



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Antonio AAcademy

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

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

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

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

September 6, 2013 A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

December 6, 2013 A complete online application package, in the Office of Charter Schools **by 5:00 pm**.

December 13, 2013 A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Antonio ACademy

Has the organization applied for 501(c)(3) non-profit status: Yes No

Name of non-profit organization under which charter will be organized or operated: *Greater Full Assurance Faith Outreach Mi*

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

Name of contact person: *Joseph Ivey*

Title/Relationship to nonprofit: *Founder*

Mailing address: PO Box 21054
Durham NC 27703

Primary telephone: 919-908-0257 Alternative telephone: 336-324-8359

E-Mail address: *drjoe27703@yahoo.com*

Name of county and local education agency (LEA) in which charter school will reside:

County: DURHAM

LEA: 320-Durham Public Schools

Is this application a Conversion from a traditional public school or private school?

No:

Yes:

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? *Greater Full Assurance Faith Outreach Mi*

Is this application for Virtual charter school: Yes: No:

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

| Academic School Year | Grade Levels | Total Projected Student Enrollment |
|-----------------------------|---------------------|---|
| First Year | K,01,02 | 120 |
| Second Year | K,01,02,03 | 150 |
| Third Year | K,01,02,03,04 | 180 |
| Fourth Year | K,01,02,03,04,05 | 210 |
| Fifth Year | K,01,02,03,04,05 | 240 |
| Sixth Year | K,01,02,03,04,05 | 280 |
| Seventh Year | K,01,02,03,04,05 | 320 |
| Eight Year | K,01,02,03,04,05 | 350 |
| Ninth Year | K,01,02,03,04,05 | 380 |
| Tenth Year | K,01,02,03,04,05 | 420 |

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will 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 non-profit organization.

084465 _____
Signature

Founder _____
Title

084465 _____
Printed Name

12/06/2013 _____
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

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

Antonio Academy mission is to provide a high-quality K-5 education that places each student on the path to readiness and closes achievement gaps of the school system. We will achieve this through implementation of a rigorous curriculum; the use of data including formative assessments and regular observational data to inform instruction; an intentional professional development program designed to help teachers become the best they can be; and creation of a school culture that provides a safe and nurturing learning environment in which students can develop the skills and personal qualities important for success in life.

Educational need and Targeted Student Population of the Proposed Charter School:

1. *Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Antonio Academy does not have a target population. Any K-5 student that meets criteria to a North Carolina Public School is qualified to apply at Antonio Academy. Public schools in the local area are struggling to close the achievement gap for its students. The dropout rate continues to rise especially for African American students, males and females: thus further growing the supply side of the "schools-to-prison pipeline". At the present the total population of Durham County is approximately 273,392. This population 45.50% White, 43.81% Black or African American, 3.64% Asian American, 0.31% Native American, 0.04% Native Hawaiian or Other Pacific Islander, 4.75% some other race, and 1.94% two or more races. 8.56% were Hispanic or Latino of any race. Within this population in, only 77% of the population has their high school diploma. The students are socioeconomically and racially diverse: 50.7% African American, 24.1 Hispanic, 19.3% White, 3% Multiracial, 2.5% Asian, 0.3% Native American and 0.1% Hawaiian/Pacific Islander. Over 62.5% of the students qualify for free or reduced price lunch. 20.2% of students qualify for academically and intellectually gifted services, 14.2% qualify for Limited English Proficiency services and 13.84% qualify for exceptional childrens (EC).

2. *What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

Academic School Year Grade Levels Total Projected Student Enrollment

First Year K thru 2nd Grade 120
Second Year K thru 3rd Grade 150
Third Year K thru 4th Grade 180
Fourth Year K thru 5th Grade 220
Fifth Year K thru 5th Grade 250
Sixth Year K thru 5th Grade 280
Seventh Year K thru 5th Grade 320
Eighth Year K thru 5th Grade 350
Ninth Year K thru 5th Grade 380
Tenth Year K thru 5th Grade 420

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

At the beginning and towards the end of every 9 weeks, teachers of the same grade level will meet to see determine worked best and what did not for their students. They will strategize for the next 9 weeks to make sure they are still on target to ensure every child succeeds. They will also meet with grade level teachers above and below them. This will ensure that students getting ready for the next grade are ready to make that transition and are on target. Not only, for NC Common Core, but for the overall success of each child's educational future. This maintains a higher level of accountability amongst the staff all year long and puts the interest and the development of the child first.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

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

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

Examples of the professional development trainings are as follows:

- * Professional Learning Community
- * Inquiry Learning / Based Teaching Implementation
- * Learning Data Driven Instruction Assessments of Learning
- * Common Core and Reading First
- * Cultural Responsiveness & Differentiated Instruction
- * RTI (Response to Intervention) Classroom Management
- * Proper Integration of Technology

2. Hold schools accountable for meeting measurable student achievement results.

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

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

Antonio Academy will provide students and parents with an integrated Common Core focus that emphasis museum learning. Students and parents will engage the curriculum through one to one, technology, museum exploration, inquiry and project based learning and field trips.

4. Improving student learning. The teaching methodologies to be used have been proven through research as the most effective teaching practices in terms of positively impacting student learning for all students regardless of level of performance, learning styles, or type of exceptionally. Those to be incorporated into daily lesson plans will be designed to be consistent with the principles of child and adolescent growth development. They include, but are not limited to the following:

Create meaningful experiences for students who are identified as at risk of academic failure.

Design instruction so that students engage in routine practice in internalizing and applying the concepts they are learning.

* Encourage students to think about thinking.

* Create learning environments that are interconnected.

* Create a community-centered environment and Technology

* Use multiple representations and multiple intelligences to enhance student learning.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.

The following instructional practices will be used on a regular basis and provide for expanded learning opportunities for at risk and academically gifted students:

One -on-one teaching/parent academic planning; all teachers teaching through the theories of multiple intelligences; Peer mentorship; all teachers utilize the ideas of multiple representations to express ideas; Project learning; quality work products; partnerships with parents and the community.

6. Encourage the use of different and innovative teaching methods.

Through collaboration with North Carolina Central University (School of Education), innovative teaching methods will be implemented with a focus on character and leadership development. Opportunities will be provided with each curriculum area and through a unique student of the week structure to reinforce and foster the principle traits that made this nation and state such a great place to live and work.

Goals for the Proposed Charter School:

- 1. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

Antonio Academy will provide the Board with regular reports on student performance and assessment data. The Board will utilize this information to assess the school's progress towards the goals specified in its charter. The data will include student performance data from the NWEA assessments and End of Grade assessments. Include pertinent operational information such as student count numbers, attrition percentages, student attendance, student discipline, at-risk population, percent of students with an Individualized Education Plan (IEP) and parent satisfaction with the school. Antonio Academy will work with school leadership to provide the Board with the information needed to assess all aspects of the school's performance.

The Principal and Deans will work together to assist teachers in their grade levels. Vice Deans will provide serve as the direct managers for their grade level teachers (e.g. K-2, 3-5) and assist the principal with

administrative duties. Teachers will receive ongoing coaching and instructional support from their deans through weekly classroom observations, one-on-one meetings, and written and verbal feedback. Teachers will meet regularly with their grade-level and cross-grade-level teams. We believe this will create an environment where teachers are encouraged to continuously improve the quality of their instruction and classroom management to increase student learning.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The Board of Directors ("Board") for the Antonio Academy Charter School will be responsible for the governance and oversight of the school, including Board policies. The Board will delegate the day-to-day operations of the school to Antonio Academy Staff. Antonio Academy will be held accountable for the academic performance, organizational strength, and financial viability of the school.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Antonio Academy recognizes that every child has the ability to learn, but all children learn differently. Because of smaller classroom size our staff will be equipped to adapt to that particular child's way of learning. We believe that a Contextual learning environment, involves many different forms of experiences as possible. This will help the student identify a familiar frame of reference; evoke the desired learning outcome to be achieved. Once they get the desire to learn these children will be able to open doors that would not otherwise be available in their communities or home environment. Our mission to provide a high-quality K-5 education that places each student on the path to readiness and closes achievement gaps. We will achieve this through implementation of a rigorous curriculum, the use of data including formative assessments and regular observational data to inform instruction, an intentional professional development program designed to help teachers become the best they can be, and creation of a school culture that provides a safe and nurturing learning environment in which students can develop the skills and personal qualities important for success in life. Parents, students, and staff will collaborate to create an environment that values both academic achievement and strong moral character.

K-5 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The educational plan for the Antonio Academy includes the instructional methodologies that will be used in all classrooms and every grade level with ratio 18:1. The plan also includes plans for Special Education, Admissions Policy, Student Conduct and Discipline, and Projected Staff. Antonio Academy will serve one hundred and eighty (120) students in kindergarten through second grade in its first year of operation. The school will add an additional grade each year until grade five. The school will operate on a traditional calendar. The hours of operations are 7:30 a.m. to 2:30 p.m.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*

2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

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

Curriculum specialists and teachers collaborate through professional learning to fully implement the Common Core/Museum learning framework. Teachers are trained to evaluate each child's skills and needs to tailor curriculum to accelerate student learning and achievement. Museum educators and Common Core professionals from the Durham area museums and Common Core fields will provide teachers Common Core/Museum pedagogy to reinforce teachers' integration of subject content and Common Core essential standards. Common Core/Museum learning brings a true understanding of subjects rather than merely asking students to memorize facts. The opportunity to operate as a new charter school will allow us to implement this unique and proven model in a public charter school arena. Antonio Academy believes Common Core/Museum learning will lead to a deeper mastery of standards and higher student achievement.

Antonio Academy will serve one hundred and ten (120) students in kindergarten through second grade in its first year of operation. The school will add an additional grade each year until grade five. The school will operate on an extended/traditional calendar (185 days). The school will operate from 7:30 am to 4:30 pm which will exceed the LEAs hours of operation by 60 minutes each day.

Antonio Academy believes that our extended year program will:

- * Increase student achievement
- * Accelerate student
- * Mastery of curriculum enhance teaching and learning
- * Reduce students being subjected to violence and crime

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

A number of instructional materials will be used in the classroom to support student learning in the core content areas. These resources have been selected for use at our school based on strong research and demonstrated effectiveness. These materials will aid teachers in the delivery of high-quality instruction in each content area. Core instructional materials to be used in the classroom are listed in Appendix B.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

Teacher-directed instruction is focused on each student's individual learning style, readiness, and prior understandings and experiences. Common Core learning encourages the use of innovative teaching methods by empowering teachers and staff to support the diverse learning needs of all students. A curriculum specialist and teachers collaborate through professional learning to fully implement the Common Core learning framework. Teachers are trained to evaluate each child's skills and needs to tailor curriculum to accelerate student learning and achievement. Common Core learning brings a true understanding of subjects rather than merely asking students to memorize facts. The opportunity to operate as a new charter school will allow us to implement this unique and proven model in a public charter school arena. Antonio Academy believes Common Core learning will lead to a deeper mastery of standards and higher student achievement. Recognition of the significance of the early years has heightened interest and support for early childhood programs. Prevention steps designed to reduce the number of children who arrive at school with inadequate literacy-related knowledge would considerably reduce the number of children with reading difficulties. Specifically, important experiences related to reading begin very early in life. According to the National Research Council "childhood environments that support early literacy development and excellent instruction are important for all children. Excellent instruction is the best intervention for children who demonstrate problems learning to read."

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Antonio Academy will serve one hundred and eighty (180) students in kindergarten through second grade in its first year of operation. The school will add an additional grade each year until grade five. The school will operate on a year-round calendar (181 days). The school will operate from 7:30 am to 2:30 pm which will exceed the LEAs hours of operation by 60 minutes each day.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Antonio Academy will be in compliance with all federal and state regulations for identifying and serving students with special needs. These students will span the special education spectrum from at-risk students, students with disabilities, gifted/talented students to the English language. It is our aim to meet the needs of all of these students to ensure they succeed.

academically, socially and emotionally. In an endeavor to serve all students who enter the doors of the Antonio Academy, at least 5% of the student enrollment will be exceptional students. Students attending Antonio Academy for the first time will be placed in the regular class until current cumulative record is obtained. If previous special education history is noted a meeting will be called with parents to review current paperwork and Individual Education Plan (IEP). Antonio Academy is cognizant that all of the students attending will not have an Individual Education Plan. For these students an Intervention Team of regular teacher, special education teacher and counselor will recommend strategies to be implemented for a period to assess possible problems. After a time designated the Intervention Team will reconvene to receive a report of the success or failure of recommended interventions. If the interventions are a success no further referral is necessary and the teacher continues successful interventions and gives periodic updates of student progress. If interventions are not successful then the student is recommended to the Student Assistant Team (SAT) where more interventions are implemented and classroom observations and screenings. The next step in the process is a formal referral for a comprehensive evaluation and placement with consent from parents.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language*

Learner (ELL) students, including the following:

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Antonio Academy strives to become a high performing school the curriculum will typically focus on nine central factors in planning student education and instruction. These factors are:

1. Using data, that is carefully weighed for content that is essential versus content that is nice to know but not critical for success.
2. Go to great ends to fully understand the interests, learning style, and aptitudes of each student.
3. Engage parents actively in a discussion of the child's needs and how to meet those needs most effectively.
4. Use proven methodologies to teach to the unique interest, learning style, and aptitudes of each student.
5. Monitor the success and failures of students on an ongoing basis and take appropriate corrective actions.
6. Stay current with research and data on learning and integrate it into the classrooms.
7. Focus on the end results for students, which will prepare them for family and community participation rather than solely on standards and assessments.
8. Use technology to improve the learning opportunities for students.
9. Break learning down into its smallest incremental parts to guide instructions for students.

These techniques, strategies, methodologies, interventions and innovations are not uniquely suited for just special education and ESL students-they can benefit all students. The results yield improvement for all students. We shall create a culture that supports the belief that all children can learn!

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to Antonio Academy their abilities. Antonio Academy will collect data from EOG results, entrance assessment results, community involvement activities and teacher recommendation. These learners will have a rigorous intensive program of research projects, field trips; products generated as an extension of curricular units and use of community and partner resources. The initial test is the Idea Proficiency Test (IPT). This test is given to students in grades K-12 and helps determine the need for ESOL services. It is also used to exit students from the program in K-3. The IPT assess the students' ability to comprehend and respond to the spoken language. In addition, students in grades 3-5 will take the Comprehensive Test of Basic Skills (CTBS) to determine the need for services and to exit the program. The CTBS focuses on reading and writing skills. The goal of the State is to provide appropriate education opportunity to all children with disabilities who reside in North Carolina.

b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

The purpose is to:

- (a) To ensure that all children with disabilities, have available to them a free appropriate public education that emphasizes special and related services designed to meet their unique needs and prepares them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist the location education agencies, including state operated programs and charter schools, to provide for the education of children with disabilities;
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities
(www.ncpublicschools.org).

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*

2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

Using DPS's system of ELL identification, each student will be given a copy of the Home Language Questionnaire (HLQ) upon acceptance to the school. All acceptance paperwork will be provided in English and Spanish. If the student population is such that another language is necessary, the appropriate translations will be provided. The HLQ asks a variety of questions designed to determine if the primary, or home, language of the student is a language other than English. If it is determined that the primary or home language is other than English, the student will be enrolled in classes and given the same opportunities as all students.

A student that has another language indicated on the HLQ will be assessed to determine their proficiency in English. As North Carolina is a member of the WIDA Consortium, the WAPT (WIDA-ACCESS Placement Test) will be used. The results of the WAPT will initially guide the services provided to the student. Additionally, the school will annually assess the English proficiency of ELL students through the use of the ACCESS for ELLs test, provided by the WIDA Consortium. This assessment will be used to modify instruction to meet each student's needs as well as to determine if a child is ready to exit the ELL programs provided at the school.

Requesting Records from previous schools - When the student enrolls in the charter school the parent/guardian signs permission for the charter school to request records from the student's previous school. A fax is sent to the previous school along with parental consent for those records to be sent.

Record Confidentiality (on site) - Records are kept in a secure locked cabinet in the special education department.

Record Compliance (on site)- Record compliance is completed by the EC Director after every meeting. On site audits are held periodically and if a record is found to be out of compliance another meeting is held to correct the non-compliance issues. Once a folder is compliant, the folder is locked in the secure cabinet.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

Antonio Academy will not discriminate and will follow all applicable federal

and state laws, and regulations concerning the education of children with special needs. Antonio Academy will utilize special education teachers to consult with regular classroom teachers, provide direct instruction for exceptional children, and help us make appropriate curricular and assessment modifications.

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

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

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

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the

rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct. Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others' and the school's property.

Antonio Academy teachers use a variety of assessment techniques including project rubrics, performance-based tasks, anecdotal notes based on oral discussions and/or written responses, cooperative group work, portfolios, and the more traditional paper-and-pencil tests.

Students will not receive traditional letter grades. However, they will receive a Standards Based Report Card. A Standards Based approach allows parents and students to understand more clearly Antonios educational program as well as strategies to support student success. Traditional grades often measure many different factors - how well students do in comparison to their classmates and/or how well behaved they are in class. Standards based evaluations measure how well an individual student is doing in relation to grade level standards and skills, not the work of other students.

Teachers use the results of the on-going assessments to determine a students present level of performance and in relation to the mastery of grade level content. The report cards will provide meaningful and relevant information, detailing each students social/emotional and academic development. In a Standard Based Report Card, grades reflect five levels of performance. They are: E - Exceeds grade level expectations with consistency and accuracy; S - Meets grade level expectations with consistency and accuracy; P Making progress/developing; N Needs more development; and C Concern.

Progress Reports and Report Cards

Students will receive progress reports at the mid-point of each grading period. Progress reports are updates about each student's academic progress. At the end of each grading period, students will receive report cards.

Student Conduct and Discipline

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students. A student violating any of the acts of misconduct listed in this Student Code of Conduct may be disciplined under this Student Code of Conduct. Additionally, a student who engages in an act of misconduct that violates the law may be referred to the appropriate police authority. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students in grades K-2 must demonstrate grade level proficiency as determined by multiple measures of student progress, which will be documented in a K-2 portfolio. An Individualized Personal Education Plan (PEP) will be developed for students in grades K-2 who perform below grade

level for at least one year. To be promoted to the next grade level, students in grades 3- 5 must have a passing grade in reading and math, score at least a Level 3 on end of grade tests in both reading and math, and meet attendance standards to be established by the Board. To be promoted to the next grade level, students in grade 4 must demonstrate grade level proficiency as determined by classroom performance. In all cases, the final promotion decision shall be made by the principal and vice deans in consultation with panel of teachers who are knowledgeable about the student. To the extent possible, students with disabilities will be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of end of grade tests, promotion decisions shall be based on criteria as recommended by the IEP team. All students will have the opportunity to retake end of grade tests and there will be multiple methods of intervention, remediation, and support to assist students in meeting promotion standards. The standards will be provided in writing at the beginning of each school year in the parents native language and throughout the year during conferences. For any student who is not meeting grade level proficiency during the year, multiple contacts and conferences will be conducted with the student's parent/guardian to inform the family of the supports being provided. Parents of students who fail to meet test standards will be notified and provided with information concerning retesting, intervention, and appeal procedures.

Antonio Academy will use the Common Core State Standards for English Language Arts, Math, and Science for grades K-5 as the standards that students are expected to meet. Because the READY Assessments will be based on the Common Core, we expect students to have mastered the skills for grade 5 in these areas upon exiting grade 5.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Proactive Approach to School-Wide Discipline

By implementing the Positive Action program Antonio Academy will take a proactive approach to discipline. The Positive Action philosophy addresses the core of each person: "You feel good about yourself when you think and do positive actions, and there is always a positive way to do everything. This teaches the process and develops the intrinsic motivation; giving students the skills for a happy and successful life the ultimate goal of education.

Behavioral Expectations are taught

The behavioral expectations are taught to all students in the building, and are taught in real contexts. The goals of the teaching are to take broad expectations (Be Respectful). Teaching appropriate behavior involves much more than simply telling students what behaviors they should avoid. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("right way") are described and rehearsed, and negative examples ("wrong way") are described and modeled. Students are given an opportunity to practice the "right way" until they demonstrate fluent performance.

Appropriate Behaviors are acknowledged

Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. To achieve this standard, some strategy is needed to build and maintain positive adult initiations to students (both in class and outside of class). Appropriate behaviors should be recognized or rewarded immediately.

Behavioral Errors are Corrected Proactively.

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

Suspension and Expulsion

Even with the school-wide Positive Action program, it may sometimes be necessary to suspend or expel an individual student. The principal of Antonio Academy will have authority to suspend for a period of up to ten days or less. The principal, with the prior approval of the Academic Advisory Committee, will have the Board of Directors.

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

Grievance Procedures

Step one- Good Faith Effort - In the event of a dispute involving a student's academic performance or disciplinary referral, all parties involved must try to resolve the dispute by identifying the problem, suggesting possible solutions, agreeing on a timeline for implementation, and outlining a follow-up plan. A written plan of the good faith effort must be given to the Principal.

Step two Appeal to the Principal- If the good faith effort is unsuccessful, the student, parents/guardians or staff member may submit a grievance in writing to the Principal within five (5) working days. The Principal will schedule a hearing at a mutually convenient time and place for discussion of the grievance with all parties involved. The Principal will set a date for the hearing within five (5) working days.

Step three Appeal to the Managing Director - a written appeal to the Managing Director within five (5) working days of the receiving Principal's decision.

Step four Appeal to the Board of Directors- submit a request for an appeal to the Board of Directors within (5) days (5) days of the Managing Director's Decision.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Greater Full Assurance Faith Outreach Mi

Mailing Address: PO Box 21054

City/State/Zip: Durham NC 27703

Street Address: 302 Driver St

Phone: 336-324-8359

Fax: 919-908-0257

Name of registered agent and address: Antonio Academy 302 S. Driver St, Durham, NC 27703

FEDERAL TAX ID: 46-2121984

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix E)
 No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, 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.

Governance and Organizational Structure of Private Non-Profit Organization:

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 complete the table provided depicting the initial members of the nonprofit organization.

| Board Member Name | Board Title | County/State of Residence | Current Occupation |
|--------------------------|--------------------|----------------------------------|---------------------------|
| Ann Paschall | Co-Founder | DURHAM | Educator |
| Cathy Miles | Co-Founder | DURHAM | Educator |

| | | | |
|------------------|---------|--------|-----------------------|
| Joseph Ivey | Founder | DURHAM | Educator |
| Franklin O HAnes | Member | DURHAM | Community Stakeholder |
| Vaness Spence | Member | DURHAM | Educator |
| Gladys HARRIS | Member | DURHAM | Harris & Law |
| Ariel Allen | Member | DURHAM | Educator |
| Rosa Gibbs | Member | DURHAM | Grant Writer |
| Laverne Rankins | Member | DURHAM | Administrator |

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer.

The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

The Secretary shall be a member of the Board and shall be responsible for: keeping the minutes of the Board meetings; and (b) seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

The Treasurer shall be a member of the Board and shall: (a) have charge and custody of and be responsible for all funds and securities of the School; (b) keep accurate books and records of receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and (d) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The Board will manage the school's policies with the support of legal counsel and they will be reviewed and approved at public Board meetings.

Policies will be reviewed at least annually. With the assistance and guidance from legal counsel and by referencing state law, SBOE policies and local regulations, the Board will ensure that the school has all required policies and/or practices and procedures in place, including but not limited to a Student Code of Conduct (see Section V Student Conduct and Discipline), Family Educational Rights and Privacy Act (FERPA), special education and ELL student identification and related services, first amendment rights and protections, parent involvement, school safety procedures, and technology use. Policies will be provided to parents and students via the parent/student handbook and/or the school's web site. The Board of Directors is the governing body of the Antonio Academy, responsible for and actively engaged in providing the organization with fiduciary oversight, strategic leadership and vision. The Board represents the entire membership and is elected by said membership. Per the by-laws, no more than 6 and no less than 3 people can serve on the Board of Directors. Each Board member serves a two year term. Board terms are staggered. The Board elects the Executive Committee and officers. Board responsibilities include:

Mission Oversight, review and evaluate the mission on a regular basis, bring vision to the organization, attend all Board meetings, prepared to review, comment on reports; attend the majority of retreats, bring new members to the organization, Legal/Fiduciary, act in the organizations best interest at all times, ongoing financial oversight and assessment of controls, safeguard assets, ensure legal, regulatory and reporting compliance, maintain professional and ethical standards; follow conflict of interest and confidentiality policies, ambassador and Advocate, generate enthusiasm for the organization and its programs,

ensure that communication of the organization and its programs is reaching its constituents through the effective use of traditional and new media, effectively communicate the essence of the organization to potential constituents and supporters, build and maintain relationships between Antonio Academy and the community, Resource Development: develop and implement an aggressive yet achievable fundraising plan

contribute to the organization, a minimum (or the equivalent thereof) of \$1,000, by giving personally, soliciting individuals for contributions or by pursuing strategic alliances, keep membership dues current, help to develop and evaluate earned income strategies to ensure adequate Resources. Board Development:

Ensure strong Board leadership, suggest possible nominees to the Board; develop, implement ongoing recruiting process, orientation and Board training programs, ensure that Board structure supports mission, proactively plan for leadership transitions, satisfy Board members reasons for joining, build collegial working relationships that contribute to consensus. Evaluation: hire, oversee and evaluate top management, establish challenging yet achievable objectives, regularly evaluate individual Board Member and overall Board effectiveness.

Parliamentarian

1. The Parliamentarians primary function is the adviser on the Roberts Rules of Order Process used in all Antonio Academy Board Meetings, to the Board Chairperson and members of the board. (Handle meeting procedure questions or problems that arise during the meeting including maintaining order, ensuring all statements are directed to the Board Chairperson.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to*

the board?

Antonio Academy is a North Carolina nonprofit corporation. Responsibility for the overall operation of the school rests with its Board of Directors. ANTONIO has no shareholders or owners, and board members serve strictly as volunteers. The Board is directly responsible for providing facilities and equipment, adopting curriculum, handling personnel matters, budgeting, setting the school calendar and school hours, managing admissions, and assuring compliance with applicable laws including the charter school statutes.

The Board also adopts various policies to facilitate the implementation of ANTONIO's educational mission. Finally, the Board serves as a liaison with the Durham County Public School System, the Durham County School Board, the North Carolina Department of Public Instruction, the North Carolina State Board of Education, and other agencies and organizations involved in public education.

- 4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

4th Thursday of each month at 6:00 PM

- 5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*

The Board will be involved in the application process for the charter, which has included an orientation to the mission, vision and educational goals of the school, an overview of the roles and responsibilities of the board of directors, and information about the individual board director job description detailing specific expectations such as committee work, meeting attendance, and involvement in marketing the school. Any new board members will receive this orientation. The professional development outline for the Board is in Appendix H.

- 6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

The By-Laws contained in Appendix F describe the conflict of interest policy and definitions of conflict. Each board member will also sign a form (contained in Appendix H) stating that they understand and will uphold the conflict of interest policy and will immediately disclose any potential conflict and consequently abstain from voting on the matter. (The board has signed this form.) Such disclosures will be recorded in the minutes. In addition, potential conflicts of interest and they are handled are a part of the Board Orientation training.

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

The board is aware of certain basic policies that must be in place prior to the operation of the charter school, such as personnel policies. The board will utilize the Charter Schools.org Board Governance Training Manual process

(<http://www.charterschooltools.org/tools/BoardGovernanceTrainingManual.pdf>) to develop policies related to the operation of the school, and will also

utilize the tools provided by the Office of Charter Schools at NCDPI to ensure that all necessary policies are in place. The board will focus first on policies that are required by North Carolina law. The process, as adapted from the Charter Schools.org process, includes the following steps: The board first identifies a need for new policy. The recognition that there is in need for a new policy can come from many sources, including board committees, the chair of the board, the charter school leader, other staff, parents, students, and community members. The board then assigns a team to draft new policy, which often will include the school leader and a member of the board. Then team writes a first policy draft. Ask legal counsel to review the draft policy, if there is any question about legal issues in the policy. Present draft policy to the board for approval. Antonio Academy will have a first reading at a board meeting to give the writing team informal feedback. The writing team can then incorporate any suggestions and bring the final policy draft to the next board meeting when the board can formally adopt the policy.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

Following the lottery and enrollment process, the school leader will organize a parent advisory group which will be structured with officers and committees. When decisions are made by the school leader and/or the board, this group will be informed and input will be solicited on a formal basis. The group will function semi-autonomously and will be welcome to bring information and concerns to the board at any time.

9. *Discuss the school's grievance process for parents and staff members.*

Step One

Good Faith Effort In the event of a dispute involving a student's academic performance or disciplinary referral, the student, parent/guardian or involved staff must try to resolve the dispute by identifying the problem, suggesting possible solutions, agreeing on a timeline for implementation, and outlining a follow-up plan. A written plan of the good faith effort must be given to the Principal.

Step Two

Appeal to the Principal If the good faith effort is unsuccessful, the student, parents/guardians or staff member may submit a grievance in writing to the Principal within five (5) working days.

The Principal will schedule a hearing at a mutually convenient time and place for discussion of the grievance with all parties involved. The Principal will set a date for the hearing within five (5) working days. The date must fall within twenty (20) days after receipt of the written complaint.

The Principal will make a decision within five (5) working days after the completion of the hearing. The Principal may decide to extend the hearing in order to include additional information or further investigation. The Principal's decision is final unless appealed to the Managing Director.

Step Three

Appeal to the Managing Director If the student, parents/guardians or the staff member wishes to appeal the Principal's decision, the next step is a written appeal to the Managing Director within five (5) working days of the receiving Principal's decision.

The Managing Director will set a timeline for an appeal hearing and may

uphold or modify the Principal's decision. The Managing Director will notify those involved in writing of the decision. The Managing Director's decision is final unless appealed to the Board of Directors.

Step Four

Appeal to the

Board of Directors If the student, parents/guardians, or staff member wish to appeal the Managing Director's decision, the next step is to submit a request for an appeal to the Board of Directors within five (5) days of the Managing Director's decision. After receiving an appeal request, the Board will schedule a meeting to consider the appeal as soon as is practical. Board members with a conflict of interest, as defined in the Bylaws, shall excuse themselves from participating in the hearing.

For cases that involve expulsion, appeals must be submitted to the Board of Directors within two days of the student's dismissal. The suspension will remain in place until the Board of Directors meets and reviews the appeal.

The decision of the Board of Directors is final and may not be appealed. Failure to follow the procedures and timelines outlined in this chart constitutes a waiver of the student's or parents right to submit a grievance.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

For each open position Antonio Academy shall employ the qualified applicant who most exemplifies the Antonio Academy Basics and whose interests and abilities best align with Antonio Academy's Vision, Mission and Motto. Employees are selected on the basis of merit only. The use of any personal or political reference by or on behalf of an applicant may warrant refusal of employment. The Board shall make the final decision on the election of all employees; however no person shall be employed by the Board without the recommendation or endorsement of the principal. If the candidate is rejected, the Board of Directors or designee shall recommend subsequent candidates until the Board elects someone to fill the position. Whenever vacancies occur within the school, notices of such vacancies shall be furnished to the present staff insofar as possible during the school year. Present employees shall be given the opportunity to submit written requests to be considered for the vacant position. No vacancy shall be filled until ten days after the notice of the vacancy has been issued. Following interviews and studies of the qualifications of all applicants, the best applicant shall be hired. However, all things being equal, preference shall be given to present staff members.

2. *Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

Antonio Academy's policies do not permit discrimination based on an individual's marital status, the individual's relations to another Antonio Academy employee or his or her lawful off duty conduct.

However, some situations can create conflicts of interest requiring Antonio Academy to take the employees relationship with another employee into account.

An employee should not be in a supervisory role with another employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations of

favoritism.

A supervisor should avoid forming special social relationships or dating employees under his or her direct supervision, or with other employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees should notify Antonio Academy so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

Antonio Academy reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of Antonio Academy, or if the relationships create an actual or perceived conflict of interest or favoritism.

4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Each of Antonio Academy's core academic teachers shall be required to hold a current North Carolina on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and shall be required to meet certain federal requirements related to subject-matter expertise in order to meet federal requirements for "highly qualified teachers."

Paraprofessional staff may also be required to document that they meet federal requirements for paraprofessional staff. It is the responsibility and a condition of continued employment of all instructional staff, teachers and paraprofessionals to provide, maintain and keep current such

certificates, permits or other documentation to Human Resources no later than the close of business on the first day the employee reports for duty. Staffs who are required to meet these state and

federal certification, expertise, and related requirements must maintain such qualifications as a condition

of employment at Antonio Academy. Two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. Antonio Academy will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. Antonio Academy will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. Antonio Academy shall also request subsequent arrest notification from the Department of Justice if necessary.

5. Outline the school's proposed salary range and employment benefits for all levels of employment.

The citizens of this community are interested in attracting and maintaining a qualified, competent staff to educate their children. The citizens and the Executive Governing Board recognize the importance of an

attractive salary schedule and sound salary policies in securing and holding competent staff members. teachers of non-core, non-college prep courses as deemed necessary and appropriate by Administration.

Required professional experience cannot be used for vertical progression on schedule.

All Units for salary advancement are semester units and must be taken after the award date of the

Bachelor's Degree. Quarter units are converted to semester units by multiplying by a factor of two-thirds

(2/3). Advancement across columns is dependent on units obtained from accredited schools (as accepted

by the North Carolina Commission on Teacher Credentialing). Certificated employees requesting

advancement on the salary schedule shall submit supporting records of official transcript(s) or other

official school document(s) showing completion of the required units or degree, or letter from the

college/university. Salary adjustment due to advancement will be given twice per year, August and

January. Appropriate documentation must be received by the Human Resources Department by August

20 for salary placement retroactive to the first official duty day of that school year, or by January 20 for

salary placement retroactive to January 1. *Management salaries are based on a factor of the highest teacher salary. Full-time employees are entitled to

health insurance benefits in accordance with Antonio Academy's health insurance plan.

6. Provide the procedures for employee grievance and/or termination.

Either the employee or Antonio Academy may terminate the employment relationship at any time, with or without notice and with or without cause.

While it is not required, Antonio Academy requests that employees electing to resign give as much advance notice as possible (preferably two weeks) to

allow Antonio Academy to plan for your departure. Once the Board of Directors has accepted and set an effective date for this resignation, the

resignation may not thereafter be withdrawn by the employee. An employee grievance is defined as the formal written claim by any Antonio Academy

employee or group of employees that there has been a violation, misinterpretation, or misapplication of federal or state law or regulation,

or Antonio Academy policies.

It is desirable for grievances to be resolved through free and informal communications. An employee should first attempt to resolve any grievance

through discussion with the employee's supervisor. If a grievance cannot be resolved at this level, the aggrieved employee may request a grievance

conference with the board. The Board prohibits retaliation against an employee who files a grievance under this policy. Failure of the school

administration to comply with these timelines will result in automatic right of appeal to the next level. Step I-Supervisor Conference An employee

wishing to invoke the grievance procedure shall make a written request for a conference with the supervisor. Step II-Appeal to the Board - Any appeal to

the Board panel shall be on the record unless the panel determines that additional information may be presented. At the appeal hearing, each side

normally shall be allotted 30 minutes to present oral argument. The aggrieved party will be informed in writing of the panel's decision within

five (5) work days.

7. *Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

None

8. *Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

We recognize that some students may possess exceptional gifts and talents and should be granted the direction, time, encouragement, and resources to maximize their potential. The school will work with parents, students, and the community to identify gifted and talented students from all backgrounds. Classroom teachers will offer gifted and talented students differentiated instruction and extended opportunities through a variety of means: enrichment; differentiation in content, process, products, and/or learning environment; infusion of higher order thinking skills; and individualized learning opportunities. The school anticipates that its population of English Language Learners (ELL) will be close to that of the local school district. Antonio Academy is committed to ensuring that ELL students have access to high-quality education and instruction. As such, our school will use related programs to ELL students.

9. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

We know that attracting, developing, focusing and retaining high performing employees will be essential for the success of the school. In conjunction with the principal of the school, Antonio Academics Development and Human Resources will work in concert to recruit high caliber individuals who are selected and developed for all positions. Moreover, the teams will ensure that each selected employee continues to meet the ongoing needs of students and parents and that appropriate intervention steps are taken to maintain a quality workforce. Our school will use pay for performance, with performance being measured by student achievement. Employees are required to obtain and maintain credentials such as licensure or certification, education, endorsements, professional development and/or professional test for their position. Employees should begin renewal of credentials early. Failure to obtain the appropriate credentials in a timely manner may result in an unpaid administrative leave and/or termination of employment. Employees may contact Human Resources for questions or may refer to the Department of Education for their state's specific requirements.

Principal Qualifications:

Education and/or Experience - Master's degree or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

Language Skills - Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, and regulatory agencies. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to public groups, and/or boards of directors.

Mathematical Skills - Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume

Reasoning Ability - Ability to define problems collects data, establish facts, and draw valid conclusions.

Dean Qualifications

* Education and/or Experience - Bachelor's Degree and a minimum of 3-5 years experience in teaching or administration; or equivalent combination of education and experience.

* Language Skills - Ability to read, analyze, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the business community.

*Mathematical Skills - Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume.

*Reasoning Ability - Ability to define problems; collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Teacher Qualifications

* Bachelor's Degree and appropriate Teaching Certificate/Licensure

*Demonstrated ability to communicate and work effectively with parents

* Demonstrated ability to adapt to individuals' specific needs

* Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community

* Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles

* Demonstrated ability to evaluate tests and measurements of achievement

* Demonstrated ability to work effectively as a team member

Special Education (Exceptional Children) Teacher Qualifications:

* Students with Disabilities teaching certificate

* Demonstrated ability to communicate and work effectively with parents

* Demonstrated ability to adapt to individuals specific needs

*Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff and community

* Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles

Staff Evaluation and Professional Development

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

All administrators hold or be enrolled in program to acquire credential in Leadership, if not do so in 5 years. By law 75% of all Lead Teachers will hold NC Licenses. All personnel is required staff development in No Child Left Behind.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

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

* A distinguished undergraduate record in a broad variety of liberal arts

subjects,

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

3. *Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

The school will use a cooperative organizational approach that promotes learning and follow up for all teachers and staff. The school will establish Educational Groups that will meet regularly to engage in combined professional learning to strengthen their practice and increase student results. The groups will engage in such activities as peer and expert coaching, study groups, and data analysis. Antonio Academy board plans to provide professional development for all employees (i.e., orientation) as well as professional development throughout the school year in order for teachers to continue to improve instruction. The orientation professional development is listed in the following section. Formal professional development will take place during the school year to follow up and provide more in-depth study of many of the topics. The board believes that teachers need training, ongoing assessment, feedback, and coaching so the learning becomes fully integrated into routine behaviors. Professional development for teachers and staff will be provided externally and will include ongoing practical assistance and proficient coaching

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

The school calendar contains five days for professional development prior to school opening. The topics that will be addressed prior to school opening are listed below. It is important for teachers to have a collective understanding of the topics listed. However, the mission of the board is that formal staff development must be supplemented by continuous follow up and coaching. Consequently, the topics that will be covered during the period prior to school opening are ones that will be continuously addressed throughout the school year in professional educational groups, observations by the school leader, and through the practical assistance and imbedded coaching that will provided by a contracted third party.

*The Antonio Academy mission and expectations for all faculty and staff (.25 day)

* Common Core State Standards and North Carolina Essential Standards (.25 day)

*Formative assessment strategies (.5 day)

* Using data for instructional improvement (.5 day)

* Technology for teaching and learning, including appropriate selection of technology and the integration of technology into the classroom (.5 day)

* Effective Common Core and project based learning strategies and practices (1 day)

* Appropriate classroom modifications and instructional practices for special students and roles and responsibilities when implementing IEPs. (.5 day)

* Positive behavior support (.5 day)

* Differentiating instruction and Worldwide Design for Learning (1 day)

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The school calendar provides for four full days of official professional development during the school year. In addition, there are five days prior to school opening and at least four days planned at the end of the school year. Antonio Academy plans to utilize an embedded approach to professional development that includes coaching and continuous practical assistance, the board believes that professional development will occur daily. Professional learning communities will meet during the school day during teachers planning periods and before or after school.

Enrollment and Marketing:

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.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and 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)).

Should we receive approval to operate, marketing efforts will intensify. A dedicated local Admissions Representative, with strong community contacts, will be hired to lead the marketing efforts including executing grassroots marketing and strengthening community relationships.

Grassroots efforts will include:

* Establishing relationships with community-based organizations such as: Cooperative Development Corporation of Durham, the Boys and Girls Club of Durham, Human Rights Center of Durham, NAAP of Durham County, Durham County Mother's Club, Durham Community Center, City of Durham Parks and Recreation, and/or the Durham Public Library

* Distributing information about the school to local day cares and preschools including: Durham Daycare Center, KinderCare, Durham Cooperative Preschool, Our Playhouse Preschool, and Triangle Day Preschool.

* Connecting with clergy and distributing materials at churches such as: Safe Haven Bible Institute, Grace Baptist Church, Blacknall Presbyterian Church, Assembly of God

Our goal is to create broad awareness of the school throughout the local community.

This effort will include the placement of advertising utilizing outdoor and/or radio media several months prior to the school's opening including ads on WDCG-FM 105.1, WNNL-FM 103.9, WRAL-FM 101.5, WFXC-FM 107.1, WNNL-FM 103.9, and WQOK-FM 97.5 radio. Advertising will also include media outlets

such as the Herald-Sun News, Carolina Times News, and the Carolina Parent. In addition, the local Admissions Representative and other school representatives will host monthly parent information meetings at a location convenient to the community. Parents will have the opportunity to learn more about the school's mission, design and overall academic program at these meetings. Additionally, parents will be invited to various "onboarding" events where they will learn about the specifics of the curriculum, meet the principal and teachers, obtain information about the Character Development program and how they can be involved as partners in their child's education. These events will also have a social aspect where parents can come together as a community prior to the start of school. In an effort to reach out to all potential students and parents, we will:

- * Place advertising and have applications available in Spanish
- * Place an open enrollment notice and invitation to a parent meeting in publications in languages other than English, indicating that all students who have English as a second language will be served
- * Hold an information meeting for families who have children with special needs to discuss the Special Education program at the school, as well as answer parents' individual questions
- * Purchase a direct mail list of families with children living within a three-mile radius of the school
- * Send multiple mailings containing school brochures and information on upcoming parent meetings
- * Establish a toll-free phone number that will give parents the opportunity to ask questions, learn about the curriculum, school programs and upcoming events
- * Invite the community to an open house at the school when the building is established
- * Participate in community events such as the Bimbe in May, the Children's Easter Egg Hunt at Eno River Park, the Greek Festival in Durham in May, the 4th of July Celebration in Durham, the October Center Fest, Juneteenth Celebration at Holton Community Center, and the Durham Preschool Fair in October

A dedicated school website will also be developed that will include the following:

- * Information about the school and curriculum
- * Profiles of the Board members, principal and teachers
- * Links to the online student enrollment application form
- * A referral/pass-along feature that will allow parents to tell others about the school

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

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

well as various press releases.

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

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

In 2015, the school will open the application submission window on or about March 15 and will close applications on May 1. In subsequent years, the school will open the application submission window on or about January 15 and will close applications on April 15. The application deadline will be announced three months before the last day of application. Any child who is qualified under the laws of the State for admission to a public school is qualified for admission to Antonio Academy. Antonio Academy shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. 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, sexual orientation, national origin, religion, or ancestry. Notwithstanding any law to the contrary, the school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired. The application forms will require basic information about the student, such as name, date of birth, address of residence, parents name and address, current and previous school attended and the grade, and the name of the siblings applying for the other grades at the Academy. In case the number of applicants is more than the space available, we will conduct a lottery. The lottery will be organized by a member of the community who is not working at

school or who is not directly related to the students in the school. The lottery date will be announced 10 days before the lottery in Year 1. Openings will be filled in each grade and class in the order drawn. A numbered waiting list for each grade level may be established to fill slots that become available at a later date during the academic year. Children of current faculty members are exempt from the lottery, provided their number does not exceed the number of available seats in a given grade. Children of the Board of Directors are exempt from the lottery in the opening year only, so long as these children are limited to no more than ten percent (10%) of the school's total enrollment or to 20 students, whichever is less. If multiple birth siblings apply for admission and a lottery is needed under G.S. 115C-238.29F(g)(6), the school shall enter one surname into the lottery to represent all of the multiple birth siblings. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted. The school will have a rolling enrollment process throughout the year, and students on the waiting list will be enrolled in case of vacancies through a numbered waiting list. A parent may withdraw a student at any time. A student who withdraws may re-enroll through the annual application/enrollment process without any penalty. A student who withdraws may re-enroll during the school year as long as there is not a waiting list for that grade level. During the application process, parents will be made aware of the timeline in which they must accept enrollment at Antonio Academy, i.e., to accept enrollment within 10 days of notification of their child's application being selected in the lottery, or being selected because there is space and no lottery was required, or the student being eligible for enrollment from a waiting list. Agreement forms for the Code of Conduct should be signed by the parents prior to actual enrollment. Families requesting transfer to another educational institution will be processed immediately upon written request to the School Leader, and will be sent to the transferring institution within 48 hours.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Durham Public Schools
 LEA #2
 LEA #3

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.

| | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
|--------------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|
| | LEA 320 | LEA 000 | LEA 000 | LEA 320 | LEA 000 | LEA 000 | LEA 320 | LEA 000 | LEA 000 | LEA 320 | LEA 000 | LEA 000 | LEA 320 | LEA 000 | LEA 000 |
| Kindergarten | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 |
| Grade 01 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 |
| Grade 02 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 | 40 | 0 | 0 |
| Grade 03 | 0 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 |
| Grade 04 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 |
| Grade 05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 30 | 0 | 0 |
| | 120 | | | 150 | | | 180 | | | 210 | | | 210 | | |
| | | | | | | | | | | | | | | | |

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

In accordance with state law, we do not allow transportation to be a barrier to any child attending the school. We expect that most parents will provide transportation for their children. However, we recognize this may not be a viable option for all parents. Therefore, the school will designate a dean as the school's Transportation Liaison to facilitate and coordinate transportation needs. Interested families may participate through sign-up forms that the dean coordinates by matching families with an appropriate carpool.

Additionally, the Board will work diligently so that the school is open and accessible to all students, including low-income students and students experiencing homelessness. The school will provide free transportation for students who are currently experiencing homelessness.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Antonio Academy anticipates that most students will not bring lunch from home. The school will contract food service workers to assist in preparation and serving for students who require breakfast and lunch at the school. We will offer breakfast & lunch each full day of school and we have budgeted for food supplies. The school will apply for the free-reduced lunch program after determining and assessing the population of the school and if the program is indicated, the school will offer free and reduced programs for families that qualify. The facility that will be leased has a commercial kitchen for food preparation and 2000 square feet of multipurpose space that will be used as a cafeteria at lunch time.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

| Area of proposed coverage | Proposed amount of coverage | Cost (Quote) |
|---------------------------------|-----------------------------|--------------|
| Comprehensive General Liability | \$1,000,000 | \$4,907.00 |

| | | | |
|---|-----------|-------------|----------------|
| Officers and Directors/Errors and Omissions | | \$1,000,000 | \$1,000,000.00 |
| Property Insurance | | \$1,000,000 | \$1,000,000.00 |
| Motor Vehicle Liability | | \$1,000,000 | \$1,000,000.00 |
| Bonding Minimum/Maximum Amount | \$300,000 | \$250,000 | \$332.00 |
| Other | | \$1,000,000 | \$1,000,000.00 |
| Total Cost | | | \$4,005,239.00 |

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

084465 12/06/2013

(Board Chair Signature)

(Date)

Facility:

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 valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

Currently members of the board is working with a realtor to identify locations best suited for the school's effective operation. Through locations have been both on Harvard Street and Miami Boulevard there is no determination made at this time. The spatial needs at a minimum are 4500 square foot.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

The contingency plan is to make available one of the various properties owned or leased by the CEO.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2015-16

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

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1320 - Durham Public Schools

| Revenue | 2013-2014 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2015-2016 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds | \$4,770.36 | 120 | \$572,443.20 |
| Local Funds | \$2,881.72 | 120 | \$345,806.40 |
| Federal EC Funds | \$3,743.48 | 40 | \$149,739.20 |
| Totals | | | \$1,067,988.80 |

Total Budget: Revenue Projections 2015-16 through 2019-2020

| INCOME: REVENUE PROJECTIONS | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|------------------|------------------|------------------|------------------|------------------|
| -State ADM Funds | \$572,443 | \$715,554 | \$858,665 | \$1,001,775 | \$1,001,775 |
| -Local Per Pupil Funds | \$345,806 | \$432,258 | \$518,709 | \$605,161 | \$605,161 |
| -Exceptional Children Federal Funds | \$149,739 | \$187,174 | \$224,609 | \$224,609 | \$224,609 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Working Capital* | \$0 | \$0 | \$0 | \$0 | \$0 |
| Z - TOTAL REVENUE | \$1,067,988 | \$1,334,986 | \$1,601,983 | \$1,831,545 | \$1,831,545 |

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

| BUDGET EXPENDITURE PROJECTIONS Personnel | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
|---|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|
| | Num Staff | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary |
| Administrative & Support Personnel: | | | | | | | | | | | | | | | |
| Lead Administrator | 1 | \$50,000 | \$50,000 | 1 | \$50,000 | \$50,000 | 1 | \$50,000 | \$50,000 | 1 | \$50,000 | \$50,000 | 1 | \$50,000 | \$50,000 |
| Assistant Administrator | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 | 1 | \$45,000 | \$45,000 |
| Administrative Assistant | 1 | \$28,000 | \$28,000 | 1 | \$28,000 | \$28,000 | 1 | \$28,000 | \$28,000 | 1 | \$28,000 | \$28,000 | 1 | \$28,000 | \$28,000 |
| A - Total Admin and Support: | 3 | \$123,000 | \$123,000 | 3 | \$123,000 | \$123,000 | 3 | \$123,000 | \$123,000 | 3 | \$123,000 | \$123,000 | 3 | \$123,000 | \$123,000 |
| Instructional Personnel: | | | | | | | | | | | | | | | |
| Core Content Teacher(s) | 6 | \$35,000 | \$210,000 | 6 | \$35,000 | \$210,000 | 6 | \$35,000 | \$210,000 | 6 | \$48,125 | \$288,750 | 6 | \$35,000 | \$210,000 |
| Teacher Assistants | 2 | \$25,000 | \$50,000 | 3 | \$25,000 | \$75,000 | 3 | \$25,000 | \$75,000 | 3 | \$25,000 | \$75,000 | 3 | \$25,000 | \$75,000 |
| Exceptional Children Teacher(s) | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 | 1 | \$40,000 | \$40,000 |
| B - Total Instructional Personnel: | 9 | \$100,000 | \$300,000 | 10 | \$100,000 | \$325,000 | 10 | \$100,000 | \$325,000 | 10 | \$113,125 | \$403,750 | 10 | \$100,000 | \$325,000 |
| A+B = C - Total Admin, Support and Instructional Personnel: | 12 | \$223,000 | \$423,000 | 13 | \$223,000 | \$448,000 | 13 | \$223,000 | \$448,000 | 13 | \$236,125 | \$526,750 | 13 | \$223,000 | \$448,000 |
| Administrative & Support Benefits | | | | | | | | | | | | | | | |
| Employee Benefits | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 |
| D - Total Admin and Support Benefits: | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 |
| Instructional Personnel Benefits: | | | | | | | | | | | | | | | |
| D+E = F - Total | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 | 17 | \$2,941 | \$49,997 |

| | | | | | | | | | | | | | | | |
|---|----|-----------|-----------|----|-----------|-----------|----|-----------|-----------|----|-----------|-----------|----|-----------|-----------|
| Personnel Benefits | | | | | | | | | | | | | | | |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 20 | \$187,941 | \$172,997 | 20 | \$192,941 | \$172,997 | 20 | \$194,941 | \$172,997 | 20 | \$195,941 | \$172,997 | 20 | \$196,441 | \$172,997 |
| B+E = H - Total Instructional Personnel (Salary & Benefits) | 9 | \$269,200 | \$300,000 | 10 | \$250,100 | \$325,000 | 10 | \$234,900 | \$325,000 | 10 | \$244,425 | \$403,750 | 10 | \$227,600 | \$325,000 |
| G+H = J - TOTAL PERSONNEL | 29 | \$457,141 | \$472,997 | 30 | \$443,041 | \$497,997 | 30 | \$429,841 | \$497,997 | 30 | \$440,366 | \$576,747 | 30 | \$424,041 | \$497,997 |

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|--|------------------|------------------|------------------|------------------|------------------|
| | Administrative & Support: | | | | | |
| Other | Custodian | \$12,000 | \$12,000 | \$12,000 | \$12,000 | \$12,000 |
| | Food/Cafeteria | \$40,000 | \$45,000 | \$47,000 | \$48,000 | \$48,500 |
| | Transportation | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$10,000 |
| | K - TOTAL Administrative & Support Operations | \$62,000 | \$67,000 | \$69,000 | \$70,000 | \$70,500 |
| | Instructional: | | | | | |
| Other | Curriculum Dev. & Interven. Ser | \$19,100 | \$19,100 | \$11,400 | \$11,300 | \$10,600 |
| | Staff Development | \$7,000 | \$5,000 | \$3,000 | \$2,000 | \$1,000 |
| Utilities | Utilities | \$10,000 | \$12,000 | \$12,500 | \$13,000 | \$13,000 |
| Office: | Office Supplies | \$18,100 | \$17,000 | \$16,000 | \$15,000 | \$14,000 |
| Books And Supplies | Instructional Equipment | \$20,000 | \$22,500 | \$23,000 | \$23,500 | \$24,000 |
| Office: | Office Equipment | \$21,000 | \$20,000 | \$19,000 | \$18,000 | \$17,000 |
| Other | Legal & Audit | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 |
| Books And Supplies | Testing Materials | \$5,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| Other | Rent/Mortgage | \$3,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| | Marketing | \$5,000 | \$4,000 | \$2,000 | \$1,000 | \$1,000 |
| | Network/Internet | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| | Insurance | \$15,000 | \$15,000 | \$15,000 | \$15,000 | \$15,000 |
| Books And Supplies | Supplies | \$10,000 | \$8,500 | \$6,000 | \$5,500 | \$5,000 |
| Classroom Technology | Computers/Software | \$20,000 | \$5,000 | \$5,000 | \$5,000 | \$5,000 |
| | L - TOTAL Instructional Operations | \$169,200 | \$150,100 | \$134,900 | \$131,300 | \$127,600 |
| | K+L = M - TOTAL OPERATIONS | \$231,200 | \$217,100 | \$203,900 | \$201,300 | \$198,100 |

Overall Budget:

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--|------------------|------------------|------------------|------------------|------------------|
| J - TOTAL PERSONNEL | \$472,997 | \$497,997 | \$497,997 | \$576,747 | \$497,997 |
| M - TOTAL OPERATIONS | \$231,200 | \$217,100 | \$203,900 | \$201,300 | \$198,100 |
| J+ M =N TOTAL EXPENDITURES | \$704,197 | \$715,097 | \$701,897 | \$778,047 | \$696,097 |
| Z - TOTAL REVENUE | \$1,067,988 | \$1,334,986 | \$1,601,983 | \$1,831,545 | \$1,831,545 |
| Z - N = SURPLUS / (DEFICIT) | \$363,791 | \$619,889 | \$900,086 | \$1,053,498 | \$1,135,448 |

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

Antonio Academy Charter School targeted a smaller population in order to serve children K-5 in the community and will provide small class size which will maintain a higher percentage of overall student success. Antonio Academy believes by targeting all students of all cultural backgrounds that are at a disadvantage in a typical school environment will provide nurturing environment.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Antonio Academy is nonprofit organization and will apply for grants, donations, and other tangible sources for financial backing.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

None

Provide the student to teacher ratio that the budget is built on.

15:1

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

The criteria and procedure for large purchases and selection of contractors will depend on the need as well as funds available.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

All of these are expenditures that have been quoted in the budget that are needed and directly effect the mission and goals of the school.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

Describe how the school will develop the fund balance.

The percentage of expenditures for general funding will be 55.5% estimated

cost.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

The facility will be leased or contracted and all assets must be obtained by donations of tangible funds and equipment. Also, financing and funding is contingent and dependent on the success of the charter.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

Antonio Academy has promissory notes of community support but all financial support not yet tangible.

Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The school will hire a head administrator that will have a team of administrators that are educated on a master degree level and have experience in the field of Child Development and Career Technology.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Greater Full Assurance Faith Outreach Ministries, a nonprofit organization, has supported Antonio Academy quest for the charter and believes in the goals and mission as well as the need for such a charter in the community. They have contributed estimated amount of \$500, for the application fee, but also have supported and committed to Antonio Academy's endeavors.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

Grace & Mercy (G&M) Services Unlimited
206 New Edition Court, Cary, NC 27511
919/465-4300 phone fax:919/465-9700

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

084465

Date: 12/06/2013

Applicant Signature:

The foregoing application is submitted on behalf of Antonio ACADEMY (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents 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: 084465

Board Position: Founder

Signature: _____

Date: 12/06/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

