowledgement Form

20** - 20** SCHOOL YEAR

This form is for parents/legal guardians of all students or for students who are eighteen years or older enrolled in Aileen Price Institute of Learning to ensure that they have received and reviewed the following important documents. For your convenience, this information is available on the school's Web site: *****

To access information, select the category *Schools/Centers* on the home page.

Please print clearly.

Student Name _____ DOB _____

School _____

Homeroom Teacher _____

Grade _____

I have received and reviewed each of the following:

Attached to document:

- *Family Educational Rights and Privacy Act (FERPA)*

Note: Any parent who objects to the release of any directory information must notify, in writing, the principal of the school where the records are kept.

- Graduation Requirements
- *Section 504 of the Rehabilitation Act of 1973* Notice
- Parental Responsibility and Involvement Requirements
- Parent/Student Handbook

- I understand that Aileen Price Institute of Learning may take and use photographs of students for educational and recognition purposes.
- I grant permission for my student to complete any board approved surveys.

* I understand I may opt out of items two or three listed above by submitting my request in writing to the school.

Print Parent/Legal Guardian/Independent Student Name

Parent/Legal Guardian/Independent Student Signature _____

Date _____

Please return this form to your child's homeroom teacher no later than *****.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1. The right to inspect and review the student's education records within 45 days of the day the division/school receives a request for access.**

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. When parents are divorced or separated, the school principal or appropriate school official shall give full rights to either parents, unless the school has been provided with evidence that there is a court order or legally binding document relating to such matters as Child Protective Services or domestic violence issues, divorce, separation, or custody that specifically revokes these rights.

A stepparent has the same rights under FERPA as natural parents, provided that the stepparent is present on a day-to-day basis with the natural parent and child, and the other parent is absent from the home. A stepparent who is not present on a day-to-day basis in the home of the child does not have rights under FERPA with respect to the child's scholastic records.

- 2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.**

Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the principal decides not to amend the record as requested by the parent or eligible student, the principal will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3. The right to consent to disclosures of personally identifiable directory information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.**

FERPA authorizes making student directory information public as permitted under state and federal laws and regulations. Prior to release of such information, the superintendent or designated principals shall give public notice of such intent in a newspaper of general circulation, a school paper, patron organization newsletter or announcements sent home to parents describing the kind of information being in the directory category. Any parent or eligible student who objects to the release of any or all of this information must notify, in writing, the principal of the school where the records are kept. The following is considered "directory information":

- Name of student in attendance or no longer in attendance
- Address
- Telephone listing
- Date and place of birth
- Dates of attendance
- Participation in officially recognized activities and sports
- Height and weight, if a member of athletic team
- Awards and honors received
- Other similar information
- Annual yearbook print copies, playbills, program guides, photographs or recordings of school sponsored events
- Photographs or recordings of students taken by surveillance cameras where the images do not depict specific students engaging in actions that would constitute violations of the Code of Student Conduct. The

School Administration reserves the right to determine whether release of such information should be released.

The school division may release student information concerning student scholastic and athletic achievements in the form of news releases, media interviews, and other public announcements. If a parent or eligible student objects to the release of such information, it will be necessary to notify, in writing, the principal of the school where the records are kept.

Student records may be disclosed to appropriate school officials with legitimate educational interests. A school official is a person employed by the school division as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the division has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the division discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Additionally, this law along with the *No Child Left Behind Act* of 2001 and the *National Defense Authorization Act* for Fiscal Year 2002 all require that School Administration must provide to military recruiters the student's name, address, and telephone listings upon request.

Unless you, as a parent/guardian or eligible student, request otherwise, this information may be disclosed to the recruiters upon request. You have the right to refuse to allow all or any part of the above information to be designated as directory information and to be disclosed to recruiters upon request. If you wish to exercise this right, you must notify the principal of the school that the student is enrolled in writing within 10 days after enrollment.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the division/school to comply with the requirements of FERPA.

The office that administers FERPA is:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

TIMELINES

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

School Start-Up Plan			
Category	Deliverable	Target Date	Task Owner
	Begin to identify key partners to be a part of the Board of Directors	Jan-11	Lynn Holmes; Carol Holmes
Research	Begin to research and identify the needs of our students within our community	Feb-11	Lynn Holmes; Carol Holmes
	Share research with members of the Board to develop the need based assessment for the proposed school	Mar-11	Lynn Holmes; Carol Holmes
	Hold focus group with parents to receive feedback on the parental/educational structure within our current school system.	Mar-11	Lynn Holmes; Sidonie Webber
	Follow up session held to gain more information from the parents.	Jun-11	Laura Holmes
	Began to search the downtown core to identify perspective locations for the proposed school	Ongoing	Lynn Holmes; Carol Holmes
Education	Attended Focus Group hosted by The Partners of Developing Futures		
	Submitted grant application for funding for The Partners of Developing Futures	14-Oct-11	
Education	Attended educational session for application for NC Charter schools in Raleigh, NC	6-Jan	Carol Holmes; Lynn Holmes; Laura Holmes
	Began the writing process for application	6-Jan	Carol Holmes; Lynn Holmes; Laura Holmes
	Received proposal on IT infrastructure	Feb-12	Carol Holmes
	Toured perspective facility location. Awaiting prospectus	22-Mar	Lynn Holmes; Carol Holmes; Willie Holmes
	Have official reading session to make updates to application	31-Mar	Board of Directors
	Confirmed assignments on application components and set dates on when information is to be ready and submitted	3-Feb	Carol Holmes; Lynn Holmes

Upcoming Start up Plan

Category	Deliverable	Target Date	Task Owner
	Submit application for approval	Apr-12	Lynn Holmes; Carol Holmes
	Submit application intentions to LEA	Apr-12	Lynn Holmes; Carol Holmes
	Identify perspective locations and get detailed cost	TBD	Lynn Holmes; Carol Holmes; Willie Holmes
	Meet with architect to identify cost to update buildings that we have toured	TBD	Lynn Holmes; Carol Holmes; Willie Holmes
	Determine which building we will use to house the school	TBD	Lynn Holmes; Carol Holmes; Willie Holmes
	Begin outfitting of proposed school	TBD	Willie Holmes
	Implementation if IT build outs	TBD	Willie Holmes
	Staff begins to occupy facility	TBD	Willie Holmes
	Hold information sessions on proposed school within several communities within the city	TBD	Sidonie Webber
	Advertise the opening of the school on local radio stations and in the local paper	TBD	Sidonie Webber
	Provide application details on our website	TBD	Carol Holmes
	Prior to application deadline hold Open House with prospective parents/guardians to answer questions and provide a check list of what is needed to have a completed application	TBD	School Administration
	Begin targeting qualified applicants for the teaching staff	TBD	HR Coordinator
	Review all videos associated with completed applications	TBD	HR Coordinator
	Set up face to face interviews	TBD	HR Coordinator
	Create short list of potential applicants and send letters of hire.	TBD	HR Coordinator
	Final staff is identified	TBD	HR Coordinator
	Begin on-boarding process of new staff	TBD	HR Coordinator
	As applications are completed, assign each a number	TBD	Records/Application Coordinator
	Compile all applications for review	TBD	Records/Application Coordinator
	Confirm all applications are completed	TBD	Records/Application Coordinator
	All incomplete applications will require a letter that will inform the applicant that their application will not be included within the lottery process due to the missing information	TBD	Records/Application Coordinator
	Ensure accuracy of information submitted within completed application	TBD	Records/Application Coordinator
	Applications that have substantial errors will require a letter to be submitted informing them that their application will not be included due to the errors identified.	TBD	Records/Application Coordinator
	All completed and accurate applications will be included within the lottery which will be by grade level	TBD	Records/Application Coordinator
	Each applicant will receive notification of their lottery status	TBD	Records/Application Coordinator
	Share results of accepted students with faculty to allow them to prepare	TBD	Records/Application Coordinator
Fundraising	Schedule face-to-face time with leaders in the community	TBD	Community Liason/Fundraising Coordinator
	Firm up Community Partnerships	TBD	Community Liason/Fundraising Coordinator
	Schedule implementation of services from community partners and leaders	TBD	Community Liason/Fundraising Coordinator
	Welcome session	TBD	Administrative Staff
	Testing for Teacher planning	TBD	Administrative Staff
	Schedule development and distribution	TBD	Administrative Staff
	Students begin to interact with each other and their instructors	TBD	Administrative Staff

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

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

VI. BUSINESS PLAN

PROJECTED STAFF:

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

Positions:	Status	1-65
Counselor	Full-time	1
Receptionist/Secretary	Full-time	1
Records	Full-time	1
Parent Empowerment Liaison	Full-time	1
Director of Human Resources	Full-time	1
Director of Operations	Full-time	1
Finance	Full-time	1
EC Coordinator	Full-time	1
IT	Full-time	1
Math Teacher	Full-time	1
Science Teacher	Full-time	1
History Teacher	Full-time	1
Leadership Teacher	Full-time	1
Athletic Director/Health PE	Full-time	1
Dormitory Mother	Full-time	2
Foreign Language	Full-time	1.5
Curriculum/Testing Director	Full-time	1

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

The lead contact of teacher development will be the Director of Human Resources. The Director of Human Resources is to ensure the teachers obtain the necessary continuous education/training, develop and help implement their Personal Performance Plan (P3), and help them obtain the extra assistance to be successful in the classroom and in their profession.

To develop the teacher within the classroom and within their profession prior to the school year the identified teacher and Director of Human resources will develop their P3 plan. This plan will outline where the identified teacher would like to see themselves professionally, long-term (2-3 years) and short-term (1 year). Based upon these objectives we will develop a timeline quarterly to reach the identified goals and steps needed.

APIL theory of teaching is based on the ideal of community involvement. A successful teaching staff is established by inviting teachers of various experiences to work as an integral part of the instructional team. With such a diverse group of individuals with work and educational experience the best training is training from your peers. As such, we will have sessions among the teachers based upon topics they choose as being an obstacle, bi monthly. As a result of these mentoring sessions our teachers will be able to gain new insight on teaching strategies, increase morale, encouragement, and continue our community learning teaching philosophy.

To ensure our teachers are providing the best educational project to our students we will be conducting teacher evaluations. These evaluations will be conducted at least four times a year. In instances where development of a teacher is needed additional observations will be conducted.

Lastly, as a school we pride ourselves on lesson plans that incorporate engagement. Therefore, to help develop our teachers on techniques of engagement we will use book, Student Engagement Techniques A Handbook for College Faculty by Elizabeth F. Barkley. Based upon the 50 engaging techniques within this book the teachers would have the ability to incorporate these within their lesson plans as well as receive training on how to use the techniques within their lesson plans. This will allow us to add to their development as a teacher and assist them in mentoring.

The foundation of APIL is based upon the ideal that every component of the organization is an integral part of the overall function of the school. Without the support of each part the machine will not work effectively. To retain our teachers we (administration) will provide the support all teacher need to feel empowered and support; assist them with their career goals; develop them; challenge them to think outside the box; and support them with student and parent engagement.

Lastly, we would provide an opportunity for our teachers to obtain paid time off by earning credit hours. Credit hours will be obtain by them volunteering to tutor students after school to obtain grade level in an indicate subject, maintain grade level, and/or to understand their homework.

Teacher interviews displayed the importance of administration support as teachers dealt with the challenges of parent and student relationships and as teachers established relationships with the school community.

Other teachers shared the importance of having the principal's support as they developed innovative classes dealt with challenging student discipline issues and made recommendations to the school board for the future development of their school.

Teacher workplace researchers suggest that collegiality is one of the most important organizational characteristics influencing teachers' professional commitment, performance, and sense of efficacy.

Teacher satisfaction leads to important positive outcomes with regard to student learning. Teachers who experience job satisfaction are absent less often and seen by students as enjoying teaching and (Bryk & Driscoll, 1998 as cited in Smerdon, 2002) this contributes to their shared sense of belongingness. Teachers that are satisfied and comminuted have been found to increase student's commitment to academic activities and to the school as an organizational (Firestone & Rosenbaum, 1988).

Academic achievement is but one measurement of student success that must be used in combination with other learning outcomes. Educators would do well to consistently recognize that teacher support and adolescents sense of school membership are important factors associated with learning and motivation.

Also include the following information for the proposed charter school:

- **Process to advertise for and employ members of the school**

APIL acknowledge the foundation of any good and effective organization is its employees. To advertise for employment we would take a grassroots method for advertising and recruiting members for the school. We will use different types of recruiting methods such as the local news, newspaper, radio stations, Facebook, Twitter, Employment association, and social media.

APIL will implement a non-discriminate on the basis of race, color, (HR) procedure, which will be fully compliant with the North Carolina state laws and No Child Left Behind. APIL will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry or athletic performance in the provision of employment and services. APIL will practice non-sectarian employment practices. APIL will require background and credit checks, fingerprint check of its employees as required by the application laws to ensure the safety of the school and all students. In addition, we will randomly conduct background checks.

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

A. RULES OF CONDUCT

All employees of Aileen Price are expected to act with good common sense and in a professional manner. To ensure orderly operations and provide the safest possible work environment, APIL expects all employees to abide by certain rules of conduct. While it is not possible to list all the forms of behavior that are considered unacceptable in the workplace, the following are examples of conduct which may result in disciplinary action in the sole and exclusive discretion of APIL, up to and including discharge.

- Destruction, damage, theft or unauthorized possession, use or removal of APIL property or the property of others;
- Inefficient or careless job performance or inability to perform job duties satisfactorily;
- Failure to promptly report to the Director of HR an on-the-job injury or accident involving an employee, student or visitor of APIL or involving APIL property;

- Negligence that results in injury to a APIL employee, student or visitor or damage to APIL property or the property of others;
- Irregular attendance, including unreported or excessive tardiness or absence from work, or failure to request and obtain an approved leave of absence or extension of a leave of absence in a timely manner,
- Insubordination, including refusal or failure to perform assigned work;
- Possessing or being under the influence of alcohol or illegal drugs during working hours or while on APIL premises;
- Fighting, provoking a fight or threatening violence during working hours or while on APIL premises;
- Interfering with others in the performance of their jobs;
- Sexual or other unlawful harassment;
- Making malicious, false or derogatory statements that may damage the integrity or reputation of APIL or fellow co-workers;
- Misrepresenting or withholding pertinent facts in securing employment with APIL;
- Refusing to follow instructions of supervisors or other authorized personnel, being rude or discourteous to supervisors, fellow employees, or visitors or engaging in any action which endangers the health or safety of others;
- Unauthorized use of APIL telephones, computers or other equipment owned by APIL;
- Possession, display or use of explosives, firearms other dangerous weapons during working hours or while on APIL premises;
- Engaging in any activity which is in conflict with the best interests of APIL; and
- Failure or refusal to follow general policies, rules and procedures of APIL.

These acts of misconduct are by no means complete, but are intended to serve as a general framework for employee conduct. APIL reserves the right, in its sole and absolute discretion, to add or delete offenses and to take such disciplinary actions, up to and including discharge, as are necessitated by the particular circumstances of a given case.

B. ATTENDANCE

Regular, on-time attendance is very important to the effective operation of APIL. Absenteeism and tardiness place a burden on all employees. Poor attendance and excessive tardiness may result in disciplinary action, up to and including discharge.

In the case of foreseeable absences, employees must provide the Director of Operations with a sufficient explanation for the absence and obtain advance approval. In the rare instance when an employee is unexpectedly unable to work as scheduled or cannot avoid being late for work, the employee should notify the Director of Operations as soon as possible in advance of the anticipated absence or tardiness. The preference is 3 to 4 hours before the school day begins.

C. SEXUAL AND OTHER UNLAWFUL HARASSMENT

It is the policy of APIL to provide an environment that is free from unlawful harassment. Therefore, all forms of harassment related to an employee's race, color, religion, sex, gender, national origin, age, disability or any other characteristic protected by law constitute violations of this policy. In furtherance of this policy, APIL strictly prohibits and will not tolerate the use of racial, religious, sexual, ethnic, disability-based, gender-based or age-related epithets, innuendoes, slurs or jokes within its facilities. In addition, all forms of verbal and physical harassment based on the above categories are strictly prohibited.

With regard to sexual harassment in particular, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature are considered instances of sexual harassment when:

- Such behavior has the purpose or effect of unreasonably interfering with an employee's work performance or creates an intimidating, hostile or offensive work environment,
- An employee's submission to or rejection of such conduct is used as the basis of employment decisions that affect the employee, or
- Submission to such conduct is implied or stated to be a term or condition of the employee's employment.

It is important to remember that behavior which one individual considers innocent or harmless may be regarded as sexual or other unlawful harassment by another person. Beyond being in violation of our APIL policy, sexual and other unlawful harassment is against the law, and APIL will not tolerate such harassment of its employees by anyone, including APIL employees or individuals conducting business with APIL. Any employee who violates the harassment policy or our commitment to equal employment opportunity will be subject to immediate disciplinary action, up to and including discharge.

If at any time an employee feels that he or she has been subjected to or has observed verbal or physical harassment, of a sexual nature or otherwise, the employee must report such conduct to the Director of HR immediately so that an investigation can be initiated and appropriate action taken. If for any reason the employee does not feel comfortable contacting the Director of HR about the matter, the employee must report the matter to a member of the APIL Board of Directors. The confidentiality of all such inquiries will be respected to the fullest extent possible. Employees will not be retaliated against in any manner for reporting perceived harassment pursuant this policy.

D. OUTSIDE EMPLOYMENT

All full-time employees are expected to treat their employment with APIL as their primary job. If you have another job or if you are doing work on your own, you must still have good attendance, perform satisfactory work and be available during the working hours assigned to you. Your other job must not conflict with the duties to which you have been assigned or give the appearance of such a conflict. Employees must inform the Director of Operations of any outside employment in which they are involved.

All employees of APIL are prohibited from selling, trading, distributing or dealing in instructional materials and supplies, equipment, reference books or any other services or products in APIL except as expressly authorized in writing by the Director or his or her designee. Employees are also prohibited from supplying or furnishing the names and/or addresses of students, parents or other employees to any entity or individual engaged in such activities. Employees are further prohibited from tutoring for compensation during or outside of regular work hours students with whom they exercise teaching, administrative or supervisory responsibility or from tutoring for compensation during work hours students with whom they do not exercise such responsibility. A parent can request written permission from the Director of Operations to waive this policy if the Director of Operations and the parent agree that the teacher involved would be the best person to tutor an individual child even though she/he is the child's classroom teacher.

Employees are prohibited from engaging in, soliciting, negotiating for or promising to accept outside employment with or render services for private interests when (1) the private interests are doing or seek to do business with the Board and the employee is or will soon be in a position to influence the business relationship either directly or indirectly, or (2) such conduct by the employee impairs the proper discharge of official Board business. Employees are further prohibited from engaging in a private business or service on school property or using school materials or equipment for such activities without written permission of Director of Operations.

Evaluation of employees: Employee performance will be evaluated quarterly. Classroom teachers will be evaluated using the Performance Development Plan (P3) and the Facilitator Observation Toolkit.

E. GRIEVANCE

If any employee of APIL has a grievance against the school, they are asked to complete a form that is submitted to the Chairman of the Board of Directors. The Chairman will have 5 days to address the grievance with the employee. Once they have had their initial discussion, the Chairman will call in the necessary individuals to try to resolve the issue in a Remediation Session. If the parties are able to come to a resolution within this session, they will sign that the issue has been resolved and will abide on the final agreement. If they cannot come to a place of agreement, the issue will then go before the Board of Directors. They will make the final decision. At that time, all parties must abide by said decision.

F. TERMINATION

If any employee fails to abide by the rules and regulations they agreed to upon accepting their position, they will go through the following process that can result in possible termination:

1. Verbal Warning – 30 days duration
2. Written Warning that will be placed in your employment file within APIL – 30 days
3. Probation Period – 90 days
4. Recommendation for Termination – Will be voted upon by the Board of Directors

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.

Aileen Price Institute of Learning will implement a non-discriminate on the basis of race, color, (HR) procedure, which will be fully compliant with the North Carolina state laws and No Child Left Behind.

- APIL will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry or athletic performance in the provision of employment and services.
- APIL will practice non-sectarian employment practices.
- APIL will require background and credit checks, and fingerprint check of its employees as required by the application laws to ensure the safety of the school and all students.
- APIL will randomly conduct background checks.

All administrators and teachers of the school will possess the necessary knowledge, skills, and personal characteristic required by and consistent with the vision and philosophies of the school. The school will promote and look for opportunities, including the commitment and willingness from all employees to work as a team to implement the school's goals.

Curriculum/Testing Director: Laura Holmes will serve as Curriculum/Testing Director. She has a Bachelor of Science Degree in Elementary Education and Masters of Education . Laura has a vast array of certifications in Early Childhood and Mentoring and Coaching as well as training in Higher Order Thinking Skills (H.O.T.S) and Year Round Schools. She worked in Charlotte Mecklenburg Schools System for over 33 years where she retired. Throughout her career she worked as a classroom teacher, Title I Teacher, Special Projects Teacher, and Literacy Facilitator the position she retired in. Thereafter, she briefly taught Reading at Central Piedmont Community College.

EC Coordinator: Will assist in the classroom setting and provide consultation to classroom teachers to help them better meet the needs of exceptional students. This person will be responsible for maintaining the IEP for all students who qualify for EC services and ensure that we abide by State and Federal regulations.

Community Liaison: Sidonie Webber will serve as Community Liaison. She has a Bachelor of Art Degree in Elementary Education, Master in Education, and Certification in *School Administration and Instructional Specialist*. Sidonie worked with *Our Lady of Consolation Elementary School* then *Charlotte Mecklenburg School System* where she retired. Throughout her career she worked as a teacher, Chapter I Lead teacher, In-service Coordinator, EQUALS Trainer, Title I Specialist, Director of Professional Development Center, and Instructional Accountability Specialist, when she retired.

Finance and Building Management: Willie Holmes will serve as Director of Finance and Building Management. He has a Bachelor of Science in Sociology B.S., Sociology, Diploma in Real Estate Appraisal and Housing Management, CPM Designation, Unlimited General Contractor, and General Real Estate Broker License. Willie began the innovative development process of uptown Charlotte with the development of \$500,000, 10 units in Cedar Square Condominium Project in the Third Ward Community. He has worked extensively as a self-proprietor developing commercial or residential sites. He retired from the City of Charlotte as a Real Property Appraiser.

Parent/Student Empowerment Director: Janice Ervin

Administration and Records: Will maintain all records and send certified data submitted to the state and city as requested, ensure that all data is updated within in our school database, and responsible for managing the lottery process for enrollment.

Secretary: Calvine Brooks will serve as Administrator over Records and Secretary. She worked for over 24 years as a Secretary with Mecklenburg County Health Department/Carolinas Healthcare System. She was responsible for typing policy and procedures, job evaluations, brochures, newsletters, ensured compliance with regulations, assisted the lead health educators and program managers, and other clerical duties.

Director of Health and Wellness: Hamilton Cutrell will serve as Director of Health and Wellness. He has a Bachelor of Art Degree in Communication/Mass Media, is a Certified Personal Trainer, Sports Nutrition Specialist, and Trainer with the National Federation of Professional Trainers. Hamilton has more than 10 years training and coaching experience. He has worked on a collegiate level coaching track and field and currently runs his own success personal training company *Just Move! Personal Training* where he customizes fitness plans, provide detailed and personalized nutritional counseling, facilitate motivational lectures, conduct group exercise class and manage other personal training contractors and volunteers. Most recently, we has inducted in the Athletic Hall of Fame and Methodist College in Fayetteville, NC.

Lead & Connect Teachers – At minimum, 75% of the lead teachers shall hold teacher certificates. We will seek teachers with creative and innovative teaching skills who demonstrate commitment to the school's stated principles and goals. Exceptional Teachers will hold the appropriate licensure for teaching or administrating special ED programs and will be highly qualified.

Counselor- Responsibilities will be to ensure each students PDP is updated, each student consistently stays on grade level and if not ensure the student follows the remediation guidelines to accomplish grade level status. In addition, work with the Parent Empowerment Coordinator to maintain positive and open communication with the parent and the school. As Well as, work with the Testing and Curriculum Coordinator that all appropriate testing has been completed.

Director of Human Resources: Carol Holmes will serve as Director of Human Resources. She has a Bachelor of Science Arts Degree in Biology Pre Med and Master of Art in Industrial/Organizational Psychology. Carol has worked in the banking industry for over ten years in sales, fraud, and strategic management. Currently, she is an adjunct professor at Johnson C Smith University within the Metropolitan College teaching Psychology. She is in the process of getting her certification as a Behavioral Psychologist.

Director of Operations: Lynn Holmes will serve as Director of Operations. She has a Bachelor of Science in Mathematics and Physics and Master of Science in Public Health. Lynn has taught mathematics on the high school level and is currently teaching Mathematics on a collegiate level. She is a certified trainer for the government and certified community college instructor.

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)).

Charlotte is one of the largest banking cities in North Carolina. Mecklenburg County gets on average 1, 031,179 in-commuters to work from surrounding North Carolina counties. The uptown area and adjacent zip codes have on average 20, 615 residents working in Finance and Real Estate and have on average 78, 499 children who range from ages 0 – 17(Charlotte Chamber of Commerce; Claritas/Market statistics 2010). Aileen Price Institute of Learning will be a uptown based high school that provides a year-round schedule that works with the year-round schedules of their parents in the work place. By focusing on those who work and/or reside in the uptown core, we will be able to touch multiple communities within the city and surrounding counties. Hence, our target population consists of those parents who work in uptown Charlotte and its surrounding zip codes. To make our school known among those who work in the uptown core, we will partner with employers to have the school information provided in their onboarding package for new employees.

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.

Aileen Price Institute of Learning plans on using a grassroots approach and social media outlets for marketing.

Public relations: To reach out to various communities Aileen Price Institute of Learning will contact community centers, church groups, and neighborhoods. We will also consult with the Black, Hispanic and Asian organizations to outreach to minority groups. We will post information sheets in local businesses, community and neighborhood centers. While contacting the Hispanic/Latino community, the information on the flyers/brochures about the school will also be made available in Spanish.

Open houses: The school will organize quarterly open-house meetings. These meetings will inform them about the educational focus and mission of the school.

Internet: Our website, <http://www.wix.com/clh074/aileen-price-school#!> is one important channel where the general information about APIL's educational philosophy and the contact information is provided. Application information for students and staff can also be found on the school's website. The school will also provide information through our Facebook page Aileen-Price Institute of Learning and Tweeter page @AileenPrice. APIL will also work with local marketing companies to send out email blasts.

Mass Media Resources: APIL's board will use local radio, newspapers, magazines, news stations and child-focused publications to inform the community and make public announcements about the school. These ads in the mass media will also help to attract school faculty and staff.

Location: Location is vital to attract diverse student population. APIL will be located in the vibrant, high energy, highly resourced, and multi accessible heart of uptown Charlotte. This location will give provide us with the accessibility of the uptown library, museums, physical fitness arenas, public transportation, dining facilities, financial institutes, political offices, emergency help, etc. We will be settled in prime real estate to provide our students will all the resources Charlotte has to offer to assist in developing a rigorous but academically fulfilling education.

Education Job Fairs: APIL will be present at education job fairs to attract highly qualified teachers. We will also reach out to local colleges and universities to recruit fresh and innovative educators in building our teaching staff.

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.

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:
A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability.

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

Based on current enrollment, 95% of students come from Mecklenburg County and the remaining 5% of students will come from the surrounding counties.

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

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

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

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a

narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

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

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Mecklenburg

List LEA #2 – Cabarrus

List LEA #3 -- _____

<u>GRADES</u>	2013-2014											
	LEA	0	0	0	0	0	0	0	0	0	0	0
Kindergarten	K	0	0	0	0	0	0	0	0	0	0	0
First	1	0	0	0	0	0	0	0	0	0	0	0
Second	2	0	0	0	0	0	0	0	0	0	0	0
Third	3	0	0	0	0	0	0	0	0	0	0	0
Fourth	4	0	0	0	0	0	0	0	0	0	0	0
Fifth	5	0	0	0	0	0	0	0	0	0	0	0
Sixth	6	0	0	0	0	0	0	0	0	0	0	0

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

	2013-2014														
	██████████			██████████			██████████			██████████					
	1	2	3	1	2	3	1	2	3	1	2	3			
Seventh	0	0	0	██████████	0	0	0	0	0	0	0	0	0	0	0
Eighth	0	0	0	██████████	0	0	0	0	0	██████████	0	0	0	0	0
Ninth	0	0	0	██████████	0	0	0	0	0	██████████	0	0	0	0	0
Tenth	38	2	0	██████████	0	0	19	1	0	██████████	0	0	29	1	0
Eleventh	19	1	0	██████████	0	0	17	1	0	██████████	0	0	38	2	0
Twelfth	4	1	0	██████████	0	0	38	2	0	██████████	0	0	██████████	██████████	██████████
LEA Totals	61	4	0	61	4	0	74	4	0	74	4	0	96	4	0
Overall Total Enrollment	65			65			78			78			90		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2015-2016	2017-2018
--State ADM Funds	<u>\$283442.25</u>	<u>\$327048.75</u>	<u>\$392458.50</u>
- --Local Per Pupil Funds	<u>\$148241.30</u>	<u>\$178563.50</u>	<u>\$206553.30</u>
--Federal Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
EC Funds estimated at 8% ADM	<u>\$10947.06</u>	<u>\$14596.08</u>	<u>\$14596.08</u>
TOTAL INCOME	<u>\$442630.61</u>	<u>\$520208.33</u>	<u>\$613607.88</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>			

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

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

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

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

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

NC State \$/ADM	\$	4,360.65
Mecklenburg LEA	\$	2,332.48
Cabarrus LEA	\$	1,490.00
EC Allotment	\$	3,649.02

2013-2014/ 2014-2015:

State:	\$4360.65 * 65	\$	283,442.25
EC	\$3649.02 * 3	\$	10,947.06
Mecklenburg	\$2332.48 * 61	\$	142,281.28
Cabarrus	\$1490 * 4	\$	5,960.00
Total		\$	442,630.59

2015-2016/2016-2017:

State:	\$4360.65 * 78	\$	340,130.70
EC	\$3649.02 * 4	\$	14,596.08
Mecklenburg	\$2332.48 * 74	\$	172,603.52
Cabarrus	\$1490 * 4	\$	5,960.00
		\$	533,290.30

2017-2018:

State:	\$4360.68 * 90	\$	392,458.50
EC	\$3649.02 * 4	\$	14,596.08
Mecklenburg	\$2332.48 * 86	\$	200,593.28
Cabarrus	\$1490 * 4	\$	5,960.00
		\$	613,607.86

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

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	#20.5	\$	#20.5	\$	#20.5	\$	#20.5	\$	#20.5	\$
PERSONNEL										
Total # of staff and Projected Costs		\$587,500		\$587,500		\$587,500		\$587,500		\$587,500
--Administrator(s)	#2	\$14,000	#2	\$14,000	#2	\$14,000	#2	\$14,000	#2	\$14,000
--Clerical	#2	\$6,500	#2	\$6,500	#2	\$6,500	#2	\$6,500	#2	\$6,500
--Teachers	#8.5	\$255,000	#8.5	\$255,000	#8.5	\$255,000	#8.5	\$255,000	#8.5	\$255,000
--Librarians	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Guidance	#1	\$40,000	#1	\$40,000	#1	\$40,000	#1	\$40,000	#1	\$40,000
--Teacher Assistants	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Custodian	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Maintenance	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Food Service	#0	\$5,000	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Bus Driver	#0	\$0	#0	\$0	#0	\$0	#0	\$0	#0	\$0
--Other										
Parent Empowerment		\$20,000		\$20,000		\$20,000		\$20,000		\$20,000
Finance		\$15,000		\$15,000		\$15,000		\$15,000		\$15,000
EC Coordinator		\$30,500		\$37,500		\$37,500		\$37,500		\$37,500
EMPLOYEE BENEFITS		\$20,000		\$20,000		\$20,000		\$20,000		\$20,000
STAFF DEVELOPMENT		\$2,800		\$2,800		\$2,800		\$2,800		\$2,800
MATERIALS AND SUPPLIES		\$5,000		\$5,000		\$5,000		\$5,000		\$5,000
OFFICE SUPPLIES		\$1,000		\$1,000		\$1,000		\$1,000		\$1,000
INSTRUCTIONAL EQUIPMENT		\$50,000		\$50,000		\$50,000		\$50,000		\$50,000
OFFICE EQUIPMENT		\$2,000		\$2,000		\$2,000		\$2,000		\$2,000

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

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2015-2016	2017-2018
TESTING MATERIALS	\$1000	\$1000	\$1000
INSURANCE	\$3500	\$3500	\$3500
UTILITIES	\$7200	\$7200	\$7200
RENT	\$788731	\$788731	\$788731
MAINTENANCE & REPAIR	\$5000	\$5000	\$5000
TRANSPORTATION	\$0	\$0	\$0
MARKETING	\$15000	\$15000	\$15000
FOOD/CAFETERIA SUPPLIES	\$0	\$0	\$0
PROFESSIONAL DEVELOPMENT	\$4500	\$4500	\$4500
TOTALS	\$1,310,231	\$1,310,231	\$1,310,231

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5. Because this is Boarding School concept, we embrace the small classroom sizes and intimate settings. Our teachers will be brought on in a part time status. As we grow, we may have more full-time opportunities available. We believe in having technology at the core of who we are. This is evitable in our Instructional Equipment line item. Our fundraising coordinator will be responsible for coordinating fundraising opportunities for the balance we have in funding.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

Aileen Price Institute of Learning has developed a well- equipped fundraising committee to raise monies to help compensate for additional costs. Their implemented plan will increase our community awareness, community involvement, and community buy-in with the school. The money raised will be focused on additional instructional equipment as well as additional costs such as food and transportation when needed.

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.

Aileen Price Institute of Learning will routinely gather information from faculty, students and parents about the strengths and weaknesses of the school's programs in the following ways:

- APIL will closely review the EOG and EOC, Benchmark Assessment tests, and achievement rates.
- Review Individual Performance Plans (IDP) of our students
- We will monitor our quiet room to see if this option is benefiting our students in addressing problems and concerns in a private manner by the moving of their notation along the wall from "Heavy Burdon" to "It's Done"
- The classroom teachers will monitor individual performance.
- Routinely meet with the Parent Empowerment Coordinator to address any problems arised by parents.

The collected data will be analyzed to evaluate the school's program. The analysis will include:

- Student performance on state tests
- Student IDP's
- Issues arise during morning pep rallies/motivation sessions

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.

Aileen Price Institute of Learning will adhere to the auditing and reporting procedures and requirements that are applied to public schools operating in North Carolina. API Board of Directors will interview a minimum of three auditing firms before selecting the financial auditor. The Board of Directors will select and contract with a licensed North Carolina CPA to conduct the annual audit of the school's financial records, including the balance sheet, cash flow, and income statements. The audit will be included in the school annual report. The audit will be conducted in a timely manner as required by the Local Government Commission, and will demonstrate compliance with State law for a non-profit corporation.

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

State the proposed coverage for:

Comprehensive General Liability	2,000,000
Officers and Directors/Errors and Omissions	1,000,000
Property Insurance	1,000,000
Motor Vehicle Liability	1,000,000
Bonding	0
Minimum amount:	0
Maximum amount:	0
Other	0

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

See Resource Manual for Minimums allowed by SBE Policy.

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

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

With this being a boarding school option, drop off and pick up to and from the school will be available by parent and/or guardian. All activities coordinated by the school will supply transportation to ensure they arrive and return safely.

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

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

Name of the facility (if known): _____

Address: _____

City/State/Zip: _____

Description of the Facility:

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

Ownership: Fee Simple or Lease

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

- (a) Term of the Lease: _____
- (b) Type of Lease: _____
- (c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

- (a) Fire: _____
- (b) Safety: _____
- (c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

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?

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:

Aileen Price Institute of Learning is a learning facility that promotes safety and awareness. The school will conduct annual training within their staff on health trends and safety measures to ACT (Alert, Contain and Treat). In addition, to training our staff Aileen Price institute of Learning will provide information to our students and parents through our website. In case of a health alert APIL will contact our parents through our parent hotline.

- **Safety:** Aileen Price Institute of Learning will meet health and safety requirements of the state board of education. The Director of Human Resources and Academics will be responsible for monitoring school safety, perform background checks on all teachers and staff members, and for compliance with state and local safety standards.
- **Immunization of Students:** Aileen Price Institute of Learning will require that all students be immunized prior to the beginning of classes. Parents will be asked to provide record of completed immunizations at the time of enrollment. APIL will outline all required immunizations and provide local health department resources when needed.
- **Fire and Safety Regulations:** Aileen Price Institute of Learning will adhere to state and local safety regulations including regular health inspections, fire inspections and fire drills.
- **Food Inspections:** Aileen Price Institute of Learning will not have a cafeteria that conducts food preparation at the school. Students will bring lunch boxes or will participate in a catered hot lunch option. For those families in financial need, APIL will provide free and reduced lunches to those families in need.
- **Hazardous Chemicals:** Hazardous chemicals will be clearly labeled and safely stored in a locked cabinet. APIL will employ procedures of use, storage and disposal in accordance with established state statutes.
- **Bloodborne Pathogens:** APIL will provide training and printed materials to all staff members regarding bloodborne pathogens in accordance with state statutes.
- **Diabetes care plans:** Aileen Price Institute of Learning will implement policy and procedures for students who have diabetes. APIL will support and train teachers and staff in order to appropriately support students with individual diabetes care plan.
- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn:** Aileen Price Institute of Learning will ensure that students in grades 9-12 receive information annually about the manner in which a parent may lawfully abandon a newborn baby with a responsible person. North Carolina Infant Abandonment Law (GS 7B-500) law allows the parent of an infant less than seven days old to voluntarily deliver the infant to a –safe haven center, without expressing intent to return. –Safe Haven centers are:

1. a health care provider who is on duty or at a hospital or at a local or district health department or at a non-profit community health center;
2. a law enforcement officer who is on duty or at a police station or sheriff's department;
3. a social services worker who is on duty or at a local department of social services; or,
4. a certified emergency medical service worker who is on duty or at a fire or emergency medical services station.

- **Providing parents and guardians with information about:
Meningococcal meningitis and influenza and their vaccines at the beginning of each year**

Aileen Price Institute of Learning will provide information to parents about meningococcal meningitis and influenza in the month of August. The information will include the causes, symptoms and how meningococcal meningitis and influenza are spread.

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

Aileen Price Institute of Learning will provide information about cervical cancer, cervical dysplasia, HPV and the vaccines to prevent these diseases to students in the month of August to grades 5-12. The information will include the causes, symptoms and how they are transmitted and how they can be prevented.

VII. LEA IMPACT STATEMENT

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

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

VIII. APPENDICES (OPTIONAL)

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

APPENDIX

- I. THE KOLB LEARNING STYLE INVENTORY
- II. ADVANCED COURSE CURRICULUM
- III. LEADERSHIP DEVELOPMENT COURSE OUTLINE
- IV. PERSONAL PERFORMANCE PLAN (P3)
- V. FACILITATOR OBSERVATION TOOL KIT
- VI. STUDENT ENROLLMENT FORM
- VII. EMPLOYMENT APPLICATION

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of _____ (*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:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.

APPENDIX

The Kolb Learning Style Inventory

The *Learning Style Inventory* (LSI) is designed to help you understand how you learn best in educational settings and everyday life situations. We all learn in different ways. This inventory can serve as a stimulus for you to interpret and reflect on the ways that you prefer to learn in specific settings. Learning can be described as a cycle made up of four basic processes. The LSI takes you through those four processes to give you a better understanding of how you learn. Knowing more about your learning style can help you better understand

- How to maximize your learning from educational programs
- How you solve problems
- How you work in teams
- How to manage disagreement and conflict
- How you make career choices
- How to improve personal and professional relationships



Before You Begin

This inventory will be more helpful to you if you think about situations in which you are presently learning. These may be situations at home, at work, at school, or in some other context. Take a few moments to think about these situations and make note of your answers to the following questions: Where are you learning? What are some important things that you have learned in the past year? How do you approach new learning opportunities?

School/Church
How to be sensitive to
people (see the root of
issue). I love to learn
(excitement)

Instructions

On the following two-part form you will be asked to complete 12 sentences that describe learning. Each has four endings. To respond to these sentences, consider some of the recent learning situations you've just written about. Then rank the endings for each sentence according to how well you think each ending describes the way you learned. Using the spaces provided, write 4 next to the sentence ending that describes how you learned *best*, and so on down to 1 for the sentence ending that seems *least* like the way you learned. Be sure to rank all the endings for each sentence unit. Do not make ties.

Hints: Some people find it easiest to decide first which phrase *best* describes them (4—careful) and then to decide which phrase is *least* like them (1—fast). Then they give a 3 to that word in the remaining pair that is most like them (3—logical) and a 2 to the word that is left over (2—happy).

Step 1 Complete the questionnaire

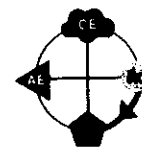
Step 2 Go to the attached page to calculate your scores

Step 3 Add up your scores for each shape

Step 4 Enter your scores for each shape at the top right of the attached page and on page 6 of this booklet

Hint: Each shape should have a score in the range of 12–48. Your four shape scores should add up to a total of 120.

Note:



This graphic is provided to show you where you are within the Cycle of Learning as you com-

Advanced Course Curriculum:

Courses That Are Eligible for Weights

Courses eligible for weights include 9th grade (except Algebra I) and high-level courses that fall into one of the following four categories:

1. Honors/GT sections of standard level academic courses that are aligned to the honors curriculum, instruction, and assessment standards. Such courses are assigned to category H (1 point); It is not necessary to have a standard level of a course to offer an honors level.
2. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language courses beyond the second year level. Such courses are considered to be inherently advanced and are assigned to category H (1 point); *July 2005 6*
3. Arts education courses meeting the standards for music honors, dance honors, visual art honors, and theatre arts honors (1 point);
4. All AP/IB and higher-level college courses (2 points).
5. Grades in community college courses that have been approved for the Comprehensive Articulation Agreement (CAA) will receive up to 5 quality points. This list includes courses that have been reviewed and approved for transfer by the Transfer Advisory Committee, but does not include any of the physical education courses, the three health courses (HEA 110, 112 and 120), and the following pre-major/elective courses: BUS 110, CHEM 115 and 115A, FRE 111 and 181, GER 111 and 181, LAT111 and 181, PHS 110, SPA 111 and 181.
6. Independent colleges and universities and UNC campuses may also have any of the CAA courses (lower division courses typically taught in the freshman or sophomore year of college) taught by their colleges receive quality points in the same way as provided in #5 for the community colleges. Each independent college and university and UNC campus may forward to DPI a list of general education courses and/or any pre-major or elective courses that match courses from the CAA course listing except for those course exceptions as noted in item 5.

Implementation of items 5 & 6 of this policy will begin with the incoming 9th and 10th grade classes in fall 2004. Current 11th & 12th grade students in fall 2004 will continue under the original weighted grade agreement that is currently in place.

Remedial courses are not eligible for weighting.

Rationale for Leadership Program

The purpose of the program is to establish a format to develop and deploy key talent within Aileen-Price Institute of Learning. Most of what Leaders learn tend to be based upon on-the-job training with little tie for preparation. This at times costs the business/organization in negative impact to customers due to the lack of exposure or knowledge. To mitigate this issue, the desire is to provide a foundation where on-the-job training would be rooted in solid leadership theory and knowledge. The hope is to produce leaders who are able to communicate effectively, handle conflict succinctly, have the ability to develop and implement strategies to increase effectiveness, and coach and mentor upcoming leaders. This will provide that circle of life needed to keep the community growing and thriving with new ideas and fresh approaches.

Program Outline

- I. Introduction
 - A. Opening
 - 1. What is the Leadership Academy?
 - 2. State the purpose
 - 3. Outline key goals

- II. Beginning of Leadership Academy – Phase I
 - A. Session 1
 - 1. Introductions
 - 2. Provide syllabus and present expectations.
 - 3. Meet their leadership mentor
 - 4. Introduce Lesson
 - a) What classifies a leader?
 - 5. Give assignment and due dates.
 - B. Session 2
 - 1. Overview of previous lesson
 - 2. Provide feedback on assignments that were turned in
 - a) Explain grading methodology and what role it plays in their overall participation in the program.
 - 3. Lesson 2
 - a) Understanding personality and how it plays in your leadership style.
 - (1) Complete group assignments and present findings
 - b) Give assignment and due dates
 - C. Session 3
 - 1. Overview of previous lesson
 - 2. Provide feedback on assignments
 - 3. Have guest speaker from leadership team within organization
 - 4. Lesson 3
 - a) How does your communication style help or hinder your leadership style.
 - b) Group exercise on communication
 - c) Give assignment and due dates
 - D. Session 4
 - 1. Overview of previous lesson
 - 2. Provide feedback on assignments
 - a) Provide a midterm update
 - 3. Receive an update on the relationships with their mentor
 - a) What they have learned and what would they like to see occur within that relationship.
 - 4. Lesson 4
 - a) How do you give and receive feedback?
 - (1) Conflict resolution
 - b) Group exercise
 - c) Give assignment and due dates
 - E. Session 5
 - 1. Overview of previous lesson
 - 2. Provide feedback on assignments

3. Go over structure for their final for this semester
 - a) Written portion
 - b) Presentation portion
4. Do a comprehensive review of everything that we have gone over in class and in their homework assignments.
5. Allow participants to choose their topic for their oral presentation.
6. Give feedback forms to mentors to evaluate their trainee

F. Session 6

1. Final exam
2. Grade papers and presentations
3. Compile evaluations from mentors
4. Distribute

III. Leadership Academy – Phase 2

A. Session 1

1. Introductions
2. *Feedback from previous semester*
 - a. *Good, Bad, Ugly*
3. *Distribute syllabus for the new semester*
4. *Guest speakers from the organization*
5. Lesson 1
 - a) Leading through transition and change
 - b) Group Exercise
 - c) Give assignment and due dates

B. Session 2

1. Overview of previous lesson
2. Provide feedback on homework assignments
3. Reinforce purpose of their mentor
4. Lesson 2
 - a) The role of diversity in leadership effectiveness
 - b) Group Exercise
 - c) Give assignment and due dates

C. Session 3

1. Overview of previous lesson
2. Provide feedback on homework assignment
3. Introduce the major assignment due at the end of the semester (50% of the total grade for the semester).
 - a) Consists of a written and verbal portion
4. Lesson 3
 - a) Team player versus being an island
 - b) Team Exercise
 - c) Give assignment and due dates

D. Session 4

1. Overview of previous lesson
2. Provide feedback on homework assignment
3. Provide midterm update
4. Allow for questions about the major assignment for the semester
5. Lesson 4
 - a) Selecting the right people for the right position

- b)Team Exercise
 - c)Give assignment and due dates
 - E. Session 5
 - 1. Overview of previous lesson
 - 2. Provide feedback from previous assignment
 - 3. Allow for questions concerning end-of-semester project
 - 4. Lesson 5
 - a)Comprehensive review of everything covered in class and in homework.
 - 5. Distribute evaluation forms to mentors
 - F. Session 6
 - 1. Presentation of final development of community-based initiative
 - 2. Provide feedback to assist in development and implementation
- IV. Phase III
- A. Distribute reading list
 - B. Present assignment due at the end of the phase
- V. Phase IV
- A. Present project that will be the all-encompassing focus of this phase
 - 1. Identify a leadership competency that is lacking in the organization. How would you strengthen this component?
 - a)Should be completed under the guidance of your mentor
 - 2. Provide due dates for various components
 - a)Tentative Outline
 - b)Initial draft of paper
 - c)Completed paper with PowerPoint
- VI. Phase V
- A. Presentation
 - a. Will schedule times for presentations so mentors and participants can attend together.
 - B. Final Scoring and Evaluations
- VII. Phase VI
- A. Implementation phase of community based initiative
 - 1. Begin to collect data and information on what is going well and where adjustments need to be made
- VII. Phase VIII
- A. Presentation on the Community Based Initiative that they developed and implemented
 - B. GRADUATION!!!!!!



NAME:

POSITION:

DATE HIRED:

LOCATION:

TELEPHONE NUMBER:

SHORT TERM CAREER GOALS (1 Year) :

LONG TERM CAREER GOALS(2-3) Years :

DEVELOPMENTAL OBJECTIVE	DEVELOPMENTAL ACTIVITIES (Include length, source, and location of activities)	DATE COMPLETED		COST		ACTION A = APPROVED B = DISAPPROVED C = DEFERRED	ASSESSMENT (*Supervispr refer to the key below)
		ESTIMATED	ACTUAL	ESTIMATED	ACTUAL		

*** Assessment Key**

- A. Developmental objective was accomplished.
- B. Developmental objective was accomplished although employee did not complete designed activities.
- C. Progress has been made in accomplishing the developmental objective but further development is required.
- D. Developmental objectives not accomplished.
- E. Developmental objective no longer applies.

DEVELOPMENTAL OBJECTIVE	DEVELOPMENTAL ACTIVITIES (include length, source, and location of activities)	DATE COMPLETED		COST		ACTION A = APPROVED B = DISAPPROVED C = DEFERRED	ASSESSMENT (*Supervisor refer to the key below)
		ESTIMATED	ACTUAL	ESTIMATED	ACTUAL		

SIGNATURE OF EMPLOYEE

DATE

SIGNATURE OF SUPERVISOR

DATE

Facilitator Observation Toolkit

Basic Instructions

- 1 *What to use* Use the Development Plan, Behavioral Anchors and Observation sheet to observe a **Facilitator**.

- 2 *Schedule* Schedule a date/time when you will observe the instructor. Plan to observe for at least **15 minutes**.

- 3 *Printing* *Hint when printing:* Select "File, print, **Entire workbook.**" Then take all sheets into the observation with you.

- 4 *Anchors* The Behavioral Anchors are **guidelines**. There are no specific rules around "percentage of behaviors observed" in order to obtain a specific score.

- 5 *Tips* Provide **specific** examples under Strengths and Challenges columns.

- 6 *Scoring* You do **NOT** need to score all competencies.

- 7 *Completing* After your observation, complete the one-page **Development Plan and the Observation Sheet**.

- 8 *Feedback* Conduct an **in-person** instructor feedback session within 24 hours of your observation.

Development Plan

Key areas of focus from prior Observations

Overall Strengths

Overall Opportunities

Success Plan

Facilitator _____ Observer _____

Date _____ Date _____

Behavioral Anchors

Competency			
Create a Learning Environment	<p>Welcomes each participant personally and builds rapport with the class prior to the class start. Sets and reinforces ground rules and expectations in the classroom. Resolves participant behavior problems that may inhibit other's ability to learn. Encourages questions and the sharing of relevant experiences. Provides an environment in which people can share concerns and practice new behaviors.</p>	<p>Prepares room properly prior to class including a check on technology, agenda, and ground rules. Facilitator also posts parking lot and follows up on parking lot issues. Arrives early to welcome participants and treat participants as colleagues rather than pupils. Follows any classroom administration. Integrates pre-work and makes appropriate connections.</p>	<p>The room is not prepared; technology are not working and have not been reported prior to class starting. The facilitator arrives late or rushes in at the same time as the other participants. Treats participants as pupils rather than colleagues.</p>
Apply Principles of Adult Learning	<p>Uses varied approaches (audio, visual, kinesthetic) to accommodate different styles. Encourages participants to accept responsibility for their own learning. Applies additional learning theories (Experiential, Kolb's, etc.).</p>	<p>Follows the principles of adult learning. Relies on related experience and knowledge, provides a variety of teaching methods and provides application of concepts and skills taught. Uses the Adult Learning model to facilitate learning of new concepts (Experiencing, Processing, Generalizing, and Applying).</p>	<p>Participant. Relies solely on one teaching method. Does not incorporate participants' experiences.</p>
Presenting Effectively	<p>Gauges the mood and understandings of the audience and knows when to deviate from the curriculum text in order to meet participant needs. Knows how to get participants back on track after deviating from the text. Expresses ideas in different ways so that each participant can understand the idea. Uses anecdotes, metaphors, analogies, and examples to make curriculum interesting, memorable, meaningful, and easier to understand.</p>	<p>Presents information simply, clearly, and accurately so that the purpose is achieved in the time available. Provides effective transitions that link different activities. Avoids using offensive humor. Modulates voice and pace as required for emphasis.</p>	<p>Presents information in a vague or unclear way. Presents information without confidence. Skips from topic to topic or thought to thought without effective transitions. Uses offensive humor or excessive sarcasm. Speaks in a monotone manner and does not change pace appropriately.</p>
Demonstrate Content	<p>Demonstrates expertise in several areas of the curriculum. Demonstrates the skills and concepts and stays up to date on the latest information in the area(s). Demonstrates, with minimal coaching, many complex and conceptual skills associated with customer interaction, sales, facilitation, school, and leadership training.</p>	<p>Relies on the desk and content of curriculum several times, teaches at length to facilitate or facilitate an entire day program.</p>	<p>May understand but does not demonstrate expertise. Reads and reads directly from facilitator's guide. Requires re-facilitation even after teaching content several times.</p>

<p>Foster Energy & Enthusiasm</p>	<p>Uses stories, humor, and drama to engage class and to build energy. Senses/anticipates when energy is lagging and fosters energy appropriately.</p>	<p>Acts as owner of the message, not merely the deliverer. Does not embarrass participants. Uses movement, body language, pace, and tone of voice to communicate a sense of excitement. Responds to all questions and concerns effectively.</p>	<p>Does not act as owner of the message by placing blame on others. Embarrasses participants. Stands or sits behind computer and does not use body language appropriately. Answers questions vaguely or does not answer questions at all.</p>
<p>Competency Handling Disruptions</p>	<p>Retains control of discussion. Can respond to interruptions without losing control. Can respond to interruptions without losing control. Can respond to interruptions without losing control. Can respond to interruptions without losing control.</p>	<p>Following structure as a basis for discussion. 1. Presents situation. 2. Asks key open-ended questions. 3. Probes for clarity and involvement and diverse opinions.</p>	<p>Uses open-ended questions to elicit responses. Answers to questions without allowing participants to provide answers. Becomes irritated or impatient when participants disagree. Loses control of the class during discussions.</p>
<p>Using Tech & Media</p>	<p>Uses flipcharts interactively to capture and summarize participants' ideas. Uses multimedia interactively and in an integrated fashion. Explains the objectives of the visual aid and what participants should look for. Stops audiotape or video where appropriate to discuss concepts. Adjusts program for any technological difficulties. Uses a variety of media to sustain interest and maximize retention.</p>	<p>Operates classroom equipment effectively. Avoids obscuring participants' view of presentation area. Writes legibly on flipcharts and uses them effectively to highlight points or relationships. Provides accurate handouts and job aids where appropriate. Knows the content of audio, self-paced modules, or video before presentation.</p>	<p>Does not attempt to use multimedia, even when appropriate. Blocks participants' view of presentation area. Writes too small or illegibly on flip chart or overheads. Uses audio or video as a tool to take up time. Does not introduce audio and video segments. Does not know how to operate equipment.</p>
<p>Classroom Management</p>	<p>Manages equipment to access and demonstrate. Participants are not ready, willing, or able to complete exercises. Deals effectively with distractions and interruptions. Models appropriate behaviors.</p>	<p>Suggestions to participants. Answers questions. Provides help. Feedback to participants on their skills and behaviors. Manages participant's self-pacing.</p>	<p>Does not provide complete activities. Leaves the room while participants are doing exercises. Does not provide feedback during or after practice exercises.</p>

<p>Mapping & Summarizing</p>	<p>Explains how concepts/principles relate to the Bible and church doctrine. Explains how concepts/principles relate to previous learning's. Asks questions, tests learning, and conducts training evaluation to verify understanding and to ensure objectives are achieved.</p>	<p>Provides objectives/agenda at the beginning of class and refers back to them regularly to provide a map of upcoming activities and topics. Summarizes/has class summarizes regularly what was learned. Acknowledges observed progress. Reviews important points after presentation</p>	<p>Agenda is not posted in the room and objectives are not covered. Does not refer back to agenda, objectives or progress made. Does not summarize, or allow the class to summarize what has been learned. Moves onto next topic without providing a road map of where they are going.</p>
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Aileen-Price Institute of Learning Teacher Assessment

Observation Worksheet

Teacher's Name _____
 Observer's Name _____
 Book/Topic _____
 Date _____
 Start Time _____
 End Time _____

Rating

1=Distinguished Contribution
 2=Outstanding Contribution
 3=Successful Contribution
 4=Inconsistent Contribution
 5= Insufficient Contribution

Facilitation Competency	Strengths	Challenges	Score
Creating a Learning Environment Fosters an environment in which participants feel safe, supported in their learning, and can practice the learning they are being taught.			1-5
Applying Principles of Adult Learning Demonstrates an appreciation for the fact that adults are self-directing once they recognize a need, come armed with related experience & knowledge, respond to a variety of teaching methods, learn by doing, and want immediate application.			1-5
Presenting Effectively Presents information simply, clearly and accurately so that the purpose is achieved in the time available.			1-5
Demonstrating Content Expertise Conveys a strong sense of understanding of the Bible and does not rely heavily on notes.			1-5
Fostering Energy & Enthusiasm Acts as owner of the message and uses movement, body language, pace, and tone of voice to communicate a sense of excitement and interest in the subject being taught.			1-5
Leading Discussions Asks appropriate questions to help move the learner through the adult learning cycle, probes for clarity, and solicits broad involvement and diverse opinions.			1-5
Using Technology & Media Uses a variety of media effectively (e.g., classroom audio-visual equipment, flipcharts, job aids, handouts, etc.) to sustain interest and maximize retention of information among all learning styles.			1-5
Giving Instructions Clearly explains purpose and benefits for exercises or tasks, outlines process, provides sufficient details, tests for clarity, and follows up with small groups or individuals to ensure they are on track.			1-5
Mapping & Summarizing Provides objectives/agenda to map upcoming activities and topics, links new topics back to prior learning, reviews objectives regularly, and summarizes what was learned regularly.			1-5

Aileen-Price Institute of Learning Employment Application

Desired Position _____

Full-Time _____ Part-Time _____

Date of Application _____

Aileen-Price is an Equal Opportunity Employer and considers all candidates for employment equally regardless of race, color, national origin, sex, age or handicap.

SECTION I PERSONAL DATA

Cell Phone _____

Home Phone _____
Last Name First Name Middle Name

Present Address _____
Number Street City Zip Code

Permanent Address _____ Phone _____
(If different)

E-Mail Address _____

Social Security Number _____

Date of Birth _____

Current Driver's License Number and State of Issuance _____

If hired, date available? _____

Minimum Salary Requirement _____

If applying for a part-time position, indicate any limitations on your availability.

U.S. Citizen: Yes ___ No ___ If not a citizen of U.S., have you the legal right to remain permanently in the U.S.?
Yes ___ No ___

A copy of birth certificate, Green Card, or naturalization paper is required.

SECTION II EDUCATION AND PROFESSIONAL BACKGROUND

	Name of Institution	Location		Dates Attended		Graduation Date	Degree or Semester Hours
		City	State	From	To		
High School							
College/University (Undergraduate)							
Graduate of Extension of Study							

College Major _____ Sem. Hrs. _____ Minor _____ Sem. Hrs. _____

Semester Hours in Education _____

State Certification _____
 State Type Certificate Number Date Issued/Date of Expiration

Other Certification _____
 State Type Certificate Number Date Issued/Date of Expiration

Area(s) of Certification _____

Do you plan to continue your education through: College courses? _____ Additional education courses? _____

In-Service Courses? _____ Are you working towards a graduate degree? _____ What area? _____

List the professional organizations to which you belong.

List professional achievements (published writings, group leadership, office in professional organizations, etc.)

List civic and community participation

List major workshops, seminars, internships, grants, summer programs, etc. in which you have participated in the last five years and which are normally parts of a degree program. Do not include conventions, single meetings, etc.

PROGRAM – PLACE	FIELD	SPONSOR	DATE

Please submit your official transcripts and a copy of teaching certificate. If your placement file may be obtained from a college placement bureau or from some central agency, give name and address:

Name used on school records: _____

SECTION III PREVIOUS EXPERIENCE

POSITIONS IN EDUCATIONAL INSTITUTIONS

List all prior educational employment, putting the most recent first. Indicate Student Teaching with a check in the left margin.

City and State	School	Grade or Subjects	From		To	
			Mo	Yr	Mo	Yr

OTHER EXPERIENCE

List all non-educational employment during the past years, whether or not it has pertinence for a position in education. Also include other experiences which though not academic have been of service in preparing you for a position in education. List the most recent first.

Employer and Address	Nature of Experience	From		To	
		Mo	Yr	Mo	Yr

Do you have a contract for the next academic year? _____

Reason(s) for leaving your present or most recent employment? _____

SECTION IV EXTRA-CURRICULAR ACTIVITIES

In order of preference and capability, list any school clubs, sports, or activities you can direct or coach.

ACTIVITY EXPERIENCE, IF ANY

List any special interests, talents, hobbies which might influence the type of assignment you could hold.

SECTION V REFERENCES

List five persons able to give information about your character and qualifications for the position for which you applied. Include your two most recent employers, if any, and character references.

Name	Position	Present Address	Phone	

SECTION VI ADDITIONAL PERSONAL INFORMATION

Although the following information is somewhat sensitive, we are obligated to request it in order to fulfill our responsibilities as an employer to screen candidates for employment in the State of North Carolina. If you are unable to answer the following questions for any reason, the Principal will visit with you privately to discuss them with you.

1. Have you ever been convicted of a crime with the exception of minor traffic offenses? Yes _____ No _____

If yes, please provide explanation: City _____ Date _____

Charges: _____ Disposition _____

2. Has a civil or criminal complaint ever been filed against you alleging physical or sexual abuse by you?
Yes _____ No _____

If yes, give a short explanation of the complaint. (Please indicate the date, nature and place of the incident leading to the complaint, where the complaint was filed, and the disposition of the complaint.)

3. Have you ever terminated your employment or had your employment terminated for reasons relating to allegations of physical or sexual abuse by you? Yes _____ No _____

If yes, give a short explanation of the allegations. (Please indicate the date, nature and place of the allegations, the disposition of the allegations, and your employer at the time, including your employer's name, address and telephone number.)

Professional employment as a faculty member at Aileen-Price is based on educational qualifications and satisfactory performance. This requires all teachers to evaluate themselves daily to be adequately prepared and to exemplify ethical and moral standards, cooperativeness, friendliness, honesty and congeniality.

4. Are you willing to accept and abide by the above statement of policy? Yes _____ No _____

5. Are you willing to continue your education through college courses, in-service courses, additional methods or general education courses? Yes _____ No _____

6. Are we free to contact your references and those under whom you have worked or are now working? Yes _____ No _____

7. Do you have knowledge of computers as word processor or programming? Yes _____ No _____

8. Are you related to anyone currently working at or attending Aileen-Price? Yes _____ No _____

If yes, whom? _____

9. Briefly state why you want to teach at Aileen-Price.

TO THE APPLICANT:

This section is yours. Use it to amplify any of your qualifications which you wish to stress or to present any additional information which you have not been able to include elsewhere on the application. ***Please ensure that you attach your resume and video of you teaching a lesson.***

I hereby certify that the information presented on this form is true, accurate and complete. Any falsification will be sufficient cause for disqualification or dismissal. References and personal information which becomes a part of this record are to be regarded as confidential and will not be revealed to me.

Signature _____

Thank you for completing this application and for your interest in a position at Aileen-Price Institute of Learning.

All applications should be submitted electronically to applications.aileen-price@gmail.com