



Aristotle Preparatory Academy:
A Challenge Foundation Academy

“We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.”

CHARTER SCHOOL APPLICATION
For opening in the fall of 2013

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Aristotle Preparatory Academy: A Challenge Foundation Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc.

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: No – APA-CFA will apply within 24 months of approval.

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: Lauren Tucker

TITLE/RELATIONSHIP TO NONPROFIT: Proposed School Director

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Location Proposed Charter School (LEA): Mecklenburg County

Conversion:

No

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

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

Description of Targeted Population:

Aristotle Preparatory Academy: A Challenge Foundation Academy (“APA-CFA”) will target every eligible student in Mecklenburg County and surrounding areas that wants a high quality, tuition-free education, the opportunity to experience the *Core Knowledge Sequence*, a small, familial educational environment, and the access to high-quality STEM courses. We acknowledge that any North Carolina student is eligible to apply.

A specific effort will be made to recruit students from the immediate vicinity of the school. This will be the area south of Interstate 85, east of Charlotte/Douglas International Airport, and west of Interstate 77. As will be described in the “Evidence for need of the proposed school with selected mission” section of this application, the majority of people living in this area live below the poverty level and the schools in this area performing well below state averages.

Proposed Grades Served: K-12

Proposed Total Enrollment: 950

Projected School Opening Year 2013

Month August

School Year	Grade Level	Total Projected Student Enrollment	Year Round	
			Yes	No
First Year	K – 3	200		X
Second Year	K – 4	325		X
Third Year	K – 5	390		X
Fourth Year	K – 6	465		X
Fifth Year	K – 7	550		X

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

Signature

Title

Printed Name

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.

I.	Application Cover Pages	2
II.	Table of Contents	4
III.	Mission, Purpose, and Educational Focus	5
IV.	Governance	18
	Private Nonprofit Corporation.....	18
	Tax-Exempt Status.....	18
	Organizational Structure.....	20
	Admissions Policies.....	33
V.	Education Plan	35
	Instructional Program	35
	Special Education	69
	Student Conduct and Discipline	71
	Timelines	86
	Private School Conversion Info (n/a).....	88
VI.	Business Plan	90
	Projected Staff and Qualifications	90
	Enrollment and Business Plan.....	103
	Projected Enrollment 2013-14 through 2017-18	106
	Budget: Revenue Projections 2013-14 through 2017-18	107
	Budget: Expenditure Projections 2013-14 through 2017-18.....	109
	Budget: Narrative for years 2 through 5.....	110
	Budget: Capital and Assets.....	112
	Audits: Program and Financial	113
	Civil Liability and Insurance.....	114
	Transportation Plan.....	114
	Facility Description.....	115
	Health and Safety Requirements.....	117
VII.	LEA Impact Statement	119
VIII.	Appendices (optional)	120
	Appendix A: Articles of Incorporation	
	Appendix B: Employee Identification Letter	
	Appendix C: Letter of Financial Support from TeamCFA	
	Appendix D: Quotes from Modular Company	
	Appendix E: Proposed School Director’s Resume	
	Appendix F: Additional Information on Proposed Facility	
	Appendix G: Petition Signatures	
IX.	Signature Page	121

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

MISSION:

The mission of the proposed charter school is as follows:

Aristotle Preparatory Academy: A Challenge Foundation Academy's mission is to prepare students of all racial and ethnical backgrounds for success in college and to become productive citizens by combing a rigorous STEM-focused curriculum with focused character development.

Mission Background Statement:

To accomplish this mission, APA-CFA will implement the *Core Knowledge Sequence* in grades K-8 to create a program of study that will include the depth and breadth necessary to meet the needs of all students. Utilizing the *Core Knowledge Sequence* will ensure all students at APA-CFA are taught the foundational skills that will serve them throughout the rest of their education.

To take advantage of students' innate curiosities and develop these curiosities in to concrete concepts and knowledge of real-world applications needed for advanced learning and career opportunities, APA-CFA will gear its educational program towards **STEM: Science, Technology, Engineering, and Mathematics**. Not only will this focus bring deeper meaning to topics learned throughout the grade levels, it will also prepare students to be competitive in the 21st century world and workplace. In conjunction with this, students will also be taught to rules and skills of Logic.

APA-CFA will also deliberately teach character to all its students and work to create a school culture that fosters and recognizes exemplary character. Students will participate in weekly character lessons in grade K - 5 to provide opportunities for discussions and role-play that deals with age-appropriate character development skills. All school personnel will be expected to model high character standards in and out of the classroom. The development of each student's character will be a constant focus throughout all school activities. Exemplary character will be public recognized and celebrated. This focus will allow students of APA-CFA to have opportunities to develop good habits and character that will increase their academic success and their success in their future endeavors.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Aristotle Preparatory Academy-CFA will be located in the area south of Interstate 85, east Charlotte/Douglas International Airport and west of Interstate 77. This area of Charlotte has the lowest per capita income in the county (See Diagram 2). It also has some of the lowest performing school in the Charlotte Mecklenburg School District. As shown in the table below, two-thirds (6 out of 9) K – 8 schools in this area are designated as priority schools. A School of Priority designation indicates that these schools have only 50% - 60% of their students at grade level. Of the three schools that are designated Schools of Progress, there are only two EOG composite scores at or above the state average. The high schools that serve this area are not performing any better. These two high schools have EOC scores that are below the state average. In fact, only one of the composite test scores for both schools is at or above the state average (Civics and Economics at West Mecklenburg High).

The average SAT (Scholastic Aptitude Test), a test taken mainly by high school juniors, score for both schools is 139 – 155 points below the state average. These high schools graduate only 54% and 64% of their students. These statistics are shocking and unacceptable. The curriculum, educational techniques, and innovative offerings APA-CFA plans on using is needed to provide the students of this community with a high quality education that will, in turn, benefit the community from which they come.

***Table 1 – Statistics of area schools as reported by the NC School Report Cards*

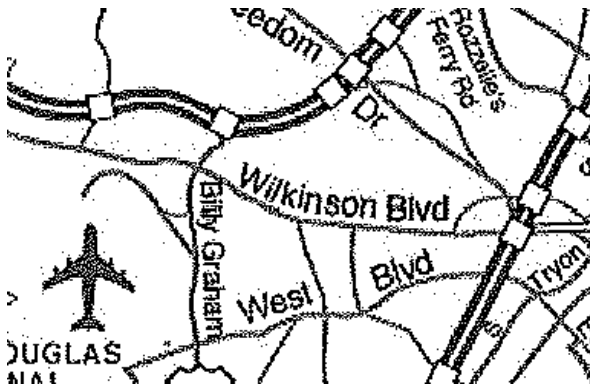
K – 8 Schools			
School	Reading Composite	Math Composite	Distinction
Allenbrook	46.3	77.9	Priority
Ashley Park	46.2	60.1	Priority
Barringer	59.6	69.6	School of Progress
Berryhill	60.5	83.3	School of Progress
Bruns	43.9	67.2	Priority
Reid Park	37.6	61.9	Priority
Tuckaseegee	64.7	83.1	School of Progress
Thomasboro	44.6	68.4	Priority
Westerly Hills	48.5	72	Priority
State Average	70.7	82.4	

- *School of Priority means 50% - 60% of students are at grade level*
- *Bolded scores are above state average*

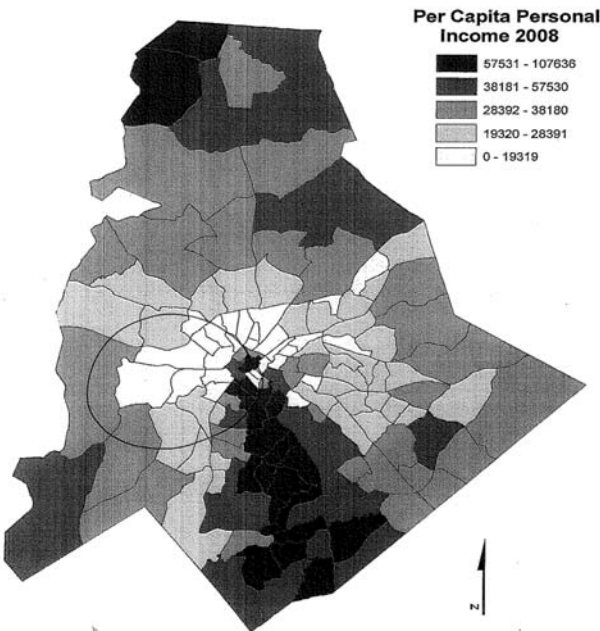
High Schools

West Meck	Eng I	Alg I	Alg II	Bio	Phy Sci	Civics	US Hist
	52.9	62.8	67.7	69.1	79.7	81.5	79.6
	SAT avg	Graduation	Met only 1 of 17 performance targets for AYP				
	846	54.3					
West Charlotte	Eng I	Alg I	Alg II	Bio	Phy Sci	Civics	US Hist
	68.1	59.7	63.2	67.7	n/a	68.1	74.4
	SAT avg	Graduation	Met only 6 of 25 performance targets for AYP				
	862	64.1					
State	Eng I	Alg I	Alg II	Bio	Phy Sci	Civics	US Hist
	80.6	76.7	82.3	79.9	76.5	80	81.5
	SAT avg	Graduation					
	1001	77.9					

**Diagram 1 – Location of Proposed School



**Diagram 2 – Per Capita Income in targeted area
Per Capita Income



To reach academic excellence and to ensure all students have access to the same background knowledge, the *Core Knowledge Sequence* will be used to provide a coherent, cumulative, and content-specific curriculum with content aligned from grade to grade, with teaching methods and learning activities aligned to grade-level goals, and with content aligned with classroom and state assessments. The reason for the ever-present achievement gaps in reading is due to gaps in knowledge. By using the *Core Knowledge Sequence* to integrate rich content knowledge into language arts instruction, this knowledge gap will be addressed and narrowed. In turn, students at APA-CFA will become fluent readers while building their knowledge base in all other subjects. This integration will allow for a stronger overall educational experience for students.

Recent studies show that the critical thinking abilities among our nation's students are steadily declining. The use of classical education techniques and philosophies will ensure that students first have the fact base needed for critical thinking, are guided through the processes of critical thinking by teachers using the Socratic Method, and then are asked to exhibit their critical thinking skills orally and in writing. The formal teaching of logic and Latin will help students to be better able to analyze information and think for themselves.

Western North Carolina is quickly becoming home to many technological companies. Companies such as Google, Facebook, and Apple have opened or will be opening data centers in and around the area. Charlotte remains a banking capital as well home to many Duke and Siemens Energy employees all of which rely on employees with skills to work in these industries. To keep these companies in the area and to help attract future companies to the area, the community must provide qualified individuals to work at these types of companies. APA-CFA's focus on STEM (Science, Technology, Engineering, and Mathematics) aims to ready students for success in these fields. Also, the number of workers qualified for these high-skilled jobs are continuing to decrease nationwide. Research shows that 80% of the jobs created in the next decade will require some form of math and science skills. Projections by the Department of Labor show that 15 of the 20 fastest growing occupations require significant science and math skills. However, even with the ever increasing number of jobs that require these skills, more and more students are choosing NOT to major in these areas. With allowing our students the opportunities to study these topics we are helping them develop a knowledge base on which they can pursue higher education and/or future job opportunities while simultaneously helping the community.

Aristotle believed that it is not enough to simply know what is right, you must act. The intentional focus on and teaching of good character is particularly important in today's society. Students today are confronted with negative influences through the media and often in their own communities. Since children spend more than 900 hours per year in school, it is essential that schools proactively develop strategies and create positive environments that help students develop core, ethical values. At APA-CFA, the development of our students' character will be a priority and central to all things.

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.

Student Goal	Method	Target completion date
A majority of students in grades 2 – 8 demonstrate typical or higher than typical growth throughout school year on MAP test.	Administer MAP test in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate instruction and create tutoring groups	12/2013 for Winter administration and 04/2014 for Spring administration
>90% of students scoring at or above grade level on the MAP test	Administer MAP test in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate instruction and create tutoring groups	12/2013 for Winter administration and 04/2014 for Spring administration
>90% of students scoring proficient and above on EOGs and EOCs	Use of MAP tests, subject-specific benchmark tests, teacher observations, and other informal and formal assessments	06/2014
100% graduation rate of students that attend APA – CFA for all four years of high school	Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations	First high school graduation
100% college acceptance of those applying to college	Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations; college counseling and support; PSAT testing and SAT testing support	First high school graduation
SAT and ACT scores above state average	Administration of PSAT in grades 8 – 10 and the PLAN in grade 10; continuous communication of results with students and parents; structured and focused tutoring	First administration of SAT and ACT

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.

I. Improve Student Learning

Aristotle was a student of many things. His studies included topics from ethics to politics to logic to biology and many others. APA-CFA will aim to offer its students a similarly broad knowledge base by teaching the *Core Knowledge Sequence*, having a focus on STEM courses, specifically teaching critical thinking and logic along with core STEM classes, and developing each student's moral character. Though the curriculum will be broad, each topic will be taught to the depth necessary for student mastery and retention. In a further effort to improve student learning, APA – CFA will offer smaller class sizes and have rigorous high school graduation requirements that exceed the present State mandate requirements.

The *Core Knowledge Sequence*, founded by E. D. Hirsch, Jr., is based on the belief that each student should learn the fundamentals of science, basic principles of government, important events in history, essential concepts in mathematics, masterpieces of art and music from around the world, and stories and poems that have been passed down from generation to generation. The *Core Knowledge Sequence* goes beyond the state standards by explicitly stating which people, places, events, and concepts students should learn and when they should learn them. The *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often appear in current education.

Using Dorothy Sayers' "The Lost Tools of Learning" as a guide, our middle and high school program will allow students to grow and refine their knowledge by focusing on developing their ability to use logic to reason and to infer. They will then progress to use these skills to communicate their thoughts in a reasonable and effective manner. These skills will be put to use and further developed by each student's participation in their STEM course work. In our high school program, we will offer students formal Logic courses, a variety of AP courses and STEM (Science, Technology, Engineering and Math) courses to foster and challenge students' critical thinking skills.

Teachers in grades K - 5 will work to develop a strong foundational understanding of Mathematics and Science. The Singapore Math curriculum that will be utilized for math instruction will allow students to experience greater depth, and have an emphasis on problem solving, multi-step problems, mental math, and higher levels of expectation in their math instruction. Students will be introduced to each of the 4 strands of STEM (Science, Technology, Engineering, and Mathematics) during their middle school years. Each nine-week period, students will take a course in one of the four branches of STEM. By the end of middle school, students will have been introduced to three sub-sets of each branch of STEM and have completed over 500 hours of STEM course work. In high school, they will begin focusing their

STEM studies in their area of choice. This will allow students the opportunity to make their own choices when it comes to their education and enable them to take ownership in the process. Students will “minor” in a field of STEM by completing four year-long market-driven courses. This will improve the learning experience at APA-CFA by allowing students to see the connections between what they are learning in their classes and what they are able to do with that knowledge in the real world.

To ensure that all STEM course work and core classes at all grade levels are rigorous and well-developed, APA – CFA will partner with Johnson C. Smith University’s College of STEM. Working along with JCSU, teachers will be well informed as to what and how to integrate STEM concepts in the elementary grade levels and teachers at the middle and high school levels will have well-written curriculum from which to teach.

The intentional teaching of character to all students at APA-CFA will also help to improve student learning. Recent research suggests that schools with a formal character education program have seen the following positive results: improved attendance, increase academic motivation, higher homework completion rate, more appropriate classroom behaviors, increase self-control, and a decrease in the numbers of suspensions. All of these work toward creating a better educational environment which, in turn, improves student learning. Developing each student’s character will also help them become productive citizens in their community.

Also in our effort to improve student learning, Aristotle Preparatory Academy: A Challenge Foundation Academy plans to not exceed 24 students per class. Research has shown that reducing class size, particularly in the early grades, is one of the few educational strategies shown to increase learning and narrow the achievement gap between minority and socio-economic groups. The following points are from a fact sheet prepared by Leonie Haimson, Executive Director, Class Size Matters, June 2010; available at www.classsizematters.org/benefits:

- The Institute of Education Sciences, the research arm of the US Department of Education, concludes that class size reduction is one of only four, evidence-based reforms that have been proven to increase student achievement through rigorous, randomized experiments – the "gold standard" of research.
- Studies from Tennessee, Wisconsin, and elsewhere demonstrate that students who are assigned to smaller classes in grades K-3 do better in every way that can be measured: they score higher on tests, receive better grades, and exhibit improved attendance.
- Those students whose performance improves the most are those who need the most help; children from poor and minority backgrounds, who experience twice the gains as the average student. Alan Krueger of Princeton has estimated that reducing class size in the early grades shrinks the achievement gap by about 38%.
- Smaller classes are also a very cost-effective strategy to lower the number of students who repeat grades. In Nashville schools, only 16.7% of students who were in smaller classes in the early grades were held back through 10th grade, compared to 43.5% of those who had been in regular-size classes.

- The benefits of class size reduction in the early grades last throughout a student's educational career. In 4th, 6th, and 8th grade, students who attended smaller classes in the early grades were significantly ahead of their regular-class peers in all subjects. By 8th grade, they were still almost a full year ahead of their peers.
- In high school, students who had been in smaller classes had significantly lower drop-out rates, higher grades, and received better results on their college entrance exams. After four years in a small class in the early grades, the graduation rate for free-lunch students more than doubled, and their likelihood of graduating equaled those who were not poor. For those who had attended a smaller class in grades K-3, the difference between black and white students taking college entrance exams was cut in half.
- A definitive study commissioned by the US Department of Education analyzed the achievement levels of students in 2,561 schools across the nation, as measured by their performance on the national NAEP exams. The sample included at least 50 schools in each state, including large and small, urban and rural, affluent and poor areas. After controlling for student background, the only objective factor found to be correlated with higher student success as measured by test scores was class size –not school size, not teacher qualifications, nor any other variable that could be identified. The gains from smaller classes in the upper grades surpassed the gains from smaller classes in the lower grades.

In addition to the many benefits offered from smaller class sizes, many parents prefer the more personalized atmosphere of a smaller school. Challenge Foundation Academies traditionally do not exceed an enrollment of 650 students K-8 and 1200 in the K-12 and strive to ensure that the class sizes do not exceed 24 students. APA-CFA will provide smaller classrooms, a better student to teacher ratio, and another educational choice for parents and students that are living in the targeted community.

II. Increase student learning opportunities for all students

Aristotle Preparatory Academy: A Challenge Foundation Academy will solicit student enrollment from all sections of Mecklenburg County and surrounding areas regardless of race, religion, or socioeconomic status. As mentioned previously in the application, APA - CFA will recruit students from the area in which the school is located, the southwest area of Charlotte. Schools in this area of Charlotte are underperforming; EOG scores show grades 3 - 8 in this area of Charlotte score an average of 50% of students proficient in Reading and 72% of students proficient in Mathematics. These scores are well below the state average of 71% and 82% respectively. APA - CFA's focus and main goal will be to ensure that all students are grade-level and are able to demonstrate their proficiency in the classroom and on state tests.

The *Core Knowledge Sequence* has a research-based record of improving student standardized test scores as it ensures all students have access to the essential concepts in all subject areas. Studies on the effects of implementation of the *Core Knowledge Sequence* have shown a positive correlation between the implementation of the sequence and student achievement. A growing body of evidence suggests that the *Core Knowledge Sequence* fosters excellence and equity. It fosters excellence by improving student performance, boosting enthusiasm, and laying the groundwork for future learning. It fosters equity by

ensuring that all students have the benefit of a rich curriculum and narrowing the gap between high- and low-performing students. Therefore, all students at APA-CFA will have the opportunity to receive a high-quality, rigorous learning experience.

In conjunction with our STEM (Science, Technology, Engineering and Mathematics) focus, opportunities for partnerships with local universities (Johnson C. Smith University) and businesses, such as newly opened data centers, will be available to the students of APA-CFA. These relationships will both bring the community into the school and our students into the community. These opportunities will be invaluable additions to the education of our students and provide them with life-lessons and unique experiences in the process. APA-CFA's focus on STEM will increase learning opportunities for our students after they graduate as well. By having a background in these concepts, the probability of admission into and success in a STEM related college program is increased.

Through character education classes and the required community services in middle and high school, students of APA-CFA will have the opportunity to learn life lessons outside of the classroom. Students will see what different community organizations do for the members of the community and what it takes to operate these organizations. Students will also learn the value of community service and the importance of giving back to their community. Recent studies have shown that emotional intelligence is central to a child's success and fulfillment. Studies also suggest that "as you facilitate social development, you are concurrently advancing their academic function."

To increase learning opportunities for students, APA - CFA will require all classroom teachers to tutor their students once a week in Reading and Math in grades K - 5 and once a week in the subject they teach in middle and high school. This will allow students to receive additional instructional time and receive small group instruction.

III. Encourage the use of different and innovative teaching and learning methods

The *Core Knowledge Sequence* is written in such a way that allows for easy and intentional integration of the subject areas. Since the *Core Knowledge Sequence* does not dictate instructional methods, teachers can work as a team to create varied learning activities throughout the subject areas. Project based learning, technology, cross-curricular assignments, and many more options are available to teachers. The integration of topics in each subject area will allow students to develop a deeper understanding and appreciation for the topics being learned. Focusing on encouraging students to become critical thinkers will allow the teacher to focus on student-centered lessons as opposed to the traditional teacher-centered, direct instruction classroom lessons. This will make independent, differentiated assignments possible as students will be able to work through assignments with little teacher direction. This will allow teachers to spend more focused, individual time with students.

Another focus of APA-CFA will be on strong vertical and horizontal alignment of curriculum. In a small school setting where teachers have the planning time necessary to work together and present a consistent and logical progression of material to ensure student success, vertical and horizontal alignment will be a focus. This emphasis enriches the learning experience by

allowing students and teachers to delve more deeply into the subject matter. It also ensures that teachers support one another by making sure that there are not gaps in the curriculum being presented to students. It holds teachers accountable to one another as well and creates a culture in which teachers work together toward the one goal of student achievement.

In line with classical education techniques, teachers at APA-CFA will use Socratic teaching methods. By asking questions of students, requiring them to clarify their ideas, and presenting opposing views, teachers will help students refine their critical thinking skills while also developing a deeper understanding of the curriculum. Instead of simply telling a student if a response to a question is correct or incorrect, teachers will challenge students to defend and explain their answer. This allows teachers to ensure, not only that the student can come to the correct answer, but that their thinking processes are correct.

Another component of the classical educational approach at APA-CFA will be the formal instruction in Latin, logic and rhetoric. Studies conducted by the College Board have shown that the study of Latin also helps increase students' SAT scores, not only in reading due to the increase in vocabulary knowledge, but also in math. The study of logic can help a student prepare for almost any calling. We all have to reason everyday and studying Logic helps us to use reason more reliably. Logic is not only necessary to analyze the beliefs of others, but also to understand and communicate our own beliefs. Rhetoric helps articulate our thoughts persuasively. The incorporation of Latin, logic and rhetoric into the curriculum will strengthen the education of students at APA-CFA.

The inclusion of STEM (Science, Technology, Engineering, and Mathematics) classes will allow for hands-on project based learning and real-world application of skills learned in core courses. APA – CFA's partnership with Johnson C. Smith's College of STEM will ensure that students in elementary classes have a strong and thorough introduction to STEM as it relates to the curriculum they are learning. This partnership will also allow APA – CFA to create comprehensive, rigorous STEM course curriculum for middle and high school students. Students of APA – CFA will also have access to university level professors and experiences to better ready them for success in college.

As a Challenge Foundation Academy, APA-CFA intends to use the Compass Learning computer program as a supplement to classroom teaching. The Compass Learning program is directly linked to a student's performance on the MAP (Measures of Academic Progress) test that all students in grades 2 – 8 will take. This program will allow teachers to assign modules to students at their level of instruction. Compass Learning may be used in the classroom as part of a center rotation or in the computer lab for the entire class. Utilization of the Compass Learning program will allow for easy differentiated instruction based on the student's instructional level.

II. Create new professional opportunities for teachers

Aristotle Preparatory Academy: A Challenge Foundation Academy will offer an exciting, professional teaching opportunity in Mecklenburg County, in addition to those offered by the

traditional public schools. The use of the *Core Knowledge Sequence*, in addition to the available training programs and classroom resources, will give teachers a logical, specific, and effective curriculum from which to teach while still having flexibility in planning the delivery of the material. Surveys conducted of teachers at Core Knowledge schools show a high level of satisfaction with the program.

Additionally, the small, community environment of APA-CFA will allow teachers the means by which to communicate with their coworkers regarding best practices, support, and to develop meaningful relationships with students and their families.

To support teachers in the facilitation and implementation of STEM courses, professional development opportunities will be made available to teachers. Partnerships with Johnson C. Smith University will allow for professional development for teachers in all grade levels and the assistance in writing curriculum for the STEM courses. The use of free, online professional development modules, such as those offered by NASA, will also be available to teachers.

Teachers will also have the opportunity to become leaders within the school community. Teachers will be asked to be grade-level chairs, present best-practices at weekly staff meeting, and lead parental involvement programs. These opportunities will empower teachers while sharing best practice throughout the school community.

APA-CFA will make supporting teachers a priority, whether through professional development, common planning times, acquisition of technology and other resources or any other possible avenues of support.

III. Provide parents and students with expanded choices

Currently, the schools near the planned location of Aristotle Preparatory Academy: A Challenge Foundation Academy are severely underperforming. With the majority of EOG and EOC composite scores well below the state averages, below average SAT scores, and dismal graduation rates, this community is in desperate need of an alternative educational choice for students and their parents.

APA-CFA will also provide parents and students with an alternative curriculum with the use of the *Core Knowledge Sequence* and classical curricular and pedagogical approaches. The integration of STEM (Science, Technology, Engineering, and Mathematics) courses throughout K – 12 will provide meaningful opportunities for all students to be exposed to different topics and content area connections that may not otherwise be available to them. The explicit teaching of character, Latin, and logic round-out the expanded educational opportunities presented to students of APA-CFA.

Participation in STEM courses will also provide students with expanded opportunities once they graduate from APA-CFA. According to the U.S. Department of Commerce, 1 in 18 workers is employed in a STEM-related field. The number of these available jobs is projected to grow by 17% by 2018. Workers in these jobs will earn 26% more than their non-STEM

counterparts. Additionally, workers with degrees in a STEM field earn more regardless of the field in which they work.

Smaller class size and school size will provide parents with a place where their child can receive more personalized attention and where regular parent-school communication is possible.

IV. Hold the school accountable for meeting measurable student achievement results

Aristotle Preparatory Academy: A Challenge Foundation Academy will be accountable to the NC ABC testing program.

In addition to the state mandated EOG and EOC tests, APA – CFA will be proactive in assessment of all of our students. Students entering Kindergarten will be assessed using standardized assessment tools. Current plans include the use of:

- The Brigance Early Childhood Screen, which will allow teachers to easily identify potential learning delays and giftedness as well as strengths and needs in language, motor, self-help, social-emotional, and cognitive skills.
- The mCLASS:DIBELS electronic assessment for students in grades K-2**
- The nationally-normed MAP (Measures of Academic Progress) test created by NWEA (Northwest Evaluation Association) for students in grades 2-8 to measure growth and proficiency in English, Language Usage and Mathematics.**

***The mCLASS:DIBELS and the MAP tests allow teachers to track student progress throughout the year and develop targeted instruction for students.*

Students in grades 9 – 12 will be assessed using teacher created grade-level benchmark assessments, the PSAT, the SAT, the ACT Plan, and/or the ACT. In addition, APA – CFA plans to administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10.

EDUCATIONAL FOCUS:

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

The educational focus of Aristotle Preparatory Academy: A Challenge Foundation Academy has four aspects: the *Core Knowledge Sequence*, a classical education approach to teaching and learning, STEM (Science, Technology, Engineering, and Mathematics) course offerings and character education. By seamlessly fusing these four components together, students graduating from APA-CFA will have a broad knowledge base, be able to critically analyze, clearly express their ideas and beliefs, and be ready to competitively enter the 21st century global society as productive citizens.

The *Core Knowledge Sequence* provides a coherent, cumulative, and content-rich learning experience for all students. The *Core Knowledge Sequence* specifically states which topics, stories, works of art, and other content to be taught at each grade level K – 8. This curriculum intentionally integrates all subject areas so that students can develop a deeper understanding of the topics they are learning. This ensures that all students at APA-CFA will have the background knowledge on which to build in future grades.

As Dorothy Sayers states in *Lost Tools of Learning*, “For the sole true end of education is simply this: to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain.” Focusing on the classical educational approach to learning in the classroom will help each student develop their critical thinking and logic skills. To achieve this, APA-CFA will focus on the trivium of grammar, logic, and rhetoric. Making sure each student acquires the appropriate building blocks in elementary, builds on these skills and are guided in the critical thinking process in middle school, and then are allowed to practice these skills both verbally and in writing in high school will ensure the development of these skills. These skills will permit students to be able to think and reason for themselves allowing them to be self-sufficient, life-long learners.

Allowing each student access to practical and in-depth exploration of STEM concepts, students of APA-CFA will be fluent in the use of skills needed in the 21st century workplace and be exposed to a wide variety of concepts and their real-world applications. Building on the topics learned in Core Knowledge, students will not only be able to gain an understanding of topics in these fields, but also the history and development of each of them. This will give students a broader perspective and deeper appreciation for the contributions of and possibilities in these fields of study. Students will be able to work in their area of interest while applying their critical thinking and logic skills. Acquiring these skills will put students of APA-CFA at an advantage as they will be well prepared to enter college or the workforce in one of these fields, if desired.

The character development of each student at APA-CFA will be a daily priority. Students will have opportunities both in and out of the classroom to demonstrate their positive character. Character education at APA – CFA will be guided by the six character traits given by the acronym **AP PRIDE: Ambition, Perseverance, Purpose, Respect, Integrity, Daring, and Excellence**. These character virtues will be focused on school-wide, K -12, and become a part of our daily vocabulary. Community service opportunities will be available to all students, and required of middle and high school students, to enhance their character education and reinforce our character virtues. Character Education will have a dedicated place in the instructional day. However, the structure of these classes will change so that they are age-appropriate and relevant to the students.

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: Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc.

Mailing Address: PO Box 19226

City/State/Zip: Charlotte, NC 28219

Street Address: 2365 Riding Trail Rd, Gastonia, NC 28054

Phone: 225-288-6025

Fax: 704-853-3689

Name of registered agent and address: Lauren Tucker
2365 Riding Trail Rd
Gastonia, NC 28054

FEDERAL TAX ID: 45-4561665

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:

NO

APA-CFA will apply for tax-exempt status within 24 months of approval.

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

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PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

Aristotle Preparatory Academy – CFA will not use an EMO or CMO.

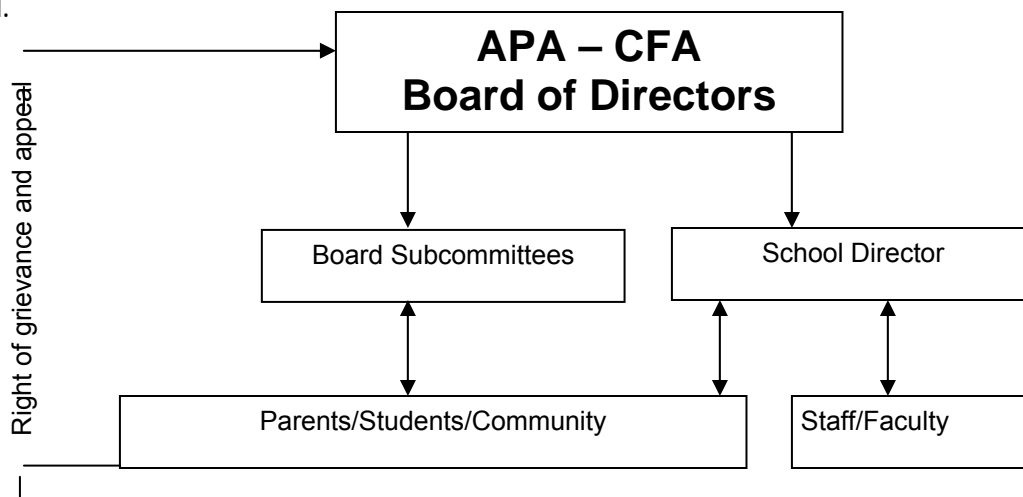
If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email: n/a

- 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. n/a
- 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. n/a
- 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 n/a
- 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. n/a
- 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. n/a

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.



- 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.

The Founding Board members of APA – CFA offer a plethora of experience. Two members of the Founding Board are also members of TeamCFA. The other two members currently work at local universities and have a variety of educational experience.

Dr. David M. Dunaway

Dr. David M. Dunaway currently serves as an assistant professor of educational leadership at the University of North Carolina at Charlotte – a post he has held for the past seven years. He is a frequently published writer on school organizations, leadership and improvement. He is in demand by local schools for his expertise in organizing schools around the Effective Schools Correlates, establishing effective professional learning communities, instructional alignment, and school law.

With 35 years in public education at the K-12 level, he has served as a District Superintendent in Gibson County, Indiana, and as Deputy Superintendent for Instruction in the Owensboro Public Schools in Owensboro, Kentucky.

Dr. Dunaway has taught at the middle and high school levels, served an assistant principal of a large urban high school, and as a high school principal for a dozen years.

As a principal in Alabama, Dr. Dunaway served as president of the Alabama High School Principals Association and was selected as Alabama Principal of the Year in 1991. During that same year, he was selected by the NASSP as member of the U.S. Delegation to establish a principal exchange program with the U.S.S.R.

Dr. Dunaway received his B.S. from Auburn University in 1965, his M.A. from the University of South Alabama in 1976, and his Ed.D. from Auburn University in 1985.

Mrs. Joan Lange

Joan Lange has been a leader in educational reform her entire career. Serving as team leader, department head, curriculum committee chair several times, she was recognized by her peers as a Lindbergh Leader and Teacher of the Year at Ocoee Elementary. Joan actively participated in the piloting of the Core Knowledge Sequence at Three Oaks Elementary School in Fort Myers, FL. Later she was recruited to bring the curriculum to the middle school. She became a Core Knowledge National Consultant training hundreds of teachers in schools across the country as well as served as a presenter at the Core Knowledge National Conferences 1991-1996. Joan joined the Challenge Foundation in 1997 after more than 20 years as a dedicated educator.

In Joan's role with the Challenge Foundation, she has performed site visits and recommended start up funding as well as managed the grants for charter schools in the nation. In her role as National Schools Director, she has developed and written charter school applications in Florida, Indiana, North Carolina and in Arizona. She has been a founding board member on all TeamCFA charter schools serving on the finance, personnel, facilities, board recruitment, strategic planning and academic committees. Joan continues to meet with community members, state charter personnel and parents in order to grow the TeamCFA Network. She is currently working with groups in South Carolina, Georgia and North Carolina.

Joan developed and manages the Challenge Foundation Fellowship Program. She has four Fellows in this year's inaugural class. The goal is to prepare new school directors to lead the next generation of TeamCFAs.

Joan serves on the TeamCFA Foundation as board secretary.

Joan's education includes a Master of Arts and Bachelor of Science in Education from Southeast Missouri State University.

Mr. Jim Broome

Jim Broome was born in Gaston County, North Carolina in 1955 where he continues to live with his wife, Cathy Schrum Broome, of 28 years and their 18 year old daughter, Hannah. Jim enjoys a life of service and has been very active in the community through his activities in his church where he serves as an active deacon. He has been active at Piedmont Community Charter School since 2008 when he was asked to serve as elementary parent representative on the Board of Directors. During his first year of service on the board, he was also asked to serve as board treasurer. Jim has served as Board Chair for Piedmont Community Charter School from 2010 to present.

Jim is active with the Challenge Foundation and TeamCFA through affiliation with Piedmont Community Charter School and is currently serving on the Governance Committee for TeamCFA. He is in-training to serve a TeamCFA school as a board member.

Jim has enjoyed a successful career in the Textile Industry over the past 28 years as a sales and management executive. He continues to use the God given talents to work in the Uniform Service Industry today. He prides himself in building life long relationships.

Jim has a Life Belief of "the things that you learn after you think you know it all are some of the most important life lessons we learn". He studied Mechanical Engineering, Business Management and Economics at North Carolina State University from 1974 to 1979.

Mr. Demetrius J. Crayton

Mr. Crayton has been working in the human services profession for the past 9 years. In this time, he has worked for various companies in Florida and North Carolina, he has started his own behavioral health company, and he has been active in community events to help support children and their families.

Mr. Crayton has worked as a Substance Abuse Counselor, Psychiatric Counselor for children and adolescents, and a Case Manager and Supervisor for a Youth Worker program. These positions have given Mr. Crayton experience in dealing with children, their families and the obstacles that they face.

Mr. Crayton has opened three successful businesses in the Charlotte area. The Crayton Company opened in 2005 and provides services such as Board support, financial management, human resources management, and fundraising to local organizations. Life Enhancement Services is a mental and behavioral health services company for which Mr. Crayton is Executive Director. Mr. Crayton is the President and CEO of Hope Advancement, a company that has offices across North Carolina and other states and offers individual, group and family therapy as well as psychological testing. He is also currently serving on the Board of the HOPE Youth Network.

Mr. Crayton has been active in the West Charlotte community. In August of 2011, he was a part of the Family Options Fair at the Stratford Richardson YMCA. The purpose of this fair was to make families in West Charlotte aware of the services that were available to them.

Dr. Magdy Attia, Ph.D.

Dr. Attia brings to the Board numerous years of experience in education, specifically Science, Technology, Engineering, and Math (STEM) education, grant writing and Board membership. He is currently the Dean of the College of STEM at Johnson C. Smith University (JCSU) in Charlotte, NC.

Dr. Attia had been a university level educator for the past 30 years. The last 22 years have been at JCSU. Here, he has founded a Computer Science and Engineering department as well as the College of STEM. He currently oversees a \$4 million budget in his role as the Founding Dean of the College of STEM.

Dr. Attia has 20 years of experience with grant writing. During this time, he has brought to JCSU a \$12 million grant to fund research and undergraduate STEM education and \$29 million in capital grants. In all, Dr. Attia has received various grants totaling approximately \$37 million.

Dr. Attia has a wealth of experience serving on a range of Boards. In total, he has served on 20 Boards. He has also been appointed to 12 different positions such as reviewer for NASA and member of Informational Technology and Educational consultant.

- 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*)

BYLAWS
OF
ARISTOTLE PREPARATORY ACADEMY:
A CHALLENGE FOUNDATION ACADEMY, INC.

ARTICLE I

Organization

ARTICLE 1.1 Name. The name of the corporation is Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. (the "Corporation"). The charter school shall operate under the corporation as:

Aristotle Preparatory Academy: A Challenge Foundation Academy

ARTICLE 1.2 Principal Office and Other Offices. The Corporation's principal office, known place of business, and place where its records shall be kept is 2365 Riding Trail Rd, Gastonia, NC 28054. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.

ARTICLE 1.3 Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form.

ARTICLE 1.4 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE 1.5 Registered Agent. The name and address of the Corporation's registered agent is Lauren Tucker, School Director. Address: 2365 Riding Trail Rd, Gastonia, NC 28054.

ARTICLE II

Purpose

ARTICLE 2.1 The Corporation is organized for the purpose of being a Charter School under the Charter School Act of 1996, as codified in North Carolina General Statute 115C-238.29A et seq.

ARTICLE III

Members

ARTICLE 3.1 Members. There shall be no members in the Corporation unless provisions for them are later made through an amendment to the Articles of Incorporation.

ARTICLE IV

Board of Directors

ARTICLE 4.1 General Powers. All Corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

ARTICLE 4.2 Number and Term. The Board of Directors shall consist of a minimum of three and a maximum of eleven directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors shall serve for terms of three years, or until their successors assume office.

ARTICLE 4.3 Composition.

ARTICLE 4.3.1 Two Board seats shall be reserved for members of TeamCFA Foundation.

ARTICLE 4.3.2 The school Director of the Academy shall serve by designation as an ex officio, non-voting member of the Board of Directors.

ARTICLE 4.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:

ARTICLE 4.4.1 Appointments. Appoint, remove, replace and supervise all the Corporation's officers and any of the Corporation's employees;

ARTICLE 4.4.2 Investment. Invest and expend Corporation funds in order to carry out all the Corporation's business;

ARTICLE 4.4.3 Agents. Employ or discharge agents, employees and independent contractors.

ARTICLE 4.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the Corporation's intent and purpose;

ARTICLE 4.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;

ARTICLE 4.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;

ARTICLE 4.4.7 Borrowing. Borrow money for Corporation purposes;

ARTICLE 4.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and

ARTICLE 4.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

ARTICLE 4.5 Policies and Procedures. The Board of Directors shall be authorized from time to time to adjust, amend and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

ARTICLE 4.6 Action by the Board of Directors. A majority vote is required and sufficient for the Board of Directors to act except in those instances specifically described herein and in the Articles of Incorporation where a super-majority is required in order for the Board of Directors to act or in those designated instances when unanimous consent is required for it to act.

ARTICLE 4.7 Committees. The Board of Directors may establish, from time to time and at its discretion, establish committees in order to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment, or others as may be needed. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE 4.8 Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Director shall receive any compensation for his or her services as a Director. The Board of Directors may at any time and from time to time by resolution provide that Directors shall be reimbursed for their actual expenses. .

ARTICLE 4.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE 4.10 Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Corporation's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Corporation's business.

ARTICLE 4.11 Director Responsibilities. All board members will be required to demonstrate commitment to the mission of the corporation and to Aristotle Preparatory Academy: A Challenge Foundation Academy. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three (3) consecutive regular meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one (1) fiscal year may be subject to removal.

ARTICLE 4.12 Vacancies. Any vacancy on the Board of Directors shall be filled by a majority vote of the remaining members of the Board at any meeting.

ARTICLE 4.13 Removal From the Board of Directors. A Board of Directors member may be removed with or without cause only by a simple majority vote of the Board at any meeting.

ARTICLE V

Board of Directors Meetings

ARTICLE 5.1 Regular Meetings. The Board of Directors shall meet at least ten times per year, at such times and locations as it may determine suitable and appropriate. An annual meeting shall be held in the month of September each year unless determined otherwise by the Board of Directors. Reasonable notice of all Directors' meetings shall be provided to each Director by mail, telephone, or other means of communication as deemed appropriate by the Chairperson of the Board of Directors. All meetings of the Board of Directors shall comply with the open meetings law, 115C-4, of the North Carolina Public Schools Law.

ARTICLE 5.2 Special Meetings. The Board of Directors also may hold special meetings called by the Chair or when a majority of the Board of Directors members shall request a meeting. In the event that a Special Meeting is called, each Board of Directors member shall be given 48 hours' notice of that Special Meeting. No other business but that specified in the notice may be transacted without the unanimous consent of all present at such meeting. Any special meeting(s) of the Board of Directors of the Company shall be announced and held in compliance with the open meetings law,

ARTICLE 5.3 Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation; however, a lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

ARTICLE 5.4 Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

ARTICLE 5.5 Compliance with NC Open Meeting Laws. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with North Carolina law relating to meetings of public bodies.

ARTICLE 5.6 Procedure. All business conducted at the meetings of the Corporation, including meetings of the Board of Directors, shall be conducted pursuant to Robert's Rules and Order or a reasonable, comparable format.

ARTICLE 5.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from voting on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

ARTICLE VI

Officers

ARTICLE 6.1 Officers. The Corporation's officers shall consist of a Chairperson, a Vice Chair, a Secretary, and a Treasurer and such other officers as determined appropriate by the Board of Directors. Each officer designated by the Board of Directors shall have such authority and perform such duties as the Board of Directors may from time to time determine. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the same person, other than the offices of President and Secretary. An officer may, but need not be, a member of the Board of Directors of the Corporation.

ARTICLE 6.2 Nominating Procedures. The Board of Directors shall appoint a Nominating Committee whose responsibility it will be to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board of Directors may accept or decline the slate presented by the slating committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson.

ARTICLE 6.3 Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a majority vote of the Board of Directors at any regular or special meeting held by the Board of Directors. The removal of a person as an officer of the Corporation does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Corporation; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

ARTICLE 6.4 Duties of the Chairperson. The Chairperson shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chairperson shall establish the agenda, in consultation with the School Director, for each meeting of the Board of Directors, and have such powers as may be reasonably construed as belonging to the chief executive

of any corporation, including the appointment of committees, committee chairpersons and committee membership. The Chair shall perform such other duties as the Board of Directors may prescribe.

ARTICLE 6.5 Duties of the Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe including acting as the parliamentarian of the Corporation.

ARTICLE 6.6 Duties of the Secretary. The Secretary shall cause minutes of all Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws, and all other records as required by law are properly kept. The Secretary shall file any certificate, reports and/or other filings required by any local, federal and/or state statute(s), give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which shall be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and, except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officer to impress the Corporation seal, if any, on any instrument signed by the President or any other duly authorized person, and to attest to the same. The Secretary shall perform such other duties as may be assigned, from time to time, by the President or the Board of Directors.

ARTICLE 6.7 Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody and management of the monies, assets, property and or securities of the Corporation. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine a written account of the finances of the Corporation, and shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

ARTICLE 6.8 Duties of Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE 6.9 Terms of Officers. Each officer shall hold office for a term of one year or until such time as his successor has been elected by the Board of Directors. An officer may serve for more than one term.

ARTICLE 6.10 Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

ARTICLE VII

School Directors

ARTICLE 7.1 Selection. The School Director(s) shall be appointed by the Board of Directors. The School Director(s) shall receive such compensation as the Board may direct. The School Director(s) may not serve as an officer or board member of the Corporation.

ARTICLE 7.2 Duties. The School Director(s) shall carry out the policies established by the Governing Board and shall be directly responsible to the Board of Directors.

ARTICLE VIII

Indemnification

ARTICLE 8.1 Indemnification. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeal (other than an action, suit, proceeding by or in the right of the Corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the Corporation or is or was serving at the request of the Corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX

Contracts, Checks, Loans, Deposits, and Gifts

ARTICLE 9.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

ARTICLE 9.2 Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

ARTICLE 9.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine

ARTICLE X

Amendments

ARTICLE 10.1 Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws require approval from the North Carolina State Board of Education.

- 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.

A copy of the articles of incorporation is included in the appendix of this application.

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

Pursuant to NCGS 115C-238.29E(d) the Board of Directors of APA -CFA shall decide all matters relating to the operation of the school including budgeting, curriculum and operating procedures.

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

A best-practices approach will be taken to develop school policies. Committees, in conjunction with the administration, will examine existing policies of successful schools, adapt those policies to conform to the needs of APA-CFA and recommend the policies to the board for deliberation and action. Parents will be included on policy development committees, particularly in those instances where policies are being considered that would directly affect the students, parents or both.

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

The APA-CFA Board of Directors realizes the importance of parent and community involvement in creating and sustaining a successful school. Parents and community partners have been invited to participate in meetings during this initial school development period and have been encouraged to get and stay involved in the start up phase. A parent group has been organized to assist in getting the message out about APA-CFA. They have assisted in gathering petitions as well as the distribution of marketing materials about the school. Our strongest community partnership has been the local churches in the area. The pastors have invited us to speak on behalf of APA-CFA and what this school choice option means to the families.

Parents and community members will be invited to join committees when new policies are being developed. Along with the School Director, school staff members, and other board members, they will discuss the effectiveness of existing policies and ways to improve the schools overall performance.

The board meetings are held in a public forum with notice given and public comment welcomed. As we move forward in board development, parent and community representation will be encouraged.

- 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.

Aristotle Preparatory Academy: A Challenge Foundation Academy will measure its organizational effectiveness in four ways.

First, APA-CFA will administer all required state tests and has the ultimate goal of attaining the highest level of achievement in both proficiency and growth; in current terminology, the school has the ultimate goal of being an honors school of excellence with high growth. Designations assigned by the NC Department of Public Instruction will measure APA-CFA's progress toward these ultimate goals in proficiency (whether APA-CFA is a school of progress, a school of distinction, or a school of excellence) and in growth (whether APA-CFA is a school that does not meet growth, meets growth, or meets high growth).

Second, as a college-preparatory school, APA-CFA has the goal of a 100% acceptance rate at four-year colleges. The percentage of students accepted by four-year colleges in each graduating class will provide measurements of progress toward achieving this goal.

Third, to help prepare students for college and to position students to receive academic scholarships, APA-CFA has the goal of achieving SAT scores and ACT scores that are higher than the state average. To help students attain these goals, APA-CFA plans to administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between APA-CFA's mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals.

Fourth, APA-CFA will administer tests recommended by TeamCFA, a growing national network of public charter schools dedicated to the mission of student achievement, academic excellence, measurable results, and bringing school choice to more students and their families. TeamCFA, Inc. is a charitable foundation and not a charter management organization; nonetheless, to help its affiliated schools achieve measurable results; it asks affiliates to administer one test (the NWEA MAP test) to measure student achievement and growth. APA-CFA's goal is to have the majority of students at or above grade level, as measured by the NWEA MAP test, with at least 90% of students attaining growth from year to year in each grade. The NWEA MAP data reports -- particularly the school report -- will measure the school's progress toward achieving these goals.

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

Aristotle Preparatory Academy: A Challenge Foundation Academy
Conflict of Interest Policy

The Board shall not enter into any contract or transaction with (a) one or more of its directors, (b) a director of a related organization, or (c) an organization in or of which a director of *Organization* is a director, officer, or legal representative, or in some other way has a material financial interest unless:

1. That interest is disclosed or known to the Board of Directors,
2. The Board approves, authorizes or ratifies the action in good faith,
3. The approval is by a majority of directors (not counting the interested director),
4. At a meeting where a quorum is present (not counting the interested director).

The interested director may not be present for discussion to answer questions, may not advocate for the action to be taken and must leave the room while a vote is taken. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

Aristotle Preparatory Academy: A Challenge Foundation Academy
Conflict of Interest Statement

The undersigned person acknowledges receipt of a copy of the Charter School Policy Concerning Conflict of Interest dated __/__/__. By my signature affixed below I acknowledge my agreement with the spirit and intent of this board policy and I agree to report to the Chairman of the Board of Directors any possible conflicts (other than those stated below) that may develop before completion of the next annual statement.

_____ I am not aware of any conflict of interest.

_____ I have a conflict of interest in the following area(s):

Signed _____

Print Name _____

Date _____

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

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

Aristotle Preparatory Academy: A Challenge Foundation Academy will be open to all students who would otherwise qualify for enrollment in any public school in North Carolina. Since the pre approval will not be given until February of 2012, we will collect Letters of Intent from prospective families prior to that date to ensure that we reach our enrollment goals. Families will be made aware of the fact that they will need to fill out a formal application when the enrollment window opens. The school will open the enrollment window on January 1, 2013, the first business day of January, and will close enrollment March 29, 2013, the last business day of the March, to assess if a lottery is needed. If not, those students who have applied will be considered enrolled in the school and will be contacted as such. If a lottery is required, a date and time will be set no later than April 9, 2013. Notices of the lottery will be published, posted, and advertised. The lottery will be conducted in a public forum and in accordance with the North Carolina Charter School Act and policies adopted by the NC State Board of Education.

In holding to the guidelines set in NCGS 115C-238.29F(g)(5):

- Children of board members will receive priority admission,
- After the first year of operation, siblings of current students and children of staff members will receive priority admission,
- And multiple birth siblings will be entered into the lottery as one surname, and, should that surname be chosen in the lottery, all will receive admission.

APA-CFA will work to ensure that the student population reflects that of Mecklenburg County and the physical area surrounding the school. During the collection of initial enrollment period, APA-CFA will reach out to all areas of the community, particularly those areas that are underserved and underprivileged. After the first year of operation, the School Director will analyze enrollment data to see if it is consistent with the population of the county. If not, marketing strategies will be developed to target certain populations for enrollment in the coming school year.

Each student must complete an application to be considered for enrollment. The application packet will consist of, but may not be limited to, the following items: a personal application form that gives name, address of residence, parent's name and address, birthday, present school, grade attending, if the child is being served by an IEP and other information that may be found pertinent to have a complete record as per State reporting requirements. The packet will also include a student's records and a transfer request signed by the parent or guardian to be used only if the child is enrolled through the admissions process (lottery if necessary). Each family will be asked to complete a financial needs report in order to maintain accurate records regarding free or reduced lunch counts or poverty counts that may be necessary to access federal or state grant funding. Families are not required to complete this form.

To transfer or withdraw from APA – CFA the following steps will need to be followed:

1. The student and parent shall sign a official Withdrawal Form
 2. Library and course books checked out to the student will be collected
 3. Copies of most current report card, transcript, interims reports, signed withdrawal form and attendance summaries will be given to the student in an enclosed envelope with seal
 4. Withdrawal Form will be completed by teachers for most up to date current 9 week grade
 5. Withdrawal Form will be forwarded to school of transfer
 6. The student's cumulative file will be mailed to the school to which the student is transferring upon receipt of cumulative file request
- ***Parent signature is mandatory on the Withdrawal Form or on the cumulative file request before withdrawal is completed in NCWise.

V. EDUCATION PLAN

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

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

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

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

The *Core Knowledge Sequence*, a collaborative and seamless education program, has been chosen to augment the North Carolina state curriculum. Making use of the *Core Knowledge Sequence* will provide a solid coherent foundation for learning, while allowing flexibility to meet and exceed the NC accountability standards, including the North Carolina Common Core and Essential State Standards.

The *Core Knowledge Sequence* offers students a strong base of content, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates the gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum allows those students who have not had the opportunity to acquire a wealth of background knowledge through life experiences the opportunity to gain insight into the world around them. Students will be given multiple opportunities to investigate the world by enhancing their skills to critically assess their role in that world. Students who have been exposed to an experientially rich environment will find the *Core Knowledge Sequence* opens them up to in-depth critical inquiry. The classrooms of Aristotle Preparatory Academy: A Challenge Foundation Academy will accentuate opportunities for student growth and enhance each student's understanding of the philosophical and cultural differences that are part of their community, state, and world.

Focusing on the classical education trivium of grammar, logic, and rhetoric will allow students to develop their cognitive abilities so that they graduate as thoughtful and articulate learners. By using classical education techniques, such as Socratic questioning, students will develop into independent thinkers and learners. This will allow teachers the time to focus on the deeper meanings of concepts rather than on rote memorization as the student progresses. Focusing on helping students develop their critical thinking skills also allows them to become independent learners.

To further enrich the *Core Knowledge Sequence* and allow students the opportunity to continue developing their logical and critical thinking, APA-CFA will introduce students to STEM (Science, Technology, Engineering, and Mathematics) courses that will engage students in hands-on activities and real-world applications of classroom content. These courses will open students up to opportunities outside of the classroom, to enter college and receive a degree in a related field, and to careers in these fields. This focus will also provide them with the skills necessary to compete in the 21st century workplace in addition to those

needed by any college-ready student should they not wish to focus their college studies in one of these areas. By partnering with Johnson C. Smith University's College of STEM we will ensure that students have a strong core background knowledge of STEM built in the elementary grades and have focused, rigorous, coherent curriculum in their middle and high school STEM classes.

THREE DIVISIONS – ELEMENTARY, MIDDLE, AND HIGH SCHOOL

The education plan will be divided into three divisions –elementary, middle and high school. In the following discussion, there will be some spiraling content. The spiraling content is one of the most important portions of the curriculum. It assures the continuity of the curriculum and mandates communication among faculty from grade to grade as well as division to division. The School Director will be cognizant of the need to implement a seamless educational program.

ELEMENTARY SCHOOL K-5 GENERAL OVERVIEW

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

English language arts, history/social sciences, math, science, art and music will form the core of the elementary curriculum and will be based on topics specified by the *Core Knowledge Sequence*. A strong foundation in math, science and art will be formed to ensure each student's future continued success in their STEM coursework. APA – CFA's partnership with JCSU will ensure that classroom teachers receive professional development and curriculum support so they can ensure all students have a firm understanding of the core concepts related to STEM.

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

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

MIDDLE SCHOOL – GRADES 6-8 GENERAL OVERVIEW

These students will continue with their academic pursuits. Again teachers will have roving assistants or volunteers to assist them with the preparation of materials, which will allow more time for planning and teaching. It is in the middle school that students will begin a deeper exploration into a variety of STEM topics in addition to the core subjects of English language arts, history/social sciences, math, science, art and music. While students will take core math, science and art classes throughout the year, they will take additional STEM courses on a rotating schedule. This will allow students to be introduced to and develop an understanding of a particular topic during a nine week period. Over the course of grades 6 – 8, students at APA -CFA will have been introduced to 12 different topics related to STEM.

Middle school students will also be introduced to the language of Latin to help prepare them for their high school Latin courses.

Students in the middle school will have the opportunity to participate in extra-curricular activities to keep them involved in school. Academic programs such as Odyssey of the Mind, Battle of the Books, Math Counts, Quiz Bowl, and Robotics Club as well as athletic programs will be considered with at least one faculty member sponsor and volunteer assistants as needed. All teachers will be expected to assist in an additional program or as a chaperone, ticket taker, etc. as assigned by the School Director. These expectations will be discussed during the hiring process.

The middle school will have a community service component as part of the character education curriculum, which is defined later in the application. To instill the value of giving back to one's community, each grade will conduct community service projects both inside and outside of the school. These programs may include food drives, warming trees, community clean up, and volunteering at community outreach programs.

Students in eighth grade will complete a project related to a field of STEM. This project will be an introduction to what will be done their senior year in their internship. The project will include a written paper and oral presentation to a panel of community members. The project will be designed and implemented by the language arts faculty and students will be assisted in their research by their STEM course teachers.

HIGH SCHOOL – GRADES 9-12 GENERAL OVERVIEW

In order to graduate from high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEM field of choice, and the successful completion of a senior internship in their STEM field of choice.

In high school, students will be expected to exhibit their critical thinking skills in classroom discussions and assignments. Students will also be required to give written and oral arguments on topics presented in all classes as part of their class assignments. The senior internship, a course required for graduation, will be the capstone of the school's curriculum. With this students will investigate a topic within their STEM focus by working closely with a

professional in the field and complete a written and oral presentation to be delivered to a panel of judges.

During high school, students will be encouraged to take Honors and AP courses. The School Director will ensure the availability of a wide variety of these courses. The successful completion of these courses will enhance their knowledge base and also provide them with greater chance for acceptance and success in a four-year university.

High school students will continue to be active in their community through community service projects.

Summary:

Aristotle Preparatory Academy: A Challenge Foundation will seamlessly fuse together the research based *Core Knowledge Sequence*, the tried-and-true elements of classical education, the study of STEM topics and a focus on character traits students need to be successful in a global society to ensure its graduates can competitively enter college and be productive citizens.

An Overview of the Academic Programs

Mathematics K – 8:

Aristotle Preparatory Academy: A Challenge Foundation Academy will use the Singapore Math Series in grades K – 7. By 8th grade, the intent is to have advanced the math curriculum by one year so that our eight grade students will be prepared to successfully complete Algebra I. The Singapore Math Series has a balance between drill and creative thinking skills that are in line with the classical education model APA - CFA will be using. The authors have incorporated a variety of presentation modes, such as the use of manipulatives and math storytelling, thus addressing the need for different learning styles. APA - CFA will continually work to ensure that the *Core Knowledge Sequence* and the use of the Singapore Math Series are aligned in coherent manner to ensure that there are no gaps at any grade level.

To achieve student success in mathematics, teachers will continually participate in professional development at all grade levels, K – 5. This will include, but not be limited to, professional development facilitated by the Core Knowledge Foundation, Singapore Math and Johnson C. Smith University faculty. Other professional development opportunities may include teacher participation in NASA on-line modules and partnerships with nearby universities.

Due to the desire to prepare all students to be ready to take Algebra I in 8th grade, mathematics classes in grades 4 – 7 will be lengthened. Teachers will have 90 minutes each day dedicated to math instruction. This will allow the time needed to cover the additional material required to accelerate students' mathematical abilities.

The purpose of the accelerated timeline for teaching mathematics and the focus on professional development for teachers is to ensure student success in STEM courses.

To extend and reinforce what is being learned in the classroom, students in grades 6 – 8 will participate in a 9-weeks course as a part of their rotating STEM classes. This course will be

specifically focused on a mathematics topic that relates to what is being learned in that particular grade level.

There will also be school-wide activities, such as the celebration of Pi Day. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of math topics in fun and engaging manner. APA – CFA will also design after school programs to enrich students’ math education.

Often the math curriculum may be supplemented with guest presenters from the community or faculty members with specialized interests. Such options will be investigated and used when appropriate. Furthermore, this is often a wonderful opportunity to build community support for the school’s program.

Reading and Language Arts K – 8:

Aristotle Preparatory Academy: A Challenge Foundation Academy will use the Core Knowledge guidelines in grades K – 8 as the Reading/English Language Arts focus. The *Core Knowledge Sequence* focuses on four strands of Reading and ELA: Listening and Speaking, Reading, Writing, and Language Conventions. In grades K – 3, a child’s ability to understand what he hears far surpasses his ability to understand what he reads. Therefore, great consideration is given to read-aloud text complexity in these grade levels. Read-aloud levels should exceed grade-level reading ability thus exposing the child to greater text complexity. Non-fiction read-alouds are aligned with topics being learning in science and history classes. To increase their reading abilities, instruction focuses on the coding text. Also, with the repeated reading of the same text, students will be able to focus on the comprehension of the text. Thoughtful and focused discussions follow read-alouds to allow the child to practice analyzing and synthesizing text. As early as first grade, teachers begin modeling the process of “Plan, Draft, Edit” in writing instruction. These skills are then built upon in future grades. The spiraling nature of the sequences allows students to be introduced to new material while continuing to practice previously learned skills.

APA-CFA’s students in grades K – 3 will utilize the Core Knowledge Language Arts program for Reading instruction as a supplement to the Core Knowledge Sequence. As part of the TeamCFA Network of schools, APA - CFA has access to resources and training to fully implement this program. The connection between language, background knowledge and reading comprehension has been at the heart of the Core Knowledge movement from its inception. The Core Knowledge Language Arts Program combines systematic phonics-based instruction in decoding skills with extensive read-alouds to build both oral language and background knowledge—word knowledge and world knowledge. This program is also currently being written to extend beyond grade 3. When this becomes available, APA – CFA will continue implementing it to maintain continuity of instruction.

Science K – 8:

The *Core Knowledge Sequence* will be used for the instruction of science in conjunction with the forthcoming North Carolina Essential Standards in science. The cumulative and spiraling nature of Core Knowledge will allow for a deep and pervasive understanding of science topics. The following are the Science concepts from the *Core Knowledge Sequence* taught at each grade level.

Grade	Topic
Kindergarten	I. Plants and Plant Growth II. Animals and Their Needs III. The Human Body IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies A. George Washington Carver B. Jane Goodall C. Wilbur and Orville Wright
First Grade	I. Living Things and Their Environment A. Habitats B. Oceans and Undersea Life C. Environmental Change and Habitat Destruction D. Special Classifications of Animals II. The Human Body A. Body Systems B. Germs, Diseases, and Preventing Illness III. Matter IV. Properties of Matter V. Introduction to Electricity VI. Astronomy: Introduction to the Solar System VII. The Earth A. Geographical Features of the Earth's Surface B. What's Inside the Earth VIII. Science Biographies A. Rachel Carson B. Thomas Edison C. Edward Jenner D. Louis Pasteur
Second Grade	I. Cycles in Nature A. Seasonal Cycles B. Life Cycles C. The Water Cycle II. Insects III. The Human Body A. Cells B. Digestive and Excretory Systems C. Taking Care of Your Body: A Healthy Diet IV. Magnetism V. Simple Machines VI. Science Biographies A. Anton van Leeuwenhoek B. Elijah McCoy C. Florence Nightingale D. Daniel Hale William

<p>Third Grade</p>	<ul style="list-style-type: none"> I. Introduction to Classification of Animals II. The Human Body <ul style="list-style-type: none"> A. The Muscular System B. The Skeletal System C. The Nervous System D. Vision: How the Eye Works E. Hearing: How the Ear Works III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies <ul style="list-style-type: none"> A. Alexander Graham Bell B. John Muir C. Mae Jemison D. Copernicus
<p>Fourth Grade</p>	<ul style="list-style-type: none"> I. The Human Body <ul style="list-style-type: none"> A. The Circulatory System B. The Respiratory System II. Chemistry: Basic Terms and Concepts <ul style="list-style-type: none"> A. Atoms B. Properties of Matter C. Elements D. Solutions III. Electricity IV. Geology <ul style="list-style-type: none"> A. The Earth's Layers B. How Mountains Are Formed C. Rocks D. Weathering and Erosion V. Meteorology VI. Science Biographies <ul style="list-style-type: none"> A. Benjamin Banneker B. Elizabeth Blackwell C. Charles Drew D. Michael Farada
<p>Fifth Grade</p>	<ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes <ul style="list-style-type: none"> A. Structure: Non-Vascular and Vascular Plants B. Photosynthesis C. Reproduction IV. Life Cycles and Reproduction <ul style="list-style-type: none"> A. The Life Cycle and Reproduction B. Sexual Reproduction in Animals V. The Human Body <ul style="list-style-type: none"> A. Changes in Human Adolescence B. The Endocrine System C. The Reproductive System VI. Chemistry: Matter and Change <ul style="list-style-type: none"> A. Atoms, Molecules, and Compounds B. Elements C. Chemical and Physical Change VII. Science Biographies <ul style="list-style-type: none"> A. Galileo B. Percy Lavon Julian C. Ernest Just D. Carl Linnaeus

Sixth Grade	<ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer <ul style="list-style-type: none"> A. Energy B. Heat C. Physical Change: Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies <ul style="list-style-type: none"> A. Marie Curie B. Lewis Howard Latimer C. Isaac Newton D. Alfred Wegener
Seventh Grade	<ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms <ul style="list-style-type: none"> A. Paleontology B. Geologic Time V. Evolution <ul style="list-style-type: none"> A. Evolution B. Natural Selection C. Extinction and Speciation VI. Science Biographies <ul style="list-style-type: none"> A. Charles Darwin B. Antoine Lavoisier C. Lise Meitner D. Dmitri Mendeleev
Eighth Grade	<ul style="list-style-type: none"> I. Physics <ul style="list-style-type: none"> A. Motion B. Forces C. Density and Buoyancy D. Work E. Energy F. Power II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies <ul style="list-style-type: none"> A. Albert Einstein B. Dorothy Hodgkin C. James Maxwell D. Charles Steinmetz

To extend and reinforce what is being learned in the classroom, students in grades 6 – 8 will participate in a 9-week course as a part of their rotating STEM courses. This course will be specifically focused on a science topic that relates to what is being learned in that particular grade level. For example, 8th grade students may take a course in alternate energies to connect with what they are learning about electricity.

There will also be school-wide activities, such as the celebration of Chemistry Week. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of science topics in fun and engaging manner. After school programs will be designed to extend each student's science education.

Field trips, such as to Discovery Place, will be used to bring the subject matter alive. Field trips will be well planned, focused on the present subject matter being presented in class, and available to all students at all times.

Often the science curriculum may be supplemented with guest presenters from the community or faculty members with specialized interests. Such options will be investigated and used when appropriate. Furthermore, this is often a wonderful opportunity to build community support for the school's program.

History K – 8:

The *Core Knowledge Sequence* will be used for the instruction of social studies. The cumulative and spiraling nature of this sequence will allow for a deep and pervasive understanding of Social Studies topics being learned. Both world history and American history are taught to students beginning in kindergarten. Important events and people throughout history are presented in a logical and sequential order. The following are the social studies concepts from the *Core Knowledge Sequence* taught at each grade level.

Grade	Topic
Kindergarten	World: I. Geography: Spatial Sense II. An Overview of the Seven Continents American: I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement A. The Voyage of Columbus in 1492 B. The Pilgrims C. July 4, "Independence Day" IV. Presidents, Past and Present V. Symbols and Figures A. American flag B. Statue of Liberty C. Mount Rushmore D. The White House

<p>First Grade</p>	<p>World:</p> <ul style="list-style-type: none"> I. Geography <ul style="list-style-type: none"> A. Spatial Sense B. Geographical Terms and Features II. Early World Civilizations <ul style="list-style-type: none"> A. Mesopotamia: The “Cradle of Civilization” B. Ancient Egypt C. History of World Religions III. Modern Civilization and Culture: Mexico <ul style="list-style-type: none"> A. Geography B. Culture <p>American:</p> <ul style="list-style-type: none"> I. Early People and Civilizations <ul style="list-style-type: none"> A. The Earliest People: Hunters and Nomads B. Early American Civilizations II. Early Exploration and Settlement <ul style="list-style-type: none"> A. Columbus B. The Conquistadors C. English Settlers III. From Colonies to Independence: The American Revolution IV. Early Exploration of the American West V. Symbols and Figures <ul style="list-style-type: none"> A. Liberty Bell B. Current United States president C. American flag D. Bald eagle
<p>Second Grade</p>	<p>World:</p> <ul style="list-style-type: none"> I. Geography <ul style="list-style-type: none"> A. Spatial Sense B. Geographical Terms and Features II. Early Asian Civilizations <ul style="list-style-type: none"> A. Geography of Asia B. India C. China III. Modern Japanese Civilization <ul style="list-style-type: none"> A. Geography B. Culture IV. The Ancient Greek Civilization <p>American:</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion <ul style="list-style-type: none"> A. Pioneers Head West B. Native Americans IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas <ul style="list-style-type: none"> A. North America B. South America VIII. Symbols and Figures <ul style="list-style-type: none"> A. U. S. flag: current and earlier versions B. Statue of Liberty C. Lincoln Memorial

Third Grade	<p>World:</p> <ul style="list-style-type: none">I. World Geography<ul style="list-style-type: none">A. Spatial SenseB. Geographical Terms and FeaturesC. CanadaD. Important Rivers of the WorldII. The Ancient Roman Civilization<ul style="list-style-type: none">A. Geography of the Mediterranean RegionB. BackgroundC. The EmpireD. The “Decline and Fall” of RomeE. The Eastern Roman Empire: Byzantine CivilizationIII. The Vikings <p>American:</p> <ul style="list-style-type: none">I. The Earliest Americans<ul style="list-style-type: none">A. Crossing from Asia to North AmericaB. Native AmericansII. Early Exploration of North America<ul style="list-style-type: none">A. Early Spanish Exploration and SettlementB. Exploration and Settlement of the American SouthwestC. The Search for the Northwest PassageIII. The Thirteen Colonies: Life and Times Before the Revolution<ul style="list-style-type: none">A. GeographyB. Southern ColoniesC. New England ColoniesD. Middle Atlantic Colonies
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<p>Fourth Grade</p>	<p>World:</p> <ul style="list-style-type: none"> I. World Geography <ul style="list-style-type: none"> A. Spatial Sense B. Mountains and Mountain Ranges II. Europe in the Middle Ages <ul style="list-style-type: none"> A. Geography Related to the Development of Western Europe B. Background C. Developments in History of the Christian Church D. Feudalism E. The Norman Conquest F. Growth of Towns G. England in the Middle Ages III. The Spread of Islam and the “Holy Wars” <ul style="list-style-type: none"> A. Islam B. Development of Islamic Civilization C. Wars Between Muslims and Christians IV. Early and Medieval African Kingdoms <ul style="list-style-type: none"> A. Geography of Africa B. Early African Kingdoms C. Medieval Kingdoms of the Sudan V. China: Dynasties and Conquerors <p>American:</p> <ul style="list-style-type: none"> I. The American Revolution <ul style="list-style-type: none"> A. Background: The French and Indian War B. Causes and Provocations C. The Revolution II. Making a Constitutional Government <ul style="list-style-type: none"> A. Main Ideas Behind the Declaration of Independence B. Making a New Government: From the Declaration to the Constitution C. The Constitution of the United States D. Levels and Functions of Government (National, State, Local) III. Early Presidents and Politics IV. Reformers V. Symbols and Figures <ul style="list-style-type: none"> A. Spirit of '76 (painting) B. White House and Capitol Building C. Great Seal of the United States
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<p>Fifth Grade</p>	<p>World:</p> <ul style="list-style-type: none"> I. World Geography <ul style="list-style-type: none"> A. Spatial Sense B. Great Lakes of the World II. Early American Civilizations <ul style="list-style-type: none"> A. Geography B. Maya, Aztec and Inca Civilizations C. Spanish Conquerors III. European Exploration, Trade, and the Clash of Cultures <ul style="list-style-type: none"> A. Background B. European Exploration, Trade, and Colonization C. Trade and Slavery IV. The Renaissance and the Reformation <ul style="list-style-type: none"> A. The Renaissance B. The Reformation V. England from the Golden Age to the Glorious Revolution <ul style="list-style-type: none"> A. England in the Golden Age B. From the English Revolution to the Glorious Revolution VI. Russia: Early Growth and Expansion <ul style="list-style-type: none"> A. Geography B. History and Culture VII. Feudal Japan <ul style="list-style-type: none"> A. Geography B. History and Culture <p>American:</p> <ul style="list-style-type: none"> I. Westward Expansion <ul style="list-style-type: none"> A. Westward Expansion before the Civil War B. Westward Expansion after the Civil War II. The Civil War: Causes, Conflicts, Consequences <ul style="list-style-type: none"> A. Toward the Civil War B. The Civil War C. Reconstruction III. Native Americans: Cultures and Conflicts <ul style="list-style-type: none"> A. Culture and Life B. American Government Policies C. Conflicts IV. U. S. Geography
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<p>Sixth Grade</p>	<p>World:</p> <ul style="list-style-type: none"> I. World Geography <ul style="list-style-type: none"> A. Spatial Sense B. Great Deserts of the World II. Lasting Ideas from Ancient Civilizations <ul style="list-style-type: none"> A. Judaism and Christianity B. Ancient Greece C. Ancient Rome III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism <ul style="list-style-type: none"> A. The Industrial Revolution B. Capitalism C. Socialism VII. Latin American Independence Movements <ul style="list-style-type: none"> A. History B. Geography of Latin America <p>American:</p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization <ul style="list-style-type: none"> A. Immigration B. Industrialization and Urbanization II. Reform
<p>Seventh Grade</p>	<ul style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 <ul style="list-style-type: none"> A. History B. Geography of Western and Central Europe III. The Russian Revolution <ul style="list-style-type: none"> A. History B. Geography IV. America from the Twenties to the New Deal <ul style="list-style-type: none"> A. America in the Twenties B. The Great Depression C. Roosevelt and the New Deal V. World War II <ul style="list-style-type: none"> A. The Rise of Totalitarianism in Europe B. World War II in Europe and at Home, 1939–45 C. World War II in the Pacific, and the End of the War VI. Geography of the United States

Eighth Grade	<ul style="list-style-type: none"> I. The Decline of European Colonialism <ul style="list-style-type: none"> A. Breakup of the British Empire B. Creation of the People’s Republic of China II. The Cold War <ul style="list-style-type: none"> A. Origins of the Cold War B. The Korean War C. America in the Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism <ul style="list-style-type: none"> A. The Vietnam War B. Social and Environmental Activism V. The Middle East and Oil Politics <ul style="list-style-type: none"> A. History B. Geography of the Middle East VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges <ul style="list-style-type: none"> A. The American Policy of Detente B. Breakup of the USSR C. China under Communism D. Contemporary Europe E. The End of Apartheid in South Africa VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
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Field trips, such as the Charlotte Museum of History, Discovery Place, and King’s Mountain National Military Park, will be used to bring the subject matter alive. Field trips will be well planned, focused on the present subject matter being presented in class, and available to all students at all times.

There will also be school-wide activities, such as the celebration of Constitution Day. Students in all grade levels will participate in age-appropriate activities designed by their teachers to promote understanding of history topics in fun and engaging manner.

Technology:

Aristotle Preparatory Academy: A Challenge Foundation Academy will make it a priority to have at least two computers in each classroom for teachers to use in their daily instruction. In addition to the classroom computers, APA-CFA will have a computer lab dedicated to each section of the school: elementary, middle, and high. These computer labs will be used for supplementary classes in elementary and for instructional classes in middle and high school as part of the focus on the technology strand of APA-CFA’s STEM curriculum. It is also our goal to have at least three mobile laptop carts for all classes to use to enhance learning.

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

1. A certain amount of revenue will be set aside each year to maintain and upgrade the technology program. In addition, purchases will be carefully scrutinized in order to maximize the investment in terms of useful technological life.

2. APA-CFA plans to have an IT coordinator that will assist the teachers with the design of integrated lessons and will be able to communicate with those responsible for maintenance of the system. In addition, a cooperative relationship with a community college intern or a computer provider will be investigated as a way to meet this need. The school's IT coordinator will also chair a technology committee. The committee's first assignment will be the development of a five-year technology plan. Meetings will be scheduled as needed to keep the plan up-to-date (usually two to three meetings per year are adequate after the initial plan is established). Fulfillment of North Carolina's education technology and plan requirements will be integral to the school's technology plan. The school will also communicate with the school district to assure compatibility with local technology. The early organization of a technology committee is essential. The School Director will be a member of the committee along with representatives of the faculty. Local technology businesses with a strong interest in education may be asked to join the committee as well.

3. APA-CFA will seek the potential for any federal technology funding, such as E-rate, and pursue grant opportunities available to schools, specifically schools that have a STEAM program.

It is the goal of APA - CFA to have a one-to-one student computer ratio in place by the fourth year of operations. The School Director and the Board of Directors begin the strategic planning for this initiative in year one of operation to ensure readiness in year four.

Character Education:

Character education will be a daily focus at Aristotle Preparatory Academy: A Challenge Foundation Academy. Character education will be integrated into each classroom area every day. In addition, students in the elementary and middle school will participate in a dedicated character education program on a weekly schedule. School-wide initiatives, such as monthly character virtues, guest speakers, and service opportunities, will be planned by the faculty to further emphasize the importance of character in everyday life and help students complete their community service projects.

To help form a cohesive character education program throughout grades K – 12, APA -CFA will focus on the following character virtues:

Ambition – having goals and working towards them

Perseverance – continuously working towards goals and never giving up

Purpose - understanding the reasons behind actions

Respect – showing respect for yourself and others at all times

Integrity – being honest in all of your actions

Daring – being unafraid to try new things

Excellence – strive for your personal best in all things

The acronym AP PRIDE (Aristotle Prep Pride) will be prominently displayed and talked about throughout the school to help students remember and internalize these character virtues. These character virtues will become a part of the everyday vocabulary of the faculty, staff, and students of APA-CFA.

For elementary and middle school students, dedicated character education classes will explicitly teach these and other character virtues that are age-appropriate and relevant.

For all students, the community service projects will enhance the character education program.

Physical Education:

Physical education will be provided for all grade levels. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities and health education will be a part of the PE program. This portion of the curriculum will increase the students' awareness of and appreciation for healthy lifestyle choices.

After-School Programs/Activities

Aristotle Preparatory Academy: A Challenge Foundation Academy will coordinate student pick-up with after-school programs in the area. APA-CFA will research and reach out to these programs and make parents aware of this opportunity. APA-CFA also intends to offer an array of extra-curricular programs as mentioned previously in this application. If the need arises in the future, APA - CFA will look at coordinating an after-school-care program on campus. This program will be based on the needs of our families and will be decided on if and when the need arises.

It is the goal of APA-CFA to have a STEM afterschool program. With possible funding for outside sources such as the 21st Century Community Learning Centers program, APA-CFA will offer an after-school STEM program that provides the opportunity to participate in engaging, hands-on learning while offering parents another option for after-school care. This program will be offered to students in grades 6 and higher. We will partner with Johnson C. Smith University's College of STEM to create an effective and engaging after school STEM educational program.

- 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.

Teachers at Aristotle Preparatory Academy: A Challenge Foundation Academy will look to classical education practices in their approach to teaching. In the first stage, grammar, elementary students are ready to absorb information. During this period, classroom instruction will revolve around the learning of facts: rules of phonics and spelling, rules of grammar, poems, the vocabulary of foreign languages (Latin roots to enhance vocabulary), the stories of history and literature, descriptions of plants and animals and the human body, the facts of mathematics — the list goes on. Teachers in elementary classes will ensure each student has the foundational facts to be successful in middle school.

In the second state, logic, teaching will be less focused on facts as students in this stage begin to focus on the "why." Teacher will help students pay attention to cause and effect, to the relationships between different fields of knowledge, and to the way facts fit together into a

logical framework. In their exploration of “why,” students will be introduced to different topics in STEM (Science, Technology, Engineering, and Mathematics). Students will explore the “whys” of astronomy, biology, chemistry, and various other topics by engaging in hand-on, exploratory learning. The topics in art class will be integrated with all subject areas to enhance students’ learning experiences. APA – CPA has begun a partnership with Johnson C. Smith University in Charlotte, NC to develop the curriculum for the STEM classes we will offer. This will ensure the quality and rigor of these courses.

In the final stage of learning, rhetoric, high school students learn to write and speak with force and originality. Students will apply what is learned in middle school to the foundational information learned in the early grades and expresses his conclusions in clear, forceful, elegant language. Students also begin to specialize in whatever branch of STEM attracts them. This will allow high school students to have a say in their coursework and give them ownership of their education.

Classes at APA-CFA will be structured in a way that promotes learning and creates an environment in which students feel safe to express themselves. All classes will have set procedures that will be explicitly taught to students. Some of these procedures will be determined by grade levels and other procedures will be school-wide, like discipline. The School Director will ensure that all classroom structures and procedures are consistent school wide and work toward creating a cohesive school culture. These structures and policies will allow teachers to focus on student learning. In order to create classes where the teachers are capable of meeting the needs of all students and able to create relationships with students, class size will be held to a maximum of 24 students per class.

Teachers in grades K – 8 will base their classroom curriculum on the *Core Knowledge Sequence*. Curriculum resources and professional development opportunities provided by the Core Knowledge Foundation be provided by APA-CFA to support the teachers’ implementation of this curriculum. In grades 9 – 12, classroom curriculum and instruction will be based on Dorothy Sayers’ *Lost Tools of Learning* and the classical education model.

Art will be available to all students K – 12 and this curriculum will also be aligned with the *Core Knowledge Sequence* in grades K - 8. A purposeful integration of art with all classes in grades K – 12 will be implemented to enhance student learning. Elective courses on STEM topics will have a specific curriculum that is developed by teachers in conjunction with the School Director and JCSU’s College of STEM.

In elementary grades, course offerings at APA-CFA will focus on the basic of building a foundation for future learning. Elementary students will participate in reading, phonics, writing, math, science, and social studies lessons on a daily basis. Time priorities will be given to building skills in reading and math. Beginning in fourth grade, these subjects will be allotted a 90 minute block of time for instruction. Art will be integrated into daily subject matter. In addition, students will attend art as part of their itinerate schedule. Other itinerates that will be available to elementary students are, but are not limited to, computers, Latin, music, character education.

Sample class schedules are as follows:

Kindergarten:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:10	Housekeeping	Housekeeping	Housekeeping	Housekeeping	Housekeeping
8:10-9:10	Art	PE	Character Ed	Music	Art/Character Ed
9:10-9:40	Recess	Recess	Recess	Recess	Recess
9:40-9:50	Snack	Snack	Snack	Snack	Snack
9:50-10:45	Compass Learning	CK Science/SS	CK Science/SS	Compass Learning	CK Science/SS
10:45-11:15	Writing	Writing	Writing	Writing	Writing
11:15–12:00	Lunch/Rest	Lunch/Rest	Lunch/Rest	Lunch/Rest	Lunch/Rest
12:00 – 12:30	CK Language Arts	CK Language Arts	CK Language Arts	CK Language Arts	CK Language Arts
12:30 – 1:00	Math	Math	Math	Math	Math
1:00 – 2:00	Centers	Centers	Centers	Centers	Centers
2:00 – 2:30	CK Language Arts	CK Language Arts	CK Language Arts	CK Language Arts	CK Language Arts
2:30 – 2:50	Math re-visit	Math re-visit	Math re-visit	Math re-visit	Math re-visit
2:50 – 3:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Fourth Grade:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–9:30	Math	Math	Math	Math	Math
9:30 – 10:30	Art	PE	Character Ed	Music	Art/Character Ed
10:30 – 11:00	Recess	Recess	Recess	Recess	Recess
11:00 – 11:30	Compass Learning	Compass Learning	Compass Learning	Compass Learning	Compass Learning
11:30 – 12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 1:30	CK Language Arts	CK Language Arts	CK Language Arts	CK Language Arts	CK Language Arts
1:30 – 2:15	Science	Science	Science	Science	Science
2:15 – 3:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

Once in middle school, students will begin having a 6 period day. Four of these six periods will be dedicated to the focused study of English, math, science, and social studies. Art and music will be offered in the fifth period. The sixth period will provide students with the opportunity to be introduced to additional STEM (Science, Technology, Engineering, and Math) topics on a rotating schedule. One of the four strands will be taught each nine week period, giving students a comprehensive view of possibilities in these four fields. By the end of the middle school career, students will have taken three courses in each of the four fields of study for a

total of 450 hours of instruction in 12 STEM focused electives. These classes will offer hands-on, experimental learning in line with the Core Knowledge content they are learning at their grade level. Possible STEM courses might be offered as follows.

Grade	Electives
Sixth Grade	Science: Microbiology - correlates to Immune System Technology: Computer Applications - can be integrated with all other classes Engineering: How Does a Telescope Work? - correlates with Astronomy Mathematics: Proportions and Linear Relations - correlates to Ratios and Proportions
Seventh Grade	Science: Chemistry - correlates with Atomic Structure and Chemical Bond and Reactions Technology: Computer Animation - can be integrated with all other classes Engineering: How to Build a Bridge - can be integrated with Geography Mathematics: Probability and Statistics - correlates with Data and Probability
Eighth Grade	Science: Newton's Laws of Motion - correlates with Physics Technology: Computer Programming - correlates to Algebra and logical thinking focus Engineering: Alternate Energies - correlates with Electricity Mathematics: Trigonometry - correlates with Geometry topics

A possible Middle School schedule is as follows:

Period	Subject
0	Homeroom
1	Math
2	Language Arts
3	STEM elective
4	Science
	Lunch/Recess
5	Social Studies
6	Rotating Elective (PE, Art, Latin, Character Ed)

In high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEM field of choice, and the successful completion of a senior rhetoric course and thesis. APA-CFA will offer and encourage students to take AP and Honors courses. Possibilities for STEM course offerings are Anatomy, Botany, Computer Programming, Web Design, Blueprint Design, Architecture, Statistics and Probability, and Accounting. These offerings will vary depending on student interest. These courses will tie together the Core Knowledge background they acquired in grades K – 8, the skills developed through APA-CFA’s classical education focus and their chosen STEM field of study.

A possible High School schedule is as follows:

Period	Class
1 st	AP Calculus
2 nd	STEM Minor
3 rd	Latin I
4 th	English III
5 th	World History
6 th	AP Biology

The character virtues given by the acronym AP PRIDE will be the pillars of APA – CFA’s school culture. These character virtues will be specifically taught and modeled by the entire staff of APA-CFA.

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

APA-CFA’s academic curriculum offers specificity as outline in the *Core Knowledge Sequence* K-8. The NWEA, ongoing classroom assessment and the EOG’s will provide measurable results. Our academic program is ambitious as it meets or exceeds state standards. The STEM focus along with the rigorous K-12 academic program will provide our students the opportunity to be prepared for college and beyond. APA-CFA’s goals are attainable as the board will ensure that the staff is highly qualified and well trained to implement this K-12 academic program. In addition the support of TeamCFA will enable the ongoing sustainability of “whatever it takes” to provide the opportunity of success to our students. Below are APA-CFA’s goals and objectives.

Goals:

Aristotle Preparatory Academy: A Challenge Foundation Academy

Goal 1: 90% of students in grades K-8 will demonstrate typical or higher than typical growth throughout the school year on the based on MAP testing results (2 – 8), on mCLASS:DIBELS results (K – 2) and on classroom performance.

Objective 1: The school will implement the Core Knowledge curriculum in grades K to 8, which provides the knowledge base on which to learn.

Objective 2: Kindergarten students will be tested using the Brigance Early Childhood Screen, which will allow teachers to easily identify potential learning delays and giftedness as well as strengths and needs in language, motor, self-help, social-emotional, and cognitive skills.

Objective 3: Students in grades K-2 will be assessed using the The mCLASS:DIBELS electronic assessment.

Objective 4: Students in grades K-6 will use Singapore Math as the primary math instruction program. Ongoing assessment will provide measurable data that will enable teachers to put in place strategies that will provide remediation or enrichment measures.

Objective 5: Students in grades 2– 8 will take the MAP test in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate instruction and create tutoring groups

Goal 2: 90% of students scoring at or above grade level on the MAP test instruction and create tutoring groups.

Objective 1: Administer MAP test in order measure growth based on national growth norms; use test data and reports to inform instruction; continuous communication with students and parents regarding performance; using data reports to differentiate each student will make more than one year of academic growth in each academic year.

Objective 2: Students performing below grade level will perform on grade level after being in our program for three years.

Objective 3: Teachers will use a variety of strategies including classroom differentiation and acceleration to challenge all students to achieve optimal academic growth.

Goal 3: 100% High School Graduation Rate

Objective1: High school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEM field of choice, and the successful completion of a senior rhetoric course and thesis. APA-CFA will offer and encourage students to take AP and Honors courses. Objective 2: Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations

Goal 4: 100% college acceptance

Objective 1: Continuous monitoring of grades and test scores and communication with students and parents; academic support when needed; high academic and behavioral expectations; college counseling and support; PSAT testing and SAT testing support.

Objective 2: Provide counseling in order to provide the students the information and options to ensure college acceptance.

Goal 5: SAT and ACT scores above state average, which will lead to obtaining scholarships for students.

Objective 1: Administration of PSAT in grades 8 – 10 and the PLAN in grade 10; continuous communication of results with students and parents; structured and focused tutoring and test preparation.

Objective 2: Prepare students for college, which will assist to position students to receive academic scholarships.

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

As Aristotle Preparatory Academy: A Challenge Foundation Academy will be a public charter school, there will be no academic entrance requirements. APA-CFA will only require that appropriate documentation be received prior to the beginning of the school year. Students transferring to APA-CFA after 9th grade will be placed in the appropriate classes following an examination of the student's transcript to ensure that all of APA-CFA's graduation requirements will be able to be met.

Promotion decisions in grades K – 8 will be based on a combination of factors including classroom performance and performance on assessments. Decisions regarding retention will be made by a team consisting of teachers, parents, the School Director and other appropriate participants if needed.

In high school, students must successfully complete four years of English, four years of history/social sciences, four years of math, and four years of science in addition to two years of Latin, one year of art or music, one course in logic and four electives in their STEM field of choice, and the successful completion of a senior intership.

- 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.

Aristotle Preparatory Academy: A Challenge Foundation Academy will use the following schedule which allows for 185 instructional days. The calendar allows for two weeks at the beginning of the school year for teacher training and preparation. This time is extremely important due to the fact that all staff will be new to APA - CFA and this will give teachers the time to become acclimated to the policies and procedures at APA – CFA. The school calendar also allows for three days dedicated to professional development for teachers and three days dedicated to parent-teacher communication.

~ August 2013 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12 Teacher PD	13 Teacher PD	14 Teacher PD	15 Teacher PD	16 Teacher PD	17
18	19 Teacher PD	20 Teacher PD	21 Teacher PD	22 Teacher PD	23 Teacher Workday	24
25	26 Teacher Workday	27 Orientation	28 First Day of School	29	30	31

~ September 2013 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 Labor Day No School	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	Notes:				

~ October 2013 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Columbus Day No School	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	Notes:	

~ November 2013 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Teacher Workday ½ day	2
3	4 Parent/Teacher Conferences No School	5	6	7	8	9
10	11 Veteran's Day No School	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 Half Day	28 Thanksgiving No School	29 No School	30

◀ Nov 2013		~ December 2013 ~					Jan 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23 No School	24 No School	25 Christmas No School	26 No School	27 No School	28	
29	30 No School	31 No School	Notes:				

◀ Dec 2013		~ January 2014 ~					Feb 2014 ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1 New Year's Day No School	2 No School	3 No School	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20 MLK Jr Day No School	21	22	23	24	25	
26	27	28 Teacher Workday ½ day	29 Parent/Teacher Conferences No School	30	31	Notes:	

~ February 2014 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 President's Day No School	18	19	20	21	22
23	24	25	26	27	28	Notes:

~ March 2014 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes:				

~ April 2014 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 Teacher Workday ½ day	4 Parent/Teacher Conference No School	5
6	7	8	9	10	11	12
13	14	15	16	17	18 Good Friday No School	19
20 Easter	21 No School	22 No School	23 No School	24 No School	25 No School	26
27	28	29	30	Notes:		

~ May 2014 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Memorial Day No School	27	28	29	30	31

◀ May		~ June 2014 ~					July ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19 Last Day of School	20	21	
22	23	24	25	26	27	28	
29	30	Notes:					

- 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.

As discussed earlier in the application, it is APA-CFA’s intent to use a variety of assessment tools to evaluate each student’s achievement and growth in addition to any and all state or federally mandated tests. These additional assessments are discussed below:

The BRIGANCE Early Childhood Assessment identifies the skills students need in order to be successful in school and helps teachers assess a student’s strengths and needs. The assessment helps identify the student’s present level of performance, set goals, and monitor their progress. The domains used in this assessment align with early learning standards to comply with IDEA.

DIBELS is a set of measures and procedures for assessing the acquisition of early literacy skills. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills, and is comprised of six measures that function as indicators of the essential skills that every child must master to become a proficient reader. The DIBELS measures are used to regularly monitor the development of early literacy and early reading skills. DIBELS was designed for use in identifying children experiencing difficulty in the acquisition of basic early literacy skills, in order to provide support early and prevent the occurrence of later reading difficulties. Many case-studies have been performed and show that this assessment is a good indicator of student performance on future standardized tests, such as the SAT-10, and also helps increase the number of students performing at grade level.

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) test will be administered in grades 2 – 8. The MAP test assesses student ability in reading comprehension, language usage, and mathematics. The MAP test is different from other tests in that it adapts to the student's performance. A fourth grade student would first see a fourth grade level test question. If the student gets the question correct, they get a higher level question. If the student gets the question incorrect, they get a lower level question. This nature of adaptability allows the test to pinpoint the student's instructional level. This information will be used by classroom teachers to make sure each student is being met at their readiness level. The test is administered three times a year so that a student's growth can be determined. This allows opportunities for success to be celebrated and teaching methods to be refined. The reports of the MAP test results give teachers a wealth of information. The reports give teachers the instructional level of each student, not only in each broad subject area, but also in specific strands of each subject. For each instruction level, specific standards and topics are listed to help teachers focus their instruction. Lexile reading levels are also available to the teacher to help assign appropriate text for independent reading.

To help prepare students for college and to position students to receive academic scholarships, APA-CFA has the goal of having achieving SAT scores and ACT scores that are higher than the state average. To help students attain these goals, APA-CFA will administer the PSAT to students in grade 8, 9, 10, and 11, the EXPLORE exam in grades 8 and 9, and the PLAN exam in grade 10. The difference between APA-CFA's mean SAT and ACT scores and the state's mean SAT and ACT scores will allow the school to measure its progress towards achieving these goals. This testing will support each student in being accepted into a four year college. For more information regarding these tests, please visit www.collegeboard.org and www.act.org.

- 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.

Professional development for the staff of APA – CFA will be done by both in-house personnel and contracted professionals. The topics of professional development sessions will be determined by the School Director based on the observed needs and requests of the staff. When possible, we will partner with nearby Challenge Foundation Academies to provide professional development at a lower cost. The funding for these professional development sessions will come from a portion of the \$100,000 grant given to APA – CFA during the first three years of operation. Subsequent to that, specific monies will be set aside for ongoing professional development.

To ensure a smooth start to the first year of operations, APA – CFA will provide professional development for the staff specifically for implementing the Core Knowledge Curriculum and the Singapore Math Curriculum. Professionals from the Core Knowledge Foundation and SMARTTraining (Singapore Math training) will come to the school site to train staff members. Every year, new teachers will be required to be trained in these curricula and a refresher course will be required for all returning faculty. These trainings may be done by in-house staff when possible.

APA – CFA will also provide professional development for the teaching of STEM. APA – CFA will partner with Johnson C. Smith University's College of STEM to provide professional development to all teachers. Elementary teachers will learn how to incorporate STEM activities into their lessons. Middle and high school teachers will receive guidance on writing

the curriculum for the STEM courses that will be offered. The professional development for teachers from JCSU will be at little to no cost to APA – CFA as one of our Founding Board members is the Dean of the College of STEM at JCSU. Free professional development opportunities through NASA will be utilized.

Teachers of APA-CFA will also have the opportunity to attend the TeamCFA yearly conference, which the Core Knowledge Foundation and TeamCFA collaborate to put together. The cost of the conference is fully funded by the Challenge Foundation. Administration and board members are invited to attend yearly as well. Sessions include curriculum training in Core Knowledge, EC, ELL and special area content, financial workshops, technology training, and board training.

Teachers will also have the opportunity to attend the yearly Core Knowledge conference in order to deepen their training in Core Knowledge. Again, this is covered by grant monies from the Challenge Foundation.

- 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.

All students at Aristotle Preparatory Academy: A Challenge Foundation Academy will be expected to their individual best. Classroom observations, MAP test scores, EOG and EOC scores, benchmark assessments and any other pertinent data will be used to determine each student’s expected level of performance.

Students not performing at their expected levels will be offered a variety of support systems to help them be successful in reaching their expected performance levels. Parent communication will be a constant and consistent support tool utilized by the classroom teacher, School Director and other school personnel when needed. After school tutoring will be offered to all students as a means to improve skills.

At the beginning of each year, any student that appears to the classroom teacher to be struggling with classroom content will be put on a Personalized Education Plan (PEP). The PEP consists of performance data for past standardized tests, apparent causes of academic deficiency, classroom strategies in place to address the observed difficulties, and strategies for the student and parent to work on. All of these are discussed, monitored, and adapted when needed three times throughout the year. If these strategies work and the student’s performance level improves, no further action will be taken.

If improvement is not seen as a result of the strategies in place on the PEP, a student will be referred to the Student Support Management Team (SSMT). This team will consist of the School Director, the Exceptional Children Coordinator, grade-level teachers, and other school personnel as needed. The team will meet with parents to discuss the presenting issues that are causing their child to not perform at the expected level. The SSMT team will discuss the strategies that are currently in place to determine which are helping the student and which are not. At that time, the team will suggest additional interventions to be implemented in the classroom. The SMMT team will reconvene after one month to monitor student progress and adjust interventions accordingly. At the third SSMT meeting, if a student is not performing at their expected level and the team believes there to be a probable learning disability, the student will be referred to the Exceptional Children Department for testing.

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

Aristotle Preparatory Academy: A Challenge Foundation Academy is aware that parent and community involvement is crucial to the success of the school and its students. To that end, APA-CFA will seek out opportunities to involve parents, families and the community in activities at school.

APA-CFA will involve parents in the school by having a Parent Booster Club. The Booster Club will be in charge of facilitating any and all fundraisers at the school. Parents will schedule, coordinate volunteers, and run fundraising events under the supervision of the School Director. The Booster Club will also be asked to survey the teachers of APA-CFA for ideas on how funds raised through these events could be used to the benefit of their students. The final decision on how the funds will be used will be based on the School Director's recommendation and board approval.

Parents will also be asked to volunteer at the school to help teachers and staff. Parents will be asked to chaperone field trips, volunteer for basic filing, copying and other office tasks, help teachers on days of special events, for example Pi Day or for Core Knowledge festivals.

Parents will also be invited to school during non-school hours to participate in such events as Math Night. These events will be planned so that parent and their children can engage in activities relevant to classroom content. These activities will allow parents to be aware of what their child is learning in the classroom so that they can better support them at home.

APA-CFA also plans to support our parents. A partnership between Central Piedmont Community College and APA-CFA will allow parents of students attending APA-CFA to participate in CPCC's Pathways to Employment Program. This program is designed to help adults receive their GED while working towards a certificate in a certain area of study. The program also helps participants gain employment in this area. APA-CFA will support parents in completing this program by acting as a liaison between parents and CPCC, possibly providing transportation and by possible scholarships to parents that have volunteered at the school. In implementing this partnership with CPCC, APA-CFA aims to not only help educate the students within our building, but to also help their parents pursue their education and increase the job and earning opportunities.

Teachers at APA-CFA will be asked to reach out to the community to get volunteers to come speak to their classes on a topic they are studying. For example, when students are learning about how the eye works in third grade, the classroom teacher would reach out to an optometrist. When students are studying in their STEM courses, the school will reach out to the various data centers, Google and Facebook for example, for support. The school will also reach out to nearby universities when writing the curriculum for the STEM electives to ensure a quality learning experience.

APA-CFA will also involve the entire school community, teachers, students, and parent, in community service projects. This will allow time outside of school for everyone within the school community to get to know each other better and for the outside community to get to know the members of the school community. It is the hope of APA-CFA that this practice will

help begin and sustain a mutually beneficial relationship between the APA-CFA family and the surrounding communities.

- 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.

The *Core Knowledge Sequence* is structured in such a way that students at all levels have access to the content and are constantly challenged to learn new things. However, APA-CFA acknowledges that special additional experiences are sometimes necessary to ensure all students are met at their instructional level and attain growth.

All students, both high and low performing, will be able to experience content at their instructional level through the use of Compass Learning. Lessons assigned through Compass Learning are determined by the student's performance on the MAP (Measures of Academic Progress) test. Teachers have the option to assign students assignments so that they can either review previous topics, practice newly learned topics, or be introduced to new topics.

Gifted students will be identified by the MAP test and various other assessments. Differentiated instruction and assessment options will be used to meet the instructional needs of these children. Our intent is not to have a separate gifted program, but to enhance our gifted students' educational experiences through accelerated instruction in the classroom and enrichment opportunities outside of the classroom, i.e. Quiz Bowl, Battle of the Books, etc.

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

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

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

Other at risk students will be identified through classroom observations by teachers, performance on the MAP test and other assessments, and any and all other avenues.

Students determined to be at risk will be supported using a PEP (Personal Educational Plan previously discussed), Title I services and any other resources available to APA-CFA.

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

Aristotle Preparatory Academy: CFA will offer a variety of extra-curricular activities that extended the students' academic and character development. APA – CFA will consider offering:

- Girls on the Run/Track: The objective of Girls on the Run is to educate and empower girls at an early age in order to prevent the display of at-risk activities in the future. At risk activities include substance/alcohol use, eating disorders, early onset of sexual activity, sedentary lifestyle, depression, suicide attempts and confrontations with the juvenile justice system. The Girls on Track middle school curriculum allows for more mature processing around certain topics including eating disorders, internet safety, cyber bullying and tobacco and alcohol use. (description taken from Girls on the Run website)
- Robotics: Using lesson plans and activities created by NASA, students will explore the how to build robots and the various uses for robots in today's world. This program will provide hands-on application and practice of STEM skills and topics.
- STEM: APA – CFA has begun collaboration with the College of STEM at Johnson C. Smith University in Charlotte, NC with regards to developing an afterschool enrichment program designed to enhance students' STEM awareness.
- Mu Alpha Theta: Mu Alpha Theta is a national honors society for students. Student in both middle and high school can belong. APA – CFA will explore having both middle and high school chapters for students excelling in mathematics.
- Newscast Club: This club will allow students to practice and develop their technological skills by creating an online podcast of school news and events.
- National Honors Society: We will offer elementary, junior and high school academic honors society. These organizations will be dedicated to community service projects.

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

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

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

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

The Board intends to hire certified staff to provide specialized educational services for students with exceptionalities including Exceptional Student Education (ESE) and Limited English Proficient (LEP) students. However, if this cannot be arranged, the applicants realize that it is their responsibility to meet the needs of these students and will contract with qualified, special education professionals to meet federal and state standards relating to children with special needs.

APA-CFA is aware of the provisions of the state and federal special education law. The staff will be advised of students with an Individual Education Program (IEP) (in strict compliance with the Federal Education Rights and Privacy Act) and make sure that all requirements are being met as prescribed. In accordance with federal and state law, the IEP will be updated at least annually to assure that student needs are being met. A team will be formed to create checklists that meet specifications of (special education laws) NC State Law and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There will be an ongoing assessment in classrooms to determine if a child is of special needs. APA-CFA will address the needs of all exceptional children on an individual basis. APA-CFA will have in place:

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

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

Student needs will be supported through the interventions determined by a School Support Team (SSMT). Students will be identified and evaluated in accordance with state and federal regulations. The SST process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of three weeks then

evaluated by the SST. If the strategies prove to be successful the plan will be continued, if not adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an individual education plan (IEP) and special education or related services. Other areas will also be assessed as warranted, ie. speech/language, occupational therapy, physical therapy, etc. The SSMT committee, school director and parents will review results and agree upon a plan. The following is a list of services that will be provided to serve the needs of the exceptional student population:

- Academic Pullout: All students will be included in regular education classes to the extent possible using the least restrictive environment. However, those students who require extra services or instructional assistance will be pulled-out of the regular classroom for tutoring by a certified ESE teacher. The amount of pull-out and the specific content area to be remediated will be determined as part of the Individual Education Plan;
- Consultation and Collaboration: Students who do not require "pull-out" services but require some assistance per the IEP will receive extensive monitoring;
- Speech Therapy, Physical Therapy & Occupational Therapy: These services will be contracted out and services provided according to each student's IEP;

When the students require extended services, it will be the design of the school, whenever possible, to use itinerate classes to give these students the added instruction or services they require. The intent of this design is to keep these students from being seen as exceptional.

During these two periods, other students will be receiving focused instruction to eliminate the stigma that students often associate with ESE or LEP services.

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.

The following is a draft of the Student/Family Handbook:

Introduction

School Contact Information

Will be added at later date

Mission Statement

The mission of Aristotle Preparatory Academy is to provide all students with a premier college preparatory education built on a foundation of the Core Knowledge curriculum, good citizenship and a classical education. Working in collaboration with committed parents, inspiring educators and motivated students we seek to educate children to be thoughtful and articulate young adults.

Statement of Purpose

APA-CFA will provide parents with a choice in public education and academic programs. APA-CFA will strive to create a school culture that is conducive to student learning by ensuring that a safe and secure environment is present throughout the school building so that students can focus on their education with minimal distractions.

Curriculum Overview

The educational focus of Aristotle Preparatory Academy: A Challenge Foundation Academy has four aspects: the Core Knowledge Sequence, a classical education approach to teaching and learning, STEM (Science, Technology, Engineering, and Mathematics) course offerings and character education. By seamlessly fusing these four components together, students graduating from APA-CFA will have a broad knowledge base, be able to critically analyze, clearly express their ideas and beliefs, and be ready to competitively enter the 21st century global society as productive citizens.

The Core Knowledge Sequence provides a coherent, cumulative, and content-rich learning experience for all students. The Core Knowledge Sequence specifically states which topics, stories, works of art, and other content to be taught at each grade level K – 8. This curriculum intentionally integrates all subject areas so that students can develop of deeper understanding of the topics they are learning. This ensures that all students at APA-CFA will have the background knowledge on which to build in future grades.

As Dorothy Sayers states in *Lost Tools of Learning*, “For the sole true end of education is simply this: to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain.” Focusing on the classical educational approach to learning in the classroom will help each student develop their critical thinking and logic skills. To achieve this, APA-CFA will focus on the trivium of grammar, logic, and rhetoric. Making sure each student acquires the appropriate building blocks in elementary, builds on these skills and are guided in the critical thinking process in middle school, and then are allowed to practice these skills both verbally and in writing in high school will ensure the development of these skills. These skills will permit students to be able to think and reason for themselves allowing them to be self-sufficient, life-long learners. The formal teaching of Latin-grammar, logic and rhetoric will enhance students’ critical thinking skills.

Allowing each student access to practical and in-depth exploration of STEM (Science, Technology, Engineering, and Mathematics) concepts, students of APA-CFA will be fluent in the use of skills needed in the 21st century workplace and be exposed to a wide variety of concepts and their real-world applications. Building on the topics learned in Core Knowledge, students will not only be able to gain an understanding of topics in these fields but also the history and development of each of them. This will give students a broader perspective and deeper appreciation for the contributions of and possibilities in these fields of study. Students will be able to work in their area of interest while applying their critical thinking and logic skills. Acquiring these skills will put students of APA - CFA at an advantage as they will be well prepared to enter college or the workforce in one of these fields, if desired.

The character development of each student at APA-CFA will be a daily priority. Students will have opportunities both in and out of the classroom to demonstrate their positive character. Character education at APA-CFA will be guided by the six character traits given by the acronym

AP PRIDE: Ambition, Perseverance, Purpose, Respect, Integrity, Daring, and Excellence. These character virtues will be focused on school-wide, K -12, and become a part of our daily vocabulary. Community service opportunities will be available to all students, and required of middle and high school students, to enhance their character education and reinforce our character virtues.

School Community

As a school community, we work as a team to ensure that each child enjoys, honors and benefits from his/her experience as a student at APA – CFA. We aim to create experiences here that shall serve as the finest opportunities available in any public school.

At APA-CFA the overall atmosphere for learning is everyone’s responsibilities – staff, students and families. Learning can only take place when students, teachers, administrators and families work together towards establishing a positive learning environment. The purpose of this handbook is to help each student and their family becomes knowledgeable of the opportunities and responsibilities as a member of this team. Please read through the handbook carefully, discussing the expectations and resources with your child. We are excited to have you as part of our team and look forward to working together for the success of each child.

Discrimination Policy

It is the role of APA-CFA to provide a safe and secure learning environment for all its students without distinction based on race, religion, ethnicity, disability, gender, or sexual orientation. Discrimination, sexual and bias motivated harassment, and violation of civil rights disrupt the educational process and will not be tolerated and will result in disciplinary action.

Please note that APA -CFA reserves the right to make changes in the Family Handbook at any time and without notice.

Attendance

Academic Year

The length of the school year is 185 days. The school year is divided into four (4) quarters. Each quarter ends with report cards being distributed. Additionally, there are three (3) Parent/Teacher conference days scheduled at the end of each of the first three quarters.

Academic Day

The school day is from 8:00 am – 3:30 pm.

Inclement Weather Policy

In the case of inclement weather, APA-CFA will announce delays or closures when deemed necessary by the School Director. Information regarding school closings or delays will be sent directly to all families via the Alert Now

phone system and e-mail service. Closures will also be announced by the local media and on the APA – CFA website.

Please note that APA-CFA may not follow Mecklenburg County Schools closings and delays; thus it is essential that all contact information is kept up to date so that families can receive accurate and timely information regarding school closures.

Traffic Patterns

Will be added at later date

Arrival Procedures

- Students can arrive on campus beginning at 7:30 am. **No child should be dropped off prior to 7:30 am as there will be no supervision.**
- Students must report directly to their assigned location.
- Students who arrive after the 8:00 am tardy bell must be signed in by their parent and receive a pass to class.
- After the first full week of school, parents will no longer be allowed to walk their children to their class.
- Once a student arrives on campus, they are not allowed to leave school grounds for any reason without being signed out by their parent/guardian

Dismissal Procedures

- Students are dismissed at 3:30 pm unless otherwise indicated on the school calendar.
- All students not participating in an extra-curricular activity must be picked up no later than 4:00 pm.
- Any parent arriving to pick up their child after 4:00 pm must come inside the office.
- All students participating in extra-curricular activities must be picked up no later than 4:30 pm.
- Any student participating in an extra-curricular activity that is habitually late to be picked up may lose the opportunity to participate in any and all extra-curricular activities.

Early Dismissal Procedures

- Parents must come in the office to sign out a student. The office will call the classroom to dismiss the student. Parents should not go to the classroom to get their child for dismissal.
- A student may only be released to adults listed on their yellow emergency card.
- No student may be checked out after 3:00 pm.

Tardy Policy

All students are expected to arrive to school on time.

A tardy log will be kept in the front office. If a student is tardy to school, their parent/guardian must accompany them to the office and sign them in.

Any student that is tardy due to the bus they ride arriving late to school will not be considered tardy to school.

Any student that is tardy due to their parent/guardian arriving late to school will be considered tardy unless their tardy is due to car trouble or a documented traffic accident. Tardies will not be excused for any other reasons.

Attendance Policy

The school office MUST be informed by telephone of a student's absence before 11:00 am of the day of absence. If the absence is due to a medical appointment, a medical note confirming the appointment should be sent to the office upon the student's return to school.

School attendance is paramount to a student's academic success. To promote an academic environment in which students have the potential for success – comprehension and mastery of the curriculum – limitations on class absences are enforced.

A student must not miss more than 20 days, excused or unexcused, to be promoted. Extenuating circumstances may be considered when reviewing the number of absences when considering promotion.

APA-CFA will adhere to the following procedures in notifying parents of absences:

- 3 days: the classroom teacher will call to notify parents of the situation and document contact
- 6 days: the School Director will call parents and notify them of compulsory attendance requirements and of the school's duty to report them to the juvenile justice or an appropriate state or county agency if the absences cannot be reasonably explained or if they continue.
- 10 days: parents will be notified by certified mail of a potential violation of compulsory attendance requirements and of the school's duty to report them to the juvenile justice or an appropriate state or county agency if the absences cannot be reasonably explained or if they continue **plus** an in-school conference will be held with the parents to discuss reasons for the absences, what corrective measures they are making, and possibly disciplinary action and legal reporting that may be necessary.
- 15 days: parents will be notified by certified mail of a potential violation of compulsory attendance requirements and of the school's duty to report them to the juvenile justice or an appropriate state or county agency if the absences cannot be reasonably explained or if they continue **plus** an in-school conference will be held with the parents to discuss reasons for the absences, what corrective measures they are making, and possibly disciplinary action and legal reporting that may be necessary **plus** any disciplinary action that the School Director feels warranted.
- 20 days: parents will be notified of the school's intent to take legal action under the states compulsory attendance law.

An absence will be excused under any of the following conditions:

- illness or injury
- isolation ordered by state or local health officials
- death of a family member
- medical, dental or other necessary appointments with a health care provider
- the student is a party to or under subpoena as a witness before a court or administrative tribunal
- religious observance, as required by the religion of the student or the student's parents
- participation in a valid and important educational opportunity, such as travel, with prior approval of the School Director
- other emergency or necessary reasons as approved by the School Director, in advance when feasible.

For an absence to be excused, the student must submit a written, signed note stating the reason for the absence upon return to school. Telephone calls will not be accepted to excuse absences. Failure to comply with these procedures may result in the absence being unexcused.

Make-up Work

A student will have one day for each day absent to turn in missed assignments or make up missed assessments. Any long-term projects or papers that are due on a specified date and that were assigned at least one week prior to a student's absence must be turned in upon the student's return to school.

Perfect Attendance

In order to qualify for perfect attendance, a student must be present each day and have no more than 12 tardies for the year. Field trips sponsored by the school will not have an effect on a student's perfect attendance status.

Field Trips

APA -CFA will provide the opportunity for students to go on many field trips throughout the year. All field trips will require an official permission form. Handwritten permission slips will not be accepted.

All checks written for field trips should be made out to APA – CFA.

While all students will be able to attend field trips, students that exhibit continued behavior problems will be asked to bring a personal chaperone to accompany them on trips. Parents/guardians will be made aware of this requirement in advance so that arrangements can be made.

School Calendar

Will be added at later date when approved by Board

Uniforms

Uniform Policy

All APA-CFA students are expected to be dressed in the proper uniform attire at all times. Much effort was put into choosing uniform items that are comfortable, modest, durable, attractive, and reasonably priced.

It is the responsibility of the parent/guardian to ensure a student's compliance with the uniform policy.

Parents/guardians will be called on to bring proper uniform items to school for a student arriving out of uniform.

Uniform Items:

- Tops
 - Solid black, gold, or white
 - Either Oxford or Polo style
 - Short or long-sleeved
 - Polo shirts must have school logo embroidered on them
 - Oxford shirts must be worn with solid color neck tie – boys only
 - All tops, for boys and girls, must remain tucked in at all times
 - Long-sleeved shirts may not be worn underneath short-sleeved shirts
 - Undershirts must be solid white
- Bottoms
 - Black or khaki
 - Boys – pants only
 - Girls – pants or skirt to knee or longer
 - Bottoms must have belt loops and a black belt must be worn at all times.
- Outer ware
 - Only solid black outer ware may be worn in the school building
 - No hoodies are allowed
 - The appropriate top must be worn underneath outer ware with color visible
- Shoes
 - Must be soft-soled
 - SOLID white or black with matching laces or Velcro and matching sole
 - If a logo is present it must be the same color as the shoe
 - Must have closed toe and heel
 - Heels may not be over 1 inch high
 - Boots may only be worn with pants
 - Black and white saddle oxford shoes are allowed for girls
 - Must be tied securely at all times
- Socks
 - Solid white or black
 - Must be worn at all times
 - No higher than the knee
 - Girls may wear solid black or white tights
 - Legging are not allowed
- PE
 - Elementary students will wear their school uniforms to participate in PE

- Girls wearing skirts must wear black shorts underneath their skirts on the days they participate in PE. These may be brought to school and put on when in PE.
- Accessories
 - Boys may not wear earrings, nail polish, or cosmetics
 - Girls are limited to one pair of earrings in the lobe area. These must be of reasonable size.
 - All students may only wear one bracelet and one necklace. These must be of reasonable size.
 - Girls may only wear fingernail polish that is clear or very light in color.
 - Cosmetics must be reasonable and modest
 - Students may not wear visible body piercings or tattoos
- Hair
 - All students' hair must be well groomed at all times
 - No student may wear unusual hair styles, such as mohawks, or have unnaturally colored hair
 - Bandanas or other head coverings are no allowed, with the exception of religious observations or medical reasons
- Other
 - Students are not allowed to draw or write on themselves
 - Backpacks, lunch boxes and purses should no have ornate designs, inappropriate language, dangling keys, chains, etc on them.
 - Winter wear such as hats, scarves, and gloves may be worn to school, but not in the classroom. School colors should be considered when purchasing these items.

The School Director reserves the right to determine appropriateness of dress in cases not explicitly covered by the Uniform Code or in other cases as they may arise. The School Director also reserves the right to request removal of any accessory items deemed inappropriate.

Students are required to be in uniform for all functions held during the school day including field trips and extra-curricular activities.

Please put your child's name on all personal items so that they can be returned if found.

Students attending school functions after school hours should dress appropriately for the occasion. Students will receive instruction when specific items are to be worn.

Student Progress

Assessments

As mandated by state law, APA-CFA will administer the North Carolina End of Grade Tests. Scores on these standardized tests help the school assess how much progress students have made relative to standards mandated by the state.

APA-CFA will also administer NWEA's (Northwestern Evaluation Association) MAP (Measures of Academic Progress) Test to students in grades 2 – 8. This test will be administered three times per year to benchmark a student's academic progress and allow teachers the ability to offer individualized instruction to each student based on their strengths and weaknesses.

Student entering the Kindergarten program will also be administered the Brigance Early Screening Test to assess their readiness and identify possible areas of concern.

The mClass: DIBELS test will be administered to students in grades K – 2 to assess their early literacy skills and help teachers address areas of concern.

Progress Reports

APA-CFA will implement a "no surprises" approach to student progress. Progress reports will be sent home to parent/guardian every other week. These reports are to inform parents/guardians of their child's academic progress

and any potential problems the child may be experiencing. All teachers will maintain communication with parent regularly to keep parent involved in the academic progress of their students.

Report Cards

Report cards are distributed 4 times each year, shortly after the end of the grading term. Report cards may list a student's proficiency for each of the standards identified for mastery during that term, his/her attendance records, and a discussion of the student's behavior and social developments.

Tutoring

Each classroom teacher will offer tutoring once a week. Students will be assigned to tutoring on a monthly basis based on classroom performance, MAP test scores and other reasons. Students that are assigned to tutoring are required to attend. If a student that is assigned to tutoring does not attend, disciplinary action will be taken and a parent conference will be requested.

Homework

Homework is integral component that contributes to the success of each student. Research shows that a student needs multiple exposures to topics over a period of time in order to master the topic. Homework is to be completed as assigned. Any student that habitually does not complete and turn in their homework will be assigned a form of disciplinary action.

Parent-Teacher Communication

Teachers will attempt to contact parents whenever an academic or behavior concerns presents itself. Teachers will also attempt to contact the parent of each of their students at least once each quarter to keep the lines of communication open. Parents are encouraged to call their student's teacher any time they have questions or concerns about their child's performance in the classroom.

Retention

Retention decisions in grades K – 5 will be made by a committee of teachers, support staff and the School Director. Students in grades 6 – 12 who fail two or more core classes will be placed in the same grade the following year. High school students must repeat any required class they have dialed, even if they are not retained.

Personal Education Plans

Any student that is not performing at expected levels will be placed on a Personal Education Plan (PEP) as soon as possible. A conference will be help between the teacher and parent/guardian to discuss areas of concern and interventions that will be taken in the classroom and at home with the goal of improving the student's performance. A second conference will be held no shorter than one month, but no longer than two month from the initial conference. At this time, the teacher and parent/guardian will discuss any changes in performance that have occurred. If positive changes are being seen and the student is showing improved academic performance, the PEP will continue to be implemented and a final conference will be schedule to monitor the student's performance. If, at the time of the second conference, no positive changes are being observed and the student's academic performance has not improved, the student will be referred to the Student Support Management Team.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have been transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distances, it is impossible for parent or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides no to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides no to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

School Rules and Policies

Code of Conduct

Students and parents/guardian must read the entire Code of Conduct for detailed explanation of rules and consequences. A brief overview is given below.

CODE OF CONDUCT EXPECTED OF EVERY STUDENT:

Students are expected to follow the Code of Conduct. All students must read the following information thoroughly and follow the guidelines. Should you have questions concerning any of the rules listed on the following pages you should immediately contact an administrator for a complete explanation.

ALL STUDENTS WILL:

- Attend school and class every day
- Dress appropriately
- Do as instructed by teachers and staff
- Bring all needed materials to class
- Allow school officials to conduct a reasonable search
- Use the computer and the Internet for official school activities

ALL STUDENTS MUST AGREE TO THE FOLLOWING:

- **No** food/beverages unless permitted by the school
- **No** medication unless authorized and supervised by the school
- **No** toys, CD's, tape recorders, cell phones, beepers, pagers, lighters, matches, money [bring only enough money for lunch or supplies]
- **No** selling any items on campus unless authorized by the school
- **No** lying, cheating, forgery or false information
- **No** talking back to staff or adults, refusing to comply with reasonable requests or walking away
- **No** profanity, cursing, offensive racial or obscene speech, gestures or written materials
- **No** disruption of class or school including; chronic talking, throwing objects, horse playing, teasing, refusing to remain seated, leaving without permission, chronic lack of supplies or repeated violations

- **Do Not** come on campus without proper permission or go on any campus during a suspension
 - **No** unsafe actions including running in parking lots
 - **Do Not** drive recklessly on school grounds or operate skateboards, roller blades etc. without proper permission
 - **No** gambling
 - **Do Not** damage school property
 - **Do Not** set fire or try to set fire to anything, this includes striking matches and flicking lighters
 - **Do Not** steal anything
 - **Do Not** break into the school with or without intent to steal or vandalize
 - **Do Not** take anything from anyone by force or through intimidation
 - **Do Not** possess inappropriate pictures, music or written material that would not be acceptable at school
 - **Do Not** make, use, spend or give counterfeit money to anyone
 - **Do Not** participate in any gang related activity
 - **Do Not** pull the fire alarm
 - **Do Not** use the telephone to call 911 unless an emergency exists
 - **Do Not** say to anyone that a bomb is at school unless the emergency exists
 - **Do Not** hit, kick, spit, shove, fight, assault or threaten anyone
-
- **Do Not** take part in sexual activity; harass other student(s), or expose private body parts at anytime
 - **No** alcohol, tobacco or drugs
 - **No** weapons of any kind
 - **No** guns, loaded or unloaded, toy or real

A set of rules does not replace the administrator’s judgment in the review of discipline incidents. The levels indicated for school initiated consequences are a guide for the administrator but the levels may be increased or lessened if, in the view of the administrator, the situation calls for that judgment. (Violations of the laws of North Carolina will be handled pursuant to normal arrest procedures and are not within the administrator’s jurisdiction.) The administration has the authority to use administrative discretion in dealing with these matters to ensure the safety and well-being of our students. In order for schools to be safe and orderly places for learning, rules must be obeyed. These rules are written to give direction. However, in daily activity, one basic rule is that good sound judgment must be exercised in consideration of conditions of the moment. Furthermore, it is recognized that students need to be active participants in maintaining a safe and orderly school environment. To promote the active involvement and self-discipline of students, school staff members must remember that students need to feel respected and valued. Opportunities to learn from mistakes create a context for students to learn to make good choices in the future.

Ultimately, the goal is for students to do the right thing, even when no one is looking.

Possible consequences for not adhering to the Student Code of Conduct are parent/teacher conferences, after-school detention, in-school suspension, out-of-school suspension (up to 10 days), and expulsion.

Honor Code

I promise to be honest, trustworthy, and diligent in my studies, and to complete all work assignments nearly and on time. I promise to behave appropriately in school, respecting the rights of others, treating them with the same courtesy that I expect for myself. I will be respectful towards my teachers and all staff, remembering always that they are here to assist me in becoming the best person I can be. I promise to give all school letters to my parents on the day that I receive them, and to return them to my teacher the next school day with my parent’s signature.

I will not lie, I will not cheat, I will not steal and I will report those that do.

The following pledge will appear on all tests in grades 6 – 12 and must be signed:

“On my honor, I pledge that I have neither given nor received assistance, nor am I aware of any breach of the Honor Code on this examination.”

Academic Integrity Policy

Aristotle Preparatory Academy: A Challenge Foundation Academy expects the highest standards of academic integrity from its students.

Cheating is thus a serious offense. APA – CFA expects its students to be honest and to do their own work so that they may grow intellectually. Cheating, making use of someone else’s work and passing it off as your own, is strictly prohibited and includes, but is not limited to:

- Copy test answers, homework, or other work from another student
- Having other persons, including students and family members, complete homework problems or other work on a student’s behalf
- Making use of the internet to seek assistance in completing homework assignments, or finding answers to textbook homework questions, without explicit permission from the teacher
- Asking students who took a test in a different class about the questions on the test

Both the student who cheats and the student who assists another student in the act of cheating commit serious offenses against the school’s academic integrity policy and will receive a 0 on the assignment and face possible disciplinary actions.

Plagiarism

Plagiarism, literary theft, is also an offense against academic integrity. APA – CFA has adopted the following definition of plagiarism from the University of Indiana’s plagiarism policy: “Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or material taken from another source for written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered common knowledge may differ from course to course” and is defined by the teacher. When in doubt, please cite the source or consult with the teacher.

Students in any grade level that are found guilty of plagiarism will receive a 0 on the assignment and face possible disciplinary actions.

Computer/Internet Usage Policy

The use of APA – CFA’s computer network is a privilege, not a right. Students may use the computers as long as they observe the rules as outlined below. Failure to follow these rules may result in loss of computer network privileges, detention or suspension. APA – CFA’s policy regarding computer and internet usage is as follows:

1. The network is to be used only for activities that support education and research related to assigned schoolwork.
2. When communicating with others on the internet, students must be polite and appropriate at all times.
3. The network is not to be used for any illegal purpose. Illegal activities include tampering with the hardware or software, unauthorized entry into computers, or knowledgeable vandalism or destruction of computer files. Such activity is considered a crime under state and federal law.
4. Copyrighted material is not to be copied without permission. Copyright laws and rules regarding software, information and attribution of authorship are to be respected. No software other than what is provided by the school may be installed.
5. Any use of the network that involves obscenity, profanity, racism, sexism, personal attacks, harassment or offensive messages or pictures is prohibited by law.
6. Passwords and/or accounts are not to be shared. Violations of the policy that can be traced to an individual account will be treated as the sole responsibility of the owner of the account.
7. It is against policy to attempt to use the account and passwords of others, using pseudonyms, anonymity or attempting to access information of others.
8. It is against policy to knowingly degrade the performance of the network. Electronic chain letters and “mailbombs” are prohibited.
9. Students who have knowledge of violations of these policies must report the information immediately to the teacher or School Director.

Suspensions

Students may be suspended for reasons listed in the Student Code of Conduct or for any other reasons the School Director finds cause. Suspensions will vary in length, 1 – 10 days, depending on the severity of the offense.

Expulsions

The following behaviors may result in a student being expelled for a period of times as allowed by North Carolina Law:

- Causing serious injury to another person
- Habitual misbehavior
- Possession, use of, sale of, or furnishing any firearm, knife, explosive or other dangerous substance
- Unlawful possession of, use or sale of any controlled substance
- Robbery or extortion
- Offering, furnishing or sale of any drug paraphernalia
- Criminal behavior
- Threats of a terrorist nature, hate violence or hate crimes
- Sexual assault
- Battery

Notification of an expulsion hearing before the administration will be sent. Formal findings from such a hearing will be explained in writing to the parents and the School Director with stipulations outline the length of expulsion. Any student who has been expelled pursuant to these provisions shall have the right to appeal to the Board of Directors. When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, APA – CFA shall notify the head of the receiving school of the reasons for the pupil's expulsion.

Procedural Due Process

Procedural Due Process is afforded to all students subject to discipline and includes the following:

1. Opportunity to respond to charges in front of a qualified teacher or administrator of the school.
2. Opportunity to present witnesses.
3. Notification of all evidence.
4. Notification of formal outcome within a certain number of days of hearing.
5. Right to appeal.

Procedures for all Expulsion Hearings

1. A presentation of the evidence against the student is stated by the Director of the school.
2. A presentation by the student and parent or parent's designee (individual) of any defense or mitigating circumstances.
3. Submission of written statements from any person in defense of the student accepted by the School Director. The student may present witnesses and evidence in rebuttal of the school's allegations to the School Director.
4. The School Director records a summary of the facts and disputed evidence.
5. Failure of the pupil and/or parent to appear at the hearing without good cause constitutes a waiver of the hearing and the case is reviewed by the School Director. A decision is rendered on the evidence available.
6. On the day of the hearing, a presentation detailing the reasons for the decision is given to the student and parent or guardian. Formal findings from the School Director will be mailed within 10 days of the hearing. The decision may authorize return to school at an earlier date, and may include alternative educational plan or an evaluation request.

Parental/Guardian Involvement

APA-CFA encourages an atmosphere in which parents/guardians, administration and faculty join in a partnership to foster the mission of the school. All parents are invited to attend monthly Booster Club meetings, join committees, and volunteer for school activities.

Parents/guardians are strongly encouraged to volunteer for 10 hours each quarter. Some, but not all, of the ways parents can volunteer at the school are:

- serving as a chaperone on field trips,
- serving as a volunteer classroom assistant,
- assisting in the front office,
- helping with fundraisers.

It is the parent's/guardian's responsibility to be regularly involved in their child's academic work. Parents/guardians are asked to be in contact with their child's teacher as much as possible to help ensure their success at APA-CFA.

Health and Safety Procedures

Accidents

The school will maintain a log of all children seen on a daily basis for minor scrapes and bruises. For more serious incidents, an Accident Report Form will be completed and maintained by school personnel. Instances of serious accidents may include some or all of the following procedures:

1. A school staff member will carry out immediate first aid.
2. A staff member will contact the parents to pick up the student for medical care.
3. In cases where the parents or designated emergency persons cannot be reached, or where immediate medical attention is needed, the school will call a local emergency unit for treatment and/or transportation to a hospital. A staff member will accompany the student and stay until the parent arrives.
4. In cases of extreme emergency, staff may contact the local emergency unit before calling the parent.

Child Abuse Protocol

North Carolina law requires immediate reporting of suspected child abuse to the authorities and to the appropriate individual in charge of the school. Failure to do so is a violation of the law.

Emergency Cards

Parents/Guardians of all students are required to fill out two emergency cards – one for the administrative office and one for the student's homeroom teacher. It is essential that parents update with the cards and/or their contact information if their address, phone number, or emergency contact person changes. If there is an emergency at the school, the cards and information in NCWise will be used to contact parents/guardians and listed emergency contacts.

Fire and Other Emergency Drills

Fire drills are conducted monthly. Fire exits directions and procedures are posted in all rooms and teachers review fire exit procedures with students on a regular basis. In the event of a fire, everyone is evacuated from the building immediately. If students are unable to return to the building because of smoke or fire conditions, the school follows emergency evacuation procedures.

Other emergency drills include tornado drills, intruder drills and evacuation drills. Other situational drills may be conducted at the School Director's discretion. All drill procedures are reviewed by teachers and practiced by children. Exit directions and procedures are posted in all rooms.

Medication Administration Policy

Giving medication during school hours is discouraged and restricted to necessary medication that cannot be given at home. Whenever possible, medication should be taken at home. Medication that has to be given at school MUST be brought to the school office before school and stored in a cabinet or refrigerator.

If your child needs to take a prescription medication at school, ask your pharmacy to provide a duplicate bottle for school usage. Any change from your child's original prescription must be verified by the doctor, either by a fax or a

new script. If your child has a medical condition which requires medication to be given on an as-needed basis, a doctor's note is requested to contain instructions for administration of medication and reason for the medication.

All medications brought to school MUST be in the prescription bottle or original container. Medicine will not be given unless it is prescribed for the child bringing it to school and the container has his/her name on it. All medications must be accompanied by a medication form obtained from the school including the following information:

- Student's Name
- Medication Name
- Directions for administering medicine
- Length of time to be administered
- Parent's signature, phone number and date
- Physician's signature, telephone number and date

Any medication, not in the original container, and with the child's name on it, will be held by the school for a parent to pick up within one week. After that, it will be destroyed. No medications, whether prescription or over-the-counter, are given without consent from parents/guardians and/or physician.

Permission to Administer Over-the-Counter Medication

Over-the-counter medications (such as Tylenol, non-aspirin pain relievers, cough syrup) at school should be restricted to only when necessary and are provided by the parent. The school DOES NOT keep any medications of any type on hand. Parents must sign a medication form authorizing dispensing over-the-counter medication for headaches or other common ailments. These types of medications will not be dispensed for longer than a week without consent for a physician.

Transporting Medication

It is strongly recommended that Primary students (K – 5) DO NOT transport their medications. It is always best that a parent/guardian bring medications directly to school. The medicine will need to be given to the office in accordance with the medication administration policy.

Communicable Diseases

Parents must notify the school immediately if a student has contracted a communicable disease. The school will then notify appropriate staff and parents of other students in the grade level homeroom. If more than one case of a communicable disease occurs in a single classroom or area of the school, the school may contact a Public Health officer. In the event of an epidemic, special precautions or exclusion policies will be initiated. APA – CFA follows isolation and quarantine regulations as prescribed by the North Carolina Department of Public Health.

Safe Haven Law

The Safe Haven Law is a law designed to protect babies and present mothers with an option if they do not feel that they can care for their baby. The law allows mothers to leave their baby, up to 7 days old, with anyone on duty at a hospital, health department, or community health clinic with no questions. Mothers may also leave their baby with an on duty law enforcement officers, social services worker, EMT or fireman. For more information about the Safe Haven Law, please contact the school or visit www.ncbar.org.

Optional Vaccinations

Parents should be aware of optional vaccines that are available to protect the health of their children. Some of these vaccines are for the prevention of meningococcal meningitis and influenza. There is also a vaccine for the HPV virus, a leading cause of cervical cancer. For more information regarding these vaccines, please contact your family physician.

Health Requisites

APA-CFA follows state law concerning proper immunization and requires that immunization records be on file before a student is allowed to attend school. All students must present, before admission, a physician's certificate

listing the required immunizations as outlined by the State Board of Health. Parent are required to maintain a current record of immunizations with the school for their child(ren). Complete physicals are required before entry to the school at any grade level.

Other Health Item of Interest or Concern

- A limited number amount of clothing is available in the office for the children when accidents occur. If your child needs to use these items, they need to be laundered and returned promptly to the school.
- If your child becomes ill or injured, it is imperative that the school have 3 legitimate contact numbers on file. The school must be able to reach parents, guardians, or someone that will be responsible for the child and pick them up in a timely manner.
- APA – CFA has a no nit policy. Any student diagnosed with lice must be nit free before returning to school. Information on lice control is available at the school.
- DO NOT send your child to school if they had a fever above 100 degrees or more within the last 24 hours. If they complain of feeling ill, please check their temperature before sending them to school.
- DO NOT send your child to school if they have had diarrhea or vomiting in the last 24 hours.
- If your child has any type of infection, they must have been on an antibiotic for 24 hours before returning to school.

Admissions

Admissions for New Students

APA-CFA will accept applications for new students for the upcoming school year on the first business day in January through the last business day of March. At that time, a lottery will be held for any grade level for which the number of applications exceeds the number of spaces. The lottery will be held in April with the date publicly announced in advance. If a lottery is not needed, students with completed enrollment applications will be considered enrolled and be contacted as such.

Several factors determine an applicant's acceptance into the school or placement on the waiting list. Applicants who have siblings already enrolled in the school are given preference, and moved to the top of the waiting list. Students who do not have siblings attending APA – CFA follow on the waiting list. The waiting list order is determined through the random lottery process.

For certain grade (Kindergarten for example), there are new space available every year. For other grades, depending upon the number of students returning to the school and the number of section opening for that grade, there are few, if any, available spaces.

If a student has been accepted to the school but does not register within 10 days, he or she is automatically withdrawn and the next student on the waiting list is invited to attend.

Applicants for Re-enrollment

1. Students currently enrolled in and attending APA – CFA are to complete an Enrollment Intention Form indication whether or not they intend to remain at PCA – CFA or withdraw and attend another school. Returning students are not required to submit a new application or go through the lottery process.
2. Students expelled from the school for behavior problems must reapply for admission and will follow the procedures outlined about for new students.
3. Students who withdraw before the last day of the current school year must reapply for admission and will follow the procedures outlined above for new students.
- 4.

Expectations of Stakeholders

APA – CFA holds high expectations of everyone person involved in the education of our students: the student, parents/guardians, and school staff. Below are the expectations that we have of each three.

Students

As a student at APA – CFA, I will:

- Attend school on time and regularly.
- Bring a signed note from parents/guardians to explain any absence from or tardy to school to the office.
- Obey all rules of APA-CFA at all times.
- Be in uniform at all times while on school grounds.
- Accepts and complete school assignments neatly and on time.
- Ask my teacher questions when I don't understand something.
- Display the school's character virtues will
- Be courteous, obedient, and respectful to all school staff and personnel.
- Be respectful of other classmates.
- Take good care of all schoolbooks and materials.
- Not be disruptive in class or during school activities.
- Adhere to the honor code and obey all rules.
- Follow through with punishments.

Parents/Guardians

As a parent/guardian of a student at APA-CFA, I will:

- Work with my child's teacher for the benefit of his/her education.
- Purchase required uniforms.
- Provide ample quiet study time at home and encourage good study habits.
- Make sure my child is well rested and at school on time.
- Make every effort to ensure that my child attends school every day for the entire school day.
- Support the school staff in their efforts to promote appropriate behavior.
- Encourage my child to read more and read to my child.
- Communicate regularly with my child's teacher.
- Monitor my child's homework and other assignments.
- Read, sign, and return any communications sent home.
- Attend parent/teacher conferences as requested.
- Support school remediation by providing transportation, encouragement and additional help at home.
- Volunteer at the school for at least 10 hours per school year.
- Provide lunch or lunch monies for my child each day.
- Communicate with school administration about any concerns or changes that might affect your child's success in school.

Teachers

As a teacher at APA-CFA, I will:

- Teach the Core Knowledge curriculum and the NC Common Core and Essential Standards.
- Make my expectations, goals, and grading system clear to the students and parents/guardians.
- Ensure a climate in the classroom that is conducive to learning.
- Communicate frequently with parents/guardians.
- Provide absent students with missed assignments.
- Hold parent/teacher conferences as needed.
- Use various teaching methods which work best for the students.
- Provide enrichment and tutoring opportunities for the student as needed.
- Respect the cultural differences of each student.

TIMELINES

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

Operation Area of Focus	Task	Begin Date	End Date	Lead Person	Notes
Governance	Organizational Structure	04/2012	12/2012	Founding Board/ School Director	This needs to be done prior to posting positions and conducting interviews Projected staffing is included in the application
	Staffing Plan	04/2012	12/2012	Founding Board/ School Director	
	Board Profile: including all areas of functioning (legal, finance, business)	04/2012	12/2012	Founding Board	Attorney of Record – The Law Firm of Robinson, Bradshaw and Hinson
	Board Recruitment	04/2012	12/2012	Founding Board	
	Bonding/E&O insurance for Board	03/2013	05/2013	School Director	
Site Procurement	Temporary v. Permanent Site – plans and timeline for each	04/2012	04/2012	Board Facilities Committee and Challenge Foundation Properties	This drives all decisions and processes moving forward Allows time to work through and resolve any and all issues prior to opening
	Construction/Renovation of building	03/2013	07/2013		
	Alignment with architectural plan				
	Zoning/Variances to be filed				
	Signage				
School Design	Grade level sections – how many of each grade and class size	03/2013	07/2013	Founding Board/School Director	Preliminary numbers need to be completed prior to posting positions and interviewing
Human Resources	Staff Recruitment: Instructional and Support staff <ul style="list-style-type: none"> - post positions - shortlist resumes - interviews 	03/2013	06/2013	School Director/ Board Personnel Committee	Admin Assistant will help with processing resumes. Fielding questions, reference checks, criminal history checks, etc All background checks must be completed before employment begins Will do three waves of interview: January, April and May
	Staff Recruitment: Office Staff <ul style="list-style-type: none"> - posting positions 	03/2013	06/2013	School Director	Admin Assistant will be first hire as they are need to help with start up operations

Aristotle Preparatory Academy: A Challenge Foundation Academy

	- shortlist - interviews				
	Identify insurance plan/carrier	03/2013	05/2013	School Director	Employees will want specifics
	Employee files – set up dual sets for HR and Health	03/2013	06/2013	Admin Assistant	
	Set up retirement	03/2013	06/2013	Admin Assistant	
	Orientation for staff	05/2013	06/2013	School Director	
	Draft FMLA policy per state	04/2012	04/2012	School Director/TeamCFA Governance Committee	
	Draft all leave policy/staff policy per state law	01/2013	06/2013	School Director/TeamCFA Governance Committee	
	Room/Office assignments	06/2013	07/2013	School Director	
	Staff evaluation process/forms/ timeline	04/2013	06/2013	School Director	Completion early for inclusion in staff handbook
Instructional Processes	Master schedule	03/2013	05/2013	School Director	Parents and staff will have many questions about schedules and grading. Need to get these finished and work with IT provider for printing/storage options of grades
	Develop staff supervision schedules	03/2013	05/2013	School Director	
	Develop grading policy	03/2013	05/2013	School Director	
	Develop report cards	03/2013	05/2013	School Director	
Students and Parents	Information/ Recruitment meetings	09/2012	05/2013	School Director	One meeting per month
	Enrollment Process - marketing - letters of intent	01/2013	03/2013	School Director/ Admin Assistant	
	Enrollment Process - collect applications - lottery if needed	03/2013	08/2013	School Director/ Admin Assistant	
	Uniform selection - style - vendor	03/2013	03/2013	School Director (with Board approval)	
	Family Handbook	01/2013	03/2013	School Director (with Board approval)	Ensure alignment with state law Will need to go to printer in May
School Meal Program	Source/select food program/ provider	03/2013	05/2013	School Director	Will be a break even venture Will need to have audit of program by DPI prior to opening to ensure alignment with Federal regulations
Facilities, Furniture, Equipment	Source furniture and equipment	03/2013	06/2013	School Director	Furniture is often on back order and can take several months to get
	Set up vendor accounts	03/2013	06/2013	School Director	
	Instructional furniture and equipment orders	03/2013	06/2013	School Director	

	Office support furniture and equipment orders – including cafeteria	03/2013	06/2013	School Director	
	Source telephone provider and equipment	09/2012	08/2013	School Director	
	Source textbook and curricular resources	03/2013	06/2013	School Director	
Operations	Vendor selection <ul style="list-style-type: none"> - lawn - custodial - day porter - office supplies - custodial supplies - copier/ office equipment - payroll - accounting 	01/2013	05/2013	School Director	Check state law requirements for bidding of services
	COBRA	03/2013	05/2013	School Director	
	Facilities use policy/ process	09/2012	05/2013	School Director	
	Accounts receivable/ payable policies and procedures/ software	09/2012	05/2013	School Director	Will want to vet with state board of accounts Contract with Acadia Northstar to provide financial services and NCWise with board approval
	Printing of all policies, forms, handbooks and templates	04/2013	07/2013	Admin Assistant	
Accountability	Data submission/ reporting requirements with DPI and SBE	04/2013	06/2013	School Director	Projected student enrollment will be available after the lottery
	Health inspection	06/2013	08/2013	School Director	
	Fire inspection	06/2013	08/2013	School Director	
	Professional development plan <ul style="list-style-type: none"> - identify facilitator(s) - set calendar 	03/2013	06/2013	School Director	
Technology	Computer/technology resources needed – source providers	03/2013	04/2013	School Director	Contract with IT company for technology needs Sister school will sell used desktops and laptops at low cost
	Infrastructure/ wiring	03/2013	04/2013	IT/ School Director	
	Technology plan per state requirements	03/2013	04/2013	IT/ School Director	
	Draft internet usage policy for staff and students	03/2013	04/2013	IT/ School Director	
	Data management <ul style="list-style-type: none"> - student information - data back up 	03/2013	04/2013	IT/ School Director	Contract with Acadia Northstar for NCWise

	- data retrieval - firewall/ filter - email - server				
School Safety	Evacuation routes	04/2013	06/2013	School Director	
	Emergency/ crisis policy and procedures	04/2013	06/2013	School Director	
Special Education	Support, monitoring and compliance	03/2013	07/2013	School Director/ Special Education Staff	Services will not be provided until school opens
	Direct Service providers – OT, PT, speech	03/2013	07/2013	School Director	
	Psychological Evaluator(s)	03/2013	07/2013	School Director	

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

Aristotle Preparatory Academy: CFA is not 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

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.).

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

Also include the following information for the proposed charter school:

- Process to advertise for and employ members of the school
- Procedures for grievance and/or termination
- Sample employment policies to be implemented by the proposed charter school

Projected Staffing Needs

- School Director
- Administrative Assistant
- Office Manager
- Classroom Teachers grade K – 5
- Music Teacher
- Art Teacher
- PE Teacher
- Teacher Assistants, part-time and full-time
- Exceptional Children Teacher
- Bus Driver
- Custodian

Upon approval of our charter application, employment opportunities will be posted on our website, sent to recipients on our email list, to local colleges and universities, and local newspapers. Applications will be vetted upon receipt to determine if applicants meet required qualifications for the position for which they are applying. The School Director will then review applications and schedule interviews. Candidates with the best qualifications and for which the school is a good fit for them and they are a good fit for the school will be hired upon Board approval. Aristotle Preparatory Academy: A Challenge Foundation Academy will be an equal opportunity employer and not discriminate based on age, sex, race, religion or disability.

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.

APA-CFA intends to hire certified and/or highly qualified teachers in all grades.

Lead Contact: Lauren Tucker, School Director

Development of Staff:

Only certified and/or highly certified staff will be hired. The school director will take measures to seek out enthusiastic and dedicated teachers. TeamCFA has a plan in place to recruit teachers from colleges that produce highly trained teachers in the area of classical education. The TeamCFA Academic chair attends job fairs at several chosen venues across the county building a data base of top candidates. He shares those resumes with school directors in the network. In addition the APA-CFA school director will recruit through local recruitment. All teachers commit to teaching Core Knowledge and going above and beyond.

Mentoring of Staff:

The school director will place all beginning teachers in the mentor program. All teachers will participate in extensive training in curriculum, classroom management, character education, technology and assessment training.

Retention of Staff:

APA-CFA will offer a competitive salary and benefit package as well as an incentive program. All effective teachers will be asked to return. It is the intent of APA-CFA to treat all staff professionally with opportunities to grow and develop. The support necessary to be successful will be in place.

Evaluation of Staff:

The teachers of APA – CFA will be observed informally and formally on a consistent basis and on a time-line consistent with North Carolina Teacher Evaluation Guidelines. Teachers will be observed formally and informally using the NC Teacher Evaluation for on a nine-week basis. Walk-through observations will occurs on a regular basis throughout the school year

Teachers found to be struggling will be placed on an action plan and provided the support and mentoring necessary for developed improvement.

*Refer to evaluation plan on pages 106-108.

TIMELINES

Purpose	Steps to be Taken	Time Frame
Staff Development	Preliminary Core Knowledge Training	Complete Prior to first day of school
	Preliminary Singapore Math Training	Complete Prior to first day of school
	Preliminary STEM curriculum development training	Complete Prior to first day of school
	Supplemental training in Core Knowledge, Singapore Math, and STEM	On an as-needed basis on designated teacher workdays or during staff meetings
Mentoring	Mentor assigned to all beginning teachers	Mentor/mentee will meet monthly – School Director will monitor meetings

	All teachers new to teaching the Core Knowledge Curriculum will be paired with a teacher that has taught the curriculum	Staff meetings throughout the year will be used to support teachers new to the CK Curriculum and allow for discussion with experienced CK educators
Retention of Staff	Year-long new teacher induction	Beginning in the second year, all new teachers will meet monthly with veteran teachers for support
Evaluation of Staff	The School Director will conduct 15 – 20 minute walk-through observations	All year long
	All teachers will be evaluated based on years of experience using the NC Teacher Evaluation Tool	Evaluations will be done on a quarterly basis

Portions of Proposed Employee Handbook:

EMPLOYMENT AT WILL

Employment with Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. is voluntary and the employee is free to resign at will at any time, with or without cause. Similarly, APA-CFA, Inc. may terminate the employment relationship at will at any time, with or without notice or cause, so long as there is no violation of applicable Federal or State law. However, employees are requested to give a minimum of two (2) weeks notice.

EMPLOYMENT APPLICATIONS

Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in the APA- CFA's exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment

EMPLOYMENT REFERENCES

To ensure that individuals who join Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. are well qualified and have a strong potential to be productive and successful, it is the policy of the APA-CFA to check the employment references of all applicants. Only appropriate personnel are authorized to provide employee references. Responses to such inquiries will only confirm dates of employment and position(s) held unless information is requested in writing pursuant to statute. No further employment data will be released without a written authorization and release signed by the individual who is subject of the inquiry.

CRIMINAL RECORD HISTORY CHECK

Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. will obtain a criminal record history check on all new employees from the State Bureau of Investigation (“SBI”) or from other qualified source(s) prior to their initial employment.

EDUCATION BACKGROUND AND TEACHER CERTIFICATION

For organizational or school positions where proof of graduation from a college or university is necessary, employees will be required to provide documents supporting their degree upon or prior to employment with

Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. Additionally, all teaching positions will require documentation to support either a Statement of Eligibility or Certification in the state of North Carolina.

It is the responsibility of the individual employee to achieve and maintain re-certification and/or renewal of licenses as appropriate and to provide copies of such documentation to Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. Failure to maintain a current teaching license may result in termination of employment.

DRUG FREE WORKPLACE POLICY

Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. is committed to providing a safe, efficient, and productive work environment that is free from illegal drug use, sale, possession or distribution. To accomplish this goal, a confidential drug screening may be conducted not only during the pre-employment process but also when reasonable cause exists to suspect an employee of being under the influence of illegal drugs and for accidents that occur at work.

Reporting to work under the influence of alcohol or illegal drugs is prohibited, as is the use, sale, manufacture, possession or distribution of alcohol or illegal drugs. Violations will result in termination of employment with Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. and may have legal consequences.

To enforce this policy, Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. reserves the right to request employees to participate in random, periodic tests for illegal substances and alcohol abuse.

PURSUANT TO THE DRUG FREE WORKPLACE ACT OF 1988, THE SCHOOL SPECIFICALLY MAKES COMPLIANCE WITH THIS POLICY A CONDITION OF EMPLOYMENT. AN EMPLOYEE WHO VIOLATES THIS POLICY WILL BE SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING DISCHARGE.

BUS DRIVER DRUG TESTING POLICY

Pursuant to NCGS § 20218:

1. School bus drivers approved by APA-CFA must complete an initial drug test upon employment to drive school buses, and must have an annual drug test before the start of each new school year. The School Director or his/her designee must review the results of the exams prior to assigning drivers to buses.
2. Applicants to drive buses must complete an employee application form with the required background check completed prior to employment. Interviews for applicants will be conducted by school administration.

VOLUNTARY RESIGNATION/TERMINATION

If an employee finds it necessary to resign their position, they should do so in a positive, professional manner that will reflect well on their personnel record. Employees are requested to give a minimum of two (2) weeks notice. Employees with health insurance coverage will be entitled to continue their coverage under COBRA.

Any employee who resigns or is terminated will be responsible for returning all School property, including uniforms. Failure to do so will result in the cost of these items being deducted from the employee's final paycheck.

INTRODUCTORY PERIOD

Although Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. works closely with employees throughout their employment, the first 90 days are regarded as especially important in determining a mutual work relationship. Throughout this introductory period, the APA-CFA will be evaluating the employee's capabilities,

work habits and overall progress with regard to the quality and quantity of the employee's work, the cooperation and behavior displayed towards the employee's job, fellow employees and the APA-CFA's clients and students, the employee's dependability and punctuality and the employee's safe working habits.

Any absence will automatically extend an introductory period by the length of the leave.

During the introductory period, new employees are eligible for those benefits that are required by law. Employees may also be eligible for other Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. provided benefits, subject to terms and conditions of each individual program. Consult the employee literature and information for each specific program for the details on eligibility requirements.

Upon satisfactory completion of this initial employment period, employees are considered as "regular" employees. The introductory period may be extended if additional time is needed for effective demonstration of an employee's skills and work habits. Either the employee or APA-

CFA may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice.

The introductory period is part of the employee contract.

POSITION CLASSIFICATIONS AND STATUS

Each Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. position is classified as either Non-Exempt or Exempt in compliance with the Fair Labor Standards Act (FLSA). These classifications do not guarantee employment for any specified period of time, but rather determine specific provisions as outlined in the FLSA laws. Additionally, employee status will be classified as Full-time or Part-time (see definitions below).

Exempt employees are salaried employees and are exempt from the payment of overtime. These are employees who serve in an executive, administrative or professional capacity and the exempt classification is dependent on the type of work the individual performs (please note, however, that not all salaried employees are exempt).

Non-exempt employees receive 1.5 times their regular hourly rate for all hours physically worked over 40 in APA-CFA's scheduled workweek, and detailed records must be kept of the employee's daily and weekly hours worked.

STATUS DEFINITIONS

REGULAR FULL-TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc.'s full-time schedule. Generally, they are eligible for the APA-CFA's benefit package, subject to the terms, conditions, and limitations of each benefit program.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work between twenty and thirty hours per week. While they do receive all legally mandated benefits (such as workers' compensation insurance), they may be ineligible for all of the APA-CFA's other benefit programs including, but not limited to, paid holidays, insurance benefits and paid vacation.

INTRODUCTORY employees are those whose performance is being evaluated to determine whether further employment in a specific position or with Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. is appropriate. Employees who satisfactorily complete the introductory period will be classified as a regular full-time or part-time employee based upon their work schedule.

TEMPORARY employees are those who are hired as interim replacements, to temporarily supplement the work force, or to assist in the completion of a specific project. Employment assignments in this category are of limited time duration. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees retain the status unless and until notified of a change. While temporary employees receive all legally mandated benefits (such as Worker's Compensation insurance), they are ineligible for all of Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc.'s other benefit programs.

PER DIEM employees are those who routinely work either a full-time or part-time schedule and who accept additional compensation in lieu of participation in all but legally mandated benefit programs (such as Worker's Compensation insurance). Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. offers this category in limited classifications and to limited numbers of employees. Individuals participating in this program must waive of their rights to participate in the benefit programs applicable to regular employees. Service in this category cannot be credited in any way toward any benefit program, even if the employee is later assigned to a benefit-eligible category. A change to or from this category can be accomplished only with the written consent of APA-CFA.

CASUAL employees are those who have established an employment relationship with Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. but who are assigned to work on an intermittent and/or unpredictable basis. While they receive all legally mandated benefits (such as Worker's Compensation insurance), they are ineligible for all of Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc.'s other benefit programs.

PERFORMANCE EVALUATION

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The School Director will formally appraise all teachers at least twice per year; first year and ILT teachers will be appraised at least three times a year. This will include establishing criteria against which performance is measured, communicating with teachers about their performance, and establishing goals for the next year. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the appraisals were discussed. All appraisals will be kept in employee files.

Additional formal performance evaluations are encouraged to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

In addition, informal observations by the School Director will be conducted randomly throughout the year to ensure a comprehensive picture of the classrooms of APA-CFA.

School-wide performance evaluations are scheduled annually. Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. may award merit-based adjustments in an effort to recognize truly superior employee performance. The decision to award such an adjustment is dependent upon numerous factors, including the information documented by this formal performance evaluation process and APA-CFA's financial standing.

COMPENSATION POLICY

It is Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc.'s policy to compensate employees competitively for the work they perform.

STIPENDS

For certain duties and responsibilities outside that of an employee's normal duties, APA-CFA may provide a stipend. The School Director is responsible for recommending such stipends to the Board of Directors who, at their discretion, may incorporate stipends within the annual operating budget.

PROFESSIONAL PERSONNEL ETHICS

School staff, administrators and teachers are under the jurisdiction of ethical conduct as promulgated by federal, state and local statute and administrative code and are subject to the Rule(s) of Conduct of said statutes or codes. Such rules include but may not be limited to the following:

APA-CFA Employees . . .

1. May not use their position or office for personal financial gain;
2. Must report within five days the receipt of anything of value, \$50 or more;
3. Understand that classroom equipment purchased with PTO, parent or other school funds is the property of the school, and not the property of the individual teacher/staff member;
4. May not receive compensation to influence action;
5. May not receive additional money as payment for advice or assistance given in the course of their employment;
6. May not receive anything of value for speaking before a public or private group if the employee is acting in

- an official capacity;
7. May not use government personnel, equipment, materials in an election campaign;
 8. May not use or disclose confidential information gained in the course of their employment;
 9. May not serve as a member or employee of a governmental regulatory commission that regulates any business with which they are associated;
 10. May not represent another person before a governmental entity;
 11. May not have an economic interest in a contract if the employee is authorized to perform an official function relating to the contract.

APA-CFA Staff are expected to follow the Code of Ethics for North Carolina Educators, policy ID number: TCP-C-014:

GUIDELINES FOR CONDUCT

Rules exist that should not be violated under any circumstances. Violation of these rules may lead to discipline, up to and including immediate termination. The following list is not all-inclusive and there may be other circumstances for which employees may be disciplined up to and including immediate termination. Questions about these rules or what Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. expects of its employees should be discussed with the School Director.

THE SCHOOL'S IDENTIFICATION OF THESE RULES DOES NOT ALTER THE AT-WILL NATURE OF EMPLOYMENT. EMPLOYEES HAVE A RIGHT TO TERMINATE EMPLOYMENT AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE AND ARISTOTLE PREPARATORY ACADEMY: A CHALLENGE FOUNDATION ACADEMY, INC. HAS THE RIGHT TO TERMINATE EMPLOYMENT AT ANY TIME WITH OR WITHOUT CAUSE OR NOTICE.

1. **Substance Abuse.** Substance abuse will not be tolerated. The drug and alcohol policy explains the position of Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc., regarding alcohol and illegal drug use, as well as the use of other intoxicants and mind-altering substances.
2. **Insubordination.** It is a violation of policy for any employee to refuse to follow the directions of a supervisor or administrator or to treat a supervisor or administrator in an insubordinate manner in any respect. Documentation will be provided to the employee specifying the basis for insubordination.
3. **Courtesy.** Courtesy is the responsibility of all employees of Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. All employees are expected to be courteous, polite and friendly at all times and to all persons. The use of profanity, inflammatory language, argumentative tones or confrontational behavior damages the reputation and image of Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. is, therefore, strictly prohibited.
4. **Attitude.** Every employee should display a positive attitude toward their job and their job assignments. A poor attitude creates a difficult working environment and prevents Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. from providing a quality, problem-free educational environment for students.
5. **Performance.** Employees are expected to make every effort to perform their duties and to do so to the best of their abilities and at a level that satisfactorily meets or exceeds the expectations of supervisors.
6. **Theft.** In the interest of protecting all employees, visitors and students Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc., reserves the right to inspect and search all purses, briefcases, toolboxes, lockers, desks, bags, vehicles, e-mailboxes, backpacks, computer disks and other data storage devices located on school property.
7. **Threats and Weapons in the Workplace.** Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc., does not allow fighting, threatening words or behavior or possession of weapons of any kind on the school premises or in any vehicle either personally owned or owned by the school.
8. **Damage to Property.** Deliberate or careless damage to school property or the property of coworkers, students, visitors or others is prohibited.
9. **Safety.** Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. is committed to providing a safe workplace for all employees and has established a safety program to ensure that everyone understands

the importance of safety. Employees are expected to exercise good judgment and common sense in the workplace with regard to safety.

10. **Harassment.** Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. strictly prohibits any and all kinds, forms and types of harassment. Employees are required to sign and adhere to the Harassment Policy.
11. **Absenteeism and Tardiness.** Excessive or unauthorized absenteeism or any absence with or without notice is not conducive to a responsible, productive learning environment and will not be tolerated. Employees are not permitted to leave work during their regularly scheduled hours unless specifically authorized to do so by the School Director and adheres to policy of signing in and out.
12. **Misuse of Property.** No employee should misuse or use without authorization equipment, vehicles or other school property or property owned by students, coworkers or visitors.
13. **Fraud, Dishonesty and False Statements.** No employee or applicant should ever falsify any application, medical history, record, invoice, paperwork, timesheet, timecard or any other documents. Violations should be reported immediately to the School Director.
14. **Detrimental Activities.** Employees are not permitted to engage in any kind of activity that reflects detrimentally or adversely on the school's reputation or image.
15. **Honesty.** Misrepresentation of any kind by an employee of Aristotle Preparatory Academy: A Challenge Foundation Academy, Inc. is a violation of professional ethics and is prohibited.
16. **Violation and/or Lack of Enforcement of School Rules.** All employees are the mentors of students and are responsible for the enforcement and observance of all school rules, policies and procedures as found in the Student/Parent Handbook and any other document or memorandum.
17. **Confidentiality.** All records and files of the School are property of the School and considered confidential. No employee is authorized to copy or disclose any file or record. Confidential information includes all letters or any other information concerning personnel records of past or present employees, including your own, financial records of the School, and all records pertaining to every aspect of the School and in particular school records. Please refer to the Confidentiality of Information policy.

DISCIPLINING OF EMPLOYEES

The School retains the discretion at all times to immediately terminate an employee or to decide what level or type of discipline is warranted, if any. All employees of the School are at-will employees and can be terminated at any time, without resorting to any type of discipline. The School is not required to use any of the following steps of discipline, and, if the School does choose to utilize any of the following steps of discipline, it is not required to apply or use them in any particular order, but retains the discretion at all times to determine the nature and severity of discipline and/or termination.

In the event it becomes necessary to discipline an employee, the following steps of discipline **may** occur at the discretion of the School:

1. Verbal warning
2. Written warning
3. Final warning and/or probation
4. Termination

The School retains the discretion to determine if the circumstances of a particular case warrant termination for the first offense, or whether one of the other three forms of disciplines listed above is warranted. All employees of the School are employees at-will, and can be terminated at any time for any reason or for no reason. Further, if an employee's conduct, performance, work habits, attitude or demeanor becomes unsatisfactory or unacceptable in the judgment of the School, including based on violations of any School policies, rules, guidelines, regulations, or rules of conduct, whether contained herein or in other documents, they will be subject to disciplinary action up to and including termination.

The teachers of APA – CFA will be observed informally and formally on a consistent basis and on a time-line consistent with North Carolina Teacher Evaluation Guidelines. Teachers will be observed formally and informally using the NC Teacher Evaluation for on a nine-week basis. Walk-through observations will occur on a regular basis throughout the school year. The following are ways teachers at APA – CFA will be observed:

Walk-throughs:

- Classroom walk-throughs will be done weekly using the informal observation check list (see below) and will last approximately 20 minutes. The School Director will go into at least one classroom per grade level each week.
- Teachers will receive a copy and another copy will be kept in their folder
- Teachers will be encouraged, but not required, to have a follow-up conversation with the School Director regarding these observations

Teachers with 1 – 3 years experience:

- Will be observed four times per year and evaluated using the NC Teacher Evaluation System
 - One formal observation by the School Director with a pre- and post-conference
 - Two formal observations by the School Director with only a post-conference
 - One formal observation by their mentor with a pre- and post-conference

Teachers with 4 years experience

- Will be observed 4 times a year and evaluated using the NC Teacher Evaluation System
 - One formal observation by the School Director with a pre- and post-conference
 - Two formal observations by the School Director with only a post-conference
 - One formal observation by their mentor with a pre- and post-conference

Career Teachers

- If in their renewal year, they will be formally observed once and informally observed once using the NC Teacher Evaluation
- If they are not in their renewal year, they will be informally observed two times using the NC Teacher Evaluation

The following is the form that the School Director will use to give teachers immediate feedback when doing walk-through observations.

Aristotle Preparatory Academy - CFA Walk-through Observation Form

Teacher: _____ Date: _____	
Class: _____ Number of students present: _____	
Starting Time of Observation: _____ Ending Time: _____	
BIG TAKE-AWAYS:	
Lesson Indicators	Notes During Observation
Lesson Pacing & Format <ul style="list-style-type: none"> • Objectives • Do Now • Agenda • Homework 	<ul style="list-style-type: none"> • Standards-Based Objectives Y N • Effective Do Now Y N
Level of Bloom's Taxonomy Knowledge Comprehension Application Analysis Synthesis Evaluation	
A. Evidence of Planning and Preparation Knowledge Strategy Alignment Assessments Modifications/Accom. Lessons Materials Differentiation Provisioning	
B. Classroom Management Expectations Relationships Respect Character Education/Self-Discipline Routines Repertoire Efficiency Prevention Communication/Follow-Up	Student Engagement Level: _____ <ul style="list-style-type: none"> • Level 0: <50% of students engaged • Level 1: 50% - 75% of students engaged • Level 2: 75% - 90% of students engaged • Level 3: 90% - 100% of students engaged

<p>Execution Expectations Effort-Based Framing Connections Clarity Repertoire Engagement Differentiation Nimbleness Application Accom./Modifications</p>	
<p>Monitoring, Assessment, and Follow-Up Criteria Diagnosis On-the-Spot Recognition Data-Driven Instruction Tenacity Support Analysis Reflection</p>	

1. Questions/Comments about any of the above items:

2. Questions/Comments about Family, School and Community Outreach (Respect, Belief, Expectations, Communication, Responsiveness, Advising, XC/School Events. Outside Community):

3. Questions/Comments about Professional Responsibilities (Attendance, Reliability, Professionalism, Teamwork, Contributions, Communication, Openness, Collaboration, Self-Improvement):

- 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.
n/a

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.

Qualifications for Anticipated Positions

- School Director
 - Master's Degree in educational field (or working towards)
 - Appropriate License (or ability to apply)
 - 5+ years experience in educational setting
 - Administrative or supervisory experience
- Administrative Assistant
 - High school diploma or equivalent
 - Clerical and customer service experience
 - Basic computer skills
 - Demonstrated ability to multi-task
 - Demonstrated dependability
- Office Manager
 - Book keeping skills
 - Experienced preferred
- Classroom Teachers grade K – 5
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- Music Teacher
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- Art Teacher
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- PE Teacher
 - Licensed in Elementary Education
 - Highly Qualified as defined by the state and preferably holding NC teaching license
 - At least 3 years of teaching experience preferred
- Teacher Assistants, part-time and full-time
 - 2-year degree or equivalent hours of course work

- o Demonstrated dependability
- o Demonstrated ability to multi-task
- o Experience working with children preferred
- Exceptional Children Teacher
 - o Highly Qualified as defined by the state and preferably holding NC ESE license
 - o Experience highly preferred
- Bus Driver
 - o Class D license
 - o Bus driving experience preferred
- Custodian
 - o High school diploma or equivalent
 - o Demonstrated dependability
 - o Experience preferred

Other personnel will be higher as the school grows and new positions are created out of necessity.

NOTE: Aristotle Preparatory Academy: A Challenge Foundation Academy will make every effort to hire 100% highly qualified staff.

A School Director has already been identified to lead Aristotle Preparatory Academy: A Challenge Foundation Academy. Lauren Tucker is currently working as a Challenge Foundation Fellow. In this role, she has been shadowing the School Directors of Piedmont Community Charter School – CFA, running professional development workshops, coordinating PCCS – CFA’s MAP testing, and performing a variety of other administrative duties. She is also currently working towards her Master’s Degree in School Administration at the University of North Carolina Charlotte. By August 2012, she will have completed 24 hours of course credit toward this degree. Her anticipated date of graduation is August 2013. She also has 10 years of experience in classroom teaching and holds a Bachelor’s degree in Mathematics Education and a North Carolina teaching license in 6 – 12 Mathematics. She has had teaching experience in the public, private, and charter school environments in three different states giving her a wealth of experience in different educational settings. Most recently she has taught Geometry, Algebra II, Pre-Calculus and Advanced Functions at Piedmont Community Charter School-CFA. She is also the primary author of this application. Her resume is attached in the appendix of this application.

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

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

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

Marketing Timeline:

Present – February 2013

- Contact local pre-schools, day cares, churches, and community centers (i.e. YMCA and Boys and Girls Club). The School Director has personally visited the following places to meet with the directors of the facilities and leave flyers and brochures for prospective families.
 - o Mrs. Chris' Play & Learn
 - o LJM Christian Academy
 - o Learn & Explore Enrichment
 - o Pure Genius Childcare
 - o Little Debbie Child Development
 - o Princess Palace Learning Center
 - o Dixon Academy
 - o St. Mark's Child Development Center
 - o Joyce's Child Development
 - o Howell's Playskool
 - o All My Children Enrichment Center
 - o Moore's Sanctuary Child Development
 - o CMS Library – West Blvd Branch
 - o Stratford Richardson YMCA
 - o Southview Recreation Center
 - o Bette Rae Recreation Center
- The School Director spoke with the to men's and women's prayer groups at Progressive Baptist Church, 1600 Clanton Rd on February 28th and gave out information.
- Conduct town hall meetings
 - One already held on March 2, 2012 at Jackson Park Ministries
- Attend community events
- Use website to communicate with community
 - Currently have website up and running: <http://www.teamcfa.org/go/aristotle>
- Use local media to communicate with community
- Collect Letters of Intent

June 2013 – April 2013

- Continue to use website and media to communicate with public
- Collect student enrollment applications
 - Personally contact daycares, preschools, after-school programs, local churches and community centers
- Collect employment applications
 - Contact local Colleges of Education
 - Post openings on website and in local newspaper
 - Post openings on education employment websites ie. Teachers-teachers.com
- Develop school logo and branding
- Distribute flyers and information at community events
- Begin direct communication with perspective parents
- Advertise lottery (if necessary)

April 2012 – August 2013

- Continue to use website and media to communicate with public
- Continue to collect student enrollment applications for specific grades
- Continue to collect employment applications
- Continue to distribute flyers and information at community events
- Continue direct contact with perspective parents

Marketing Services:

Marketing guidance will be provided by TeamCFA.

Create School Identity

- School Colors
- School Logo – bundle all versions of final logo including: full color logo, black/white, reversed out, single color and text only in a variety of file formats
- School Mascot
- Complete Brand Guidelines outlining: use of logos, pantone color palettes, typography specs

Create Stationery System

- Letterhead
- Envelopes
- In-house memo - Word Template
- Business Cards

Brochures

- Tri-Fold Brochure - create
- FAQ brochure - create

Signage

- School Site signage – as needed
- Banner-up portable signage - create
- Billboards – as needed

Web Site: On National Level

- Develop/launch

- Provide staff training
- Maintain / Update

School web site upgrade

- Maintained by onsite Super User with login permissions to update site
- School Calendar
- Current News Events
- Teacher Web Sites
- Link to entire TeamCFA network activity
- Streaming photos
- Thorough school info: mission statement, academic plan, enrollment, location, activities, contact, extracurricular, volunteering, parent/student info and more.

Supply Email Accounts: For example: ltucker@apa.teamcfa.org

Supporting Materials

- Postcards
- Flyers
- Door hangers
- ConnectCFA Magazine (advertising as a member of TeamCFA)

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.

The school's mission focuses on the instructional goals and academic achievement of our students. In the same respect, spending priorities will be established in such a way that instructional costs are among the highest priority budget items, second only to regulatory costs necessary to exist (taxes, licenses, etc.) and safety costs. Administrative costs, travel, and other non-instructional expenses will be subordinated to those costs that are necessary to drive our mission.

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

NAME OF PROPOSED CHARTER SCHOOL: <u>Aristotle Preparatory Academy-A Challenge Foundation Academy</u>																									
IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME										<u>LEA #1 - Mecklinburg</u> <u>LEA #2 - Gaston</u>															
	2013-2014					2014-2015					2015-2016					2016-2017					2017-2018				
	LEA 1	LEA 2	LEA 3	LEA 4	LEA 5	LEA 1	LEA 2	LEA 3	LEA 4	LEA 5	LEA 1	LEA 2	LEA 3	LEA 4	LEA 5	LEA 1	LEA 2	LEA 3	LEA 4	LEA 5	LEA 1	LEA 2	LEA 3	LEA 4	LEA 5
Kindergarten	40	10				60	15				52	13				52	13				60	15			
K	40	10				60	15				52	13				52	13				60	15			
First	40	10				60	15				60	15				60	15				60	15			
1	40	10				60	15				60	15				60	15				60	15			
Second	40	10				60	15				60	15				60	15				60	15			
2	40	10				60	15				60	15				60	15				60	15			
Third	40	10				40	10				60	15				60	15				60	15			
3	40	10				40	10				60	15				60	15				60	15			
Fourth						40	10				40	10				60	15				60	15			
4						40	10				40	10				60	15				60	15			
Fifth											40	10				40	10				60	15			
5											40	10				40	10				60	15			
Sixth																40	10				40	10			
6																40	10				40	10			
Seventh																					40	10			
7																					40	10			
Eighth																									
8																									
Ninth																									
9																									
Tenth																									
10																									
Eleventh																									
11																									
Twelfth																									
12																									
LEA TOTALS	160	40	0	0	0	260	65	0	0	0	312	78	0	0	0	372	93	0	0	0	440	110	0	0	0
LEA %	80%	20%	0%	0%	0%	80%	20%	0%	0%	0%	80%	20%	0%	0%	0%	80%	20%	0%	0%	0%	80%	20%	0%	0%	0%
Overall TOTAL Enrollment/ADM	200					325					390					465					550				
% Increase						63%					20%					19%					18%				

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$978,808.60	\$1,591,476.23	\$1,910,501.28	\$2,276,642.25	\$2,693,548.16
--Local Per Pupil Funds	\$410,054.00	\$666,337.75	\$799,605.30	\$953,375.55	\$1,127,648.50
--Federal Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Grants ²	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Foundations ²	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00
--Private Funds ²	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
--Other Funds ²	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL INCOME	\$1,488,862.60	\$2,357,813.98	\$2,810,106.58	\$3,230,017.80	\$3,821,196.66

¹Weighted average of allotments for Mecklenburg and Gaston Counties

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

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

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)</p> <p>The formula for figuring these allotments can be found in the Resource Guide.</p>	
	<p><u>2013-2014</u> STATE - 200 STUDENTS x 4346.69 = 869,338.00 EC - 30 STUDENTS x 3649.02 = 109,470.60 LOCAL - 200 STUDENTS x 2050.27 = 410,054.00 <u>TOTAL FUNDING = 1,388,862.60</u></p>	<p><u>2014-2015</u> STATE - 325 STUDENTS x 4346.69 = 1,412,674.25 EC - 49 STUDENTS x 3649.02 = 178,801.98 LOCAL - 325 STUDENTS x 2050.27 = 666,337.75 <u>TOTAL FUNDING = 2,257,813.98</u></p>
	<p><u>2015-2016</u> STATE - 390 STUDENTS x 4346.69 = 1,695,209.10 EC - 59 STUDENTS x 3649.02 = 215,292.18 LOCAL - 390 STUDENTS x 2050.27 = 799,605.30 <u>TOTAL FUNDING = 2,710,106.58</u></p>	<p><u>2016-2017</u> STATE - 465 STUDENTS x 4346.69 = 2,021,210.85 EC - 70 STUDENTS x 3649.02 = 255,431.40 LOCAL - 465 STUDENTS x 2050.27 = 953,375.55 <u>TOTAL FUNDING = 3,230,017.80</u></p>
	<p><u>2017-2018</u> STATE - 550 STUDENTS x 4346.69 = 2,390,679.50 EC - 83 STUDENTS x 3649.02 = 302,868.66 LOCAL - 550 STUDENTS x 2050.27 = 1,127,648.50 <u>TOTAL FUNDING = 3,821,196.66</u></p>	
	<p><u>STATE REVENUES</u> MECKLENBURG - 4360.65 GASTON - 4290.86 WEIGHTED AVERAGE - STATE - 4346.69 EC FUNDS - 3649.02</p>	<p><u>LOCAL FUNDS</u> MECKLENBURG - 2244.24 GASTON - 1274.40 WEIGHTED AVERAGE - LOCAL - 2050.27</p>

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

BUDGET EXPENDITURE PROJECTIONS GS 115C-238.B(b)(5)		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
PERSONNEL											
Total # staff		19	\$626,000	27	\$861,000	31.5	\$1,034,000	36	\$1,178,500	42.5	\$1,423,000
Avg.											
--Administrator(s)	\$60,000	1	\$60,000	1	\$60,000	1	\$60,000	1	\$60,000	2	\$120,000
--Clerical	\$26,000	1	\$26,000	1	\$26,000	1	\$26,000	1	\$26,000	2	\$52,000
--Teachers	\$36,000	9.5	\$342,000	14.5	\$522,000	19.0	\$684,000	22.0	\$792,000	25.0	\$900,000
--Librarians	\$40,000	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Guidance	\$40,000	0.5	\$20,000	0.5	\$20,000	0.5	\$20,000	1	\$40,000	1	\$40,000
--Teacher Assistants	\$22,000	4	\$88,000	6.5	\$143,000	7	\$154,000	7.75	\$170,500	8	\$176,000
--Custodian	\$22,500	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Maintenance	\$25,000	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Food Service	\$25,000	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
--Bus Driver	\$25,000	2	\$50,000	2	\$50,000	2	\$50,000	2	\$50,000	3	\$75,000
--EC Instructional	\$40,000	1	\$40,000	1	\$40,000	1	\$40,000	1	\$40,000	1.5	\$60,000
EMPLOYEE BENEFITS		18%	\$112,680		\$154,980		\$186,120		\$212,130		\$256,140
CONTRACTED SERVICES			\$72,000		\$125,000		\$135,000		\$145,000		\$160,000
STAFF DEVELOPMENT			\$22,800		\$31,359		\$37,660		\$42,923		\$51,828
MATERIALS AND SUPPLIES			\$66,999		\$106,102		\$168,606		\$193,801		\$229,272
OFFICE SUPPLIES			\$4,653		\$5,895		\$7,025		\$8,075		\$9,553
INSTRUCTIONAL EQUIPMENT			\$20,000		\$32,500		\$29,250		\$34,875		\$41,250
OFFICE EQUIPMENT			\$28,500		\$17,684		\$21,076		\$28,659		\$28,659
TESTING MATERIALS			\$5,000		\$8,125		\$9,750		\$11,625		\$13,750
INSURANCE¹			\$18,611		\$29,473		\$35,126		\$40,375		\$47,765
UTILITIES¹			\$33,499		\$53,051		\$63,227		\$72,675		\$85,977
RENT yr 1 modular +setup + land lease			\$336,400		\$266,400		\$400,400		\$350,400		\$350,400
MAINTENANCE & REPAIR¹			\$26,912		\$29,065		\$31,390		\$33,901		\$36,613
TRANSPORTATION - Yr 1 - 2 Bus Purch@30K ea.			\$100,000		\$40,000		\$45,000		\$50,000		\$110,000
MARKETING			\$5,000		\$8,125		\$9,750		\$11,625		\$13,750
FOOD/CAFETERIA SUPPLIES			\$2,500		\$4,063		\$4,875		\$5,813		\$6,875
TOTALS			\$1,481,554		\$1,772,820		\$2,218,256		\$2,420,378		\$2,864,832

BUDGETARY ASSUMPTIONS

2013-2014

- ENROLLMENT – K-3 with 2 classes per grade totaling 200 students
- CLASS SIZE
 - 25 students per class max
 - Total Instructional Staff Ratio – 14:1
- STAFFING –
 - 8 teachers
 - 1 ½ teachers for Art/Music/PE
 - ½ TA to Teacher ratio
 - Guidance – part time
- CONTRACTED SERVICES
 - Financial/Audit/Legal – 25,000
 - EC /Speech/Psychological – 47,000
- TRANSPORTATION COSTS – purchase of 2 buses @ 30K est plus 40k in normal maintenance/fuel
- RENT –
 - 36 mth lease – purch of 2 (8 unit) modular bldgs & 1 office modular bldg - 14,200/mth
 - Setup – 70,000 est
 - Land Lease – 8k/mth est
- OTHER OPERATING COSTS - based on historical trends of existing charters per ANS analysis

2014-2015

- ENROLLMENT
 - K-4 grade span serving 325 students
 - 3 classes per grades K-2
 - 2 classes for grades 3-4
- CLASS SIZE
 - 25 students per class max
 - Total Instructional Staff Ratio – 15:1
- STAFFING
 - 13 teachers
 - 1 ½ teachers for Art/Music/PE
 - ½ TA to Teacher ratio
- CONTRACTED SERVICES
 - Financial/Audit/Legal – 55,000
 - EC /Speech/Psychological – 50,000
 - Custodial – 20,000
- RENT
 - 36 mth lease – 14,200/mth
 - Land Lease – 8k/mth est
- OTHER OPERATING COSTS - based on historical trends of existing charters per ANS analysis

2015-2016

- ENROLLMENT
 - K-5 grade span serving 390 students
 - 3 classes per grades K-3
 - 2 classes for grades 4-5
- CLASS SIZE
 - 25 students per class max
 - Total Instructional Staff Ratio – 15:1
- STAFFING –
 - 16 teachers
 - 3 teachers for Art/Music/PE
 - ½ TA to Teacher ratio thru 4th grade; starting in 5th grade, no TA staffing
- CONTRACTED SERVICES

Aristotle Preparatory Academy: A Challenge Foundation Academy

- Financial/Audit/Legal – 60,000
- EC /Speech/Psychological –50,000
- Custodial – 25,000
- RENT –
 - 36 mth lease – purchase of 1 additional (8 unit) modular – 21,200/mth
 - Setup – 50,000 est
 - Land Lease – 8k/mth est
- OTHER OPERATING COSTS - based on historical trends of existing charters per ANS analysis

2016-2017

- ENROLLMENT
 - K-6 grade span serving 465 students
 - 3 classes per grades K-4
 - 2 classes for grades 5-6
- CLASS SIZE
 - 25 students per class max
 - Total Instructional Staff Ratio – 16:1
- STAFFING –
 - 19 teachers
 - 3 teachers for Art/Music/PE
 - ½ TA to Teacher ratio thru 4th grade; starting in 5th grade, no TA staffing
 - Guidance moved to full time
- CONTRACTED SERVICES
 - Financial/Audit/Legal – 65,000
 - EC /Speech/Psychological – 50,000
 - Custodial – 30,000
- RENT –
 - 36 mth lease –21,200/mth est
 - Land Lease – 8k/mth est
- OTHER OPERATING COSTS - based on historical trends of existing charters per ANS analysis

2017-2018

- ENROLLMENT
 - K-7 grade span serving 550 students
 - 3 classes per grades K-5
 - 2 classes for grades 6-7
- CLASS SIZE
 - 25 students per class max
 - Total Instructional Staff Ratio – 17:1
- STAFFING –
 - 22 teachers
 - 3 teachers for Art/Music/PE
 - ½ TA to Teacher ratio thru 4th grade; starting in 5th grade, no TA staffing
 - Asst Principal hired
 - Additional Clerical Asst hired
 - EC Assistant hired
 - Additional Bus Driver hired
- CONTRACTED SERVICES
 - Financial/Audit/Legal – 75,000
 - EC /Speech/Psychological – 50,000
 - Custodial – 35,000
- TRANSPORTATION COSTS – purchase of 1 additional bus @ 40K avg plus 70K in normal maintenance/fuel costs
- RENT –
 - 36 mth lease – 21,200/mth est est
 - Land Lease – 8k/mth est
- OTHER OPERATING COSTS - based on historical trends of existing charters per ANS analysis

Projected Contingency	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total Revenue	\$1,488,863	\$2,357,814	\$2,810,107	\$3,230,018	\$3,821,197
Total Expenditures	\$1,481,554	\$1,772,820	\$2,218,256	\$2,420,378	\$2,864,832
Projected Surplus/Shortfall	\$7,309	\$584,994	\$591,850	\$809,640	\$956,364
Carryover-Prior year	0	\$7,309	\$592,303	\$1,184,153	\$1,993,793
Contingency /Fund Balance Appropriated	\$7,309	\$592,303	\$1,184,153	\$1,993,793	\$2,950,158

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:

The Challenge Foundation will distribute half of the \$100,000 grant upon approval of the application to help facilitate efforts during the planning period. A letter of financial commitment from the Challenge Foundation is included in the Appendix of this application.

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.

Aristotle Preparatory Academy: A Challenge Foundation Academy will provide all students with a premier college preparatory education built on the foundation of the Core Knowledge Sequence, good citizenship and classical education in collaboration with committed parents, inspiring educators and motivated students.

Program Audit:

Aristotle Preparatory Academy: A Challenge Foundation Academy will evaluate all stakeholders: students, teachers, administrative staff, non-certified staff and board members. We will invite parents to fill out a yearly survey to help us determine our strengths and weaknesses and to put in place an improvement plan that encourages continuous growth and improvement.

Students will be evaluated by ongoing classroom assessments as well as the NWEA (MAP), the NC EOG/EOC tests, classroom performance, and other standardized tests. Our goal is to help to create great students that will become contributing citizens.

Teachers will be evaluated formally three times per year and informally throughout the school year by the School Director. Teachers will be given the opportunity to serve on various schools committees in order to gain insight and to contribute to the effectiveness of the program. Professional Development will be offered to those in need and to all teachers to continue and maintain professionalism in the school.

The School Director will be evaluated yearly by the Board and staff. This will provide feedback to assist in the continued growth and development of the leader of PCA – CFA. The Board will put in place a monthly reporting system to ensure that they are informed of the academic program.

All non-certified staff will be evaluated by the School Director.

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.

Aristotle Preparatory Academy: A Challenge Foundation Academy will contract with the firm of Darrell Keller to perform a yearly audit.

Darrell L. Keller, CPA, PA
PO Box 1028
Kings Mountain, NC 28086
(704) 739-0771
(704) 739-6122 fax

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

State the proposed coverage for:

Comprehensive General Liability	<u>\$1,000,000</u>
Officers and Directors/Errors and Omissions	<u>\$1,000,000</u>
Property Insurance	<u>\$7,000,000</u>
Motor Vehicle Liability	<u>\$1,000,000</u>
Bonding	<u>\$250,000</u>
Minimum amount:	<u>\$250,000</u>
Maximum amount:	<u>\$250,000</u>
Other	<u>\$1,000,000</u>

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

At this time, Aristotle Preparatory Academy: A Challenge Foundation Academy plans on utilizing two buses to transport students to and from campus. Buses will pick up students at assigned locations. Pick-up locations will be determined based on student enrollment and family need. A transportation survey will be sent to all families after the initial enrollment period is over to assess this need. APA-CFA will reassess the number of buses and pick up locations every year to make sure we are best serving our students.

As APA – CFA grows to serve middle and high school grade, APA – CFA will consider offering students CATS (Charlotte’s bus system) bus passes as an alternate means of transportation.

APA-CFA will not deny access to the school to any local area student due to a lack of transportation.

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.

APA – CFA realizes that the opening of the school is more than a year into the future and we are unable to finalize any facility locations at this point in time. However, we have put in place several options for facilities. Our "Plan A," our preferred option, is to use the classrooms at Christ Presbyterian Church in Charlotte, NC. The information for this facility is described below. Also, three other facility options, Plan B, C, and D, are also listed. The budget in this application reflects Plan D, the most expensive facility option.

APA – CFA will look at options that provide 75 – 100 square feet per student. We will ensure that there is one classroom for each section of each grade. Additional classrooms will be provided for the Exceptional Children's department and a computer lab. In addition to that, we will find facilities in which there is adequate outdoor space for PE and recess time. APA – CFA will ensure that any facility use meets state and federal guidelines and is ADA compliant.

Lauren Tucker, Proposed School Director, has met with the Council at Christ Presbyterian Church and has begun discussion of needs and lease options. The facility has 8 classrooms that APA – CFA could have use of. In addition, the possibility of placing modular units on the grounds has been discussed. The facility has a men's and women's restroom on both floors, with two stalls in each. In addition to that, there are 2 restrooms on the first floor that are shared between classrooms (see floor plan in Appendix). The facility has a large multi-purpose room which could be used for elective classes and as a lunch room. There is also a stage in the multi-purpose room that could be used for programs and other meetings. The church was previously the home as a private school and all upgrades have been made so that the building meets building codes. However, we will have the site inspected to ensure it meets present codes prior to open. The facility has fire alarms, sprinklers and a security system already in place.

Name of the PROPOSED facility (if known): Christ Presbyterian Church

Address: 2461 Arty Road

City/State/Zip: Charlotte, NC 28208

Description of the Facility:

Total square feet:	<u>4,623 sq ft (approximate)</u>	2886 sq ft of classroom space, 737 sq ft of office space and an addition 1000 sq ft (approx.) multi-purpose room
Number of Classrooms:	<u>8</u>	
Number of Restrooms:	<u>6</u>	
Other Rooms:		
Auditorium:	<u>yes</u>	
Gymnasium:	<u>no</u>	
Kitchen:	<u>yes</u>	

Ownership: Lease

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

- (a) Term of the Lease: To be determined
- (b) Type of Lease: To be determined
- (c) Rent: \$ 3500 per month (estimate)

Name of Landlord: Christ Presbyterian Church

Address: 2461 Arty Ave

City/State/Zip: Charlotte, NC 28208

Phone: 704-392-2116

Document inspections for the following:

APA-CFA will have these completed prior to opening.

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

Describe how the maintenance will be provided for the facility.

Even though no specific facility has been located at this time, the maintenance for the final facility that is used is as follows. Teachers will be responsible for keeping their classrooms clean and orderly. Teacher assistants will assist in trash removal and disposal. The cleaning of bathrooms, floors, and outside areas will be done by janitorial services that we will contract out. This is provided for in the budget. Overall maintenance and upkeep will be monitored by the School Director.

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?

Plan B: APA –CFA will use classroom facilities at Jackson Park Ministries if enrollment numbers allow. This facility would allow us to have 4 sections as well as access to a full size gymnasium and an outdoor field.

Plan C: APA – CFA will use classroom facilities at Steele Creek Presbyterian Church if enrollment exceeds that which can be housed at Jackson Park Ministries or in consideration of future growth. This facility has 10 classrooms and an outside play area.

Plan D: APA – CFA will lease land on which modular classrooms will be set up. The number of modular buildings will be determined based on enrollment. Possible land options are attached in the appendix of this application as well as quotes from a modular company.

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

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

- Safety

The safety of students at Aristotle Preparatory Academy: A Challenge Foundation Academy is of the highest priority. Daily visual checks for safety hazards will be conducted by the School Director and custodian. Teachers will ensure students are not behaving in a manner that will jeopardize their safety. Student behaviors that will be expected are, but are not limited to, no running (except at recess), walk up and down the stairs one step at a time using the handrails, and never be in an unsupervised location.

- Immunization of Students

APA-CFA will follow all state guidelines with regards to immunizations of students. The parent or legal guardian of students enrolling in APA-CFA will be asked to submit their immunization records. If immunization records are not received within 30 days APA-CFA reserves the right to not allow the student to attend classes until proper documentation is received. APA-CFA will work diligently with families to avoid this circumstance.

- Fire and Safety Regulations

Fire drills will be conducted monthly. Fire exit directions and procedures will be posted in all rooms and teachers will review fire exit procedures with students on a regular basis. In the event of a fire, everyone will be evacuated from the building immediately. If students are unable to return to the building because of smoke or fire conditions, the school will follow emergency evacuation procedures.

Other Emergency Drills that will be conducted include tornado drills, intruder drills and evacuation drills. Other situational drills may be conducted at the Directors' discretion. All drill procedures are reviewed by teachers, and practiced by children. Exit directions and procedures are posted in all rooms.

APA-CFA will coordinate inspections with the county Fire Marshall to ensure compliance with all state and local regulations regarding fire safety.

- Food Inspections

APA-CFA will coordinate inspections with the county Health Department to ensure compliance with all state and local regulations regarding food safety.

- Hazardous Chemicals

APA-CFA will store all hazardous chemicals in a lock spaced at the proper temperature and, if required, with proper ventilation. If a Chemistry class is offered, other safeguards, such as eye wash stations, will be installed. APA-CFA will also provide copies of a MSDS (Materials Safety Data Sheet) in the teacher's workroom and in the administrative offices.

- Bloodborne Pathogens

APA-CFA will conduct annual teacher training at the beginning of each school year regarding bloodborne pathogens. Teachers will be asked to read the pamphlet *Bloodborne Pathogens for School Staff* and take a short quiz on important topics. This will be turned into the School Director and kept on file for the year.

- Diabetes care plans

APA-CFA will solicit information about students with diabetes both in the enrollment application and at family orientation. The parent of any student identified as having diabetes will be contacted by school personnel. A plan from the student's physician will be obtained by the school and the school will ensure that the plan is followed.

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

Information regarding the state's Safe Harbor Law will be included in the family handbook and posted on the school's website. It will be also addressed at high school orientation at the beginning of each year.

- Providing parents and guardians with information about:

- Meningococcal meningitis and influenza and their vaccines at the beginning of each year
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases

Information regarding various vaccinations will be included in the family handbook and posted on the school's website. They will also be addressed at the school orientation at the beginning of each year.

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.

III. 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 A: Articles of Incorporation

Appendix B: Employer Identification Letter

Appendix C: Letter of Support from TeamCFA

Appendix D: Quote from Modular Company

Appendix E: Proposed School Director's Resume

Appendix F: Additional Information for Facilities

Appendix G: Petition Signatures

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of *Aristotle Preparatory Academy: A Challenge Foundation Academy*. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.