



CHARTER SCHOOL APPLICATION

Due by 5:00 PM Friday, February 13, 2009

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

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

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I. CHARTER SCHOOL APPLICATION SUMMARY SHEET

Name of School: Raleigh Academy of Technology

Primary Contact: Reid DuBose

Telephone Number(s): (919) 835-9491

Fax:

E-mail Address(s): youthempowermentnc@yahoo.com

Street Address: P.O. Box 19452 Raleigh, NC 27619

Local Education Agency: Wake County Public School

Grade Span for 2010-11: 9-10

Projected Enrollment for 2010-11: 200

Targeted Population: The school will target youth from 14 to 21 years of age whom may need a new and innovative mode of high school to meet his or her special needs. The proposed program will tackle the problems that our young adults face due to low self-esteem and many other barriers that stem from environments, whether it is in the urban or rural communities.

Conversion:

No: X

Yes: If so, Public or Private:

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

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

Summary of Educational Mission: The educational mission of Raleigh Academy of Technology is to identify and nurture all human intelligence so that students of varied cultural and social backgrounds will achieve their full intellectual and social potential.

Raleigh Academy of Technology founders envision a learn environment that creates an inclusive support system to support student achievement and a strong sense of self-worth. The school will offer a comprehensive

educational program utilizing the experiential learning model to achieve the desired educational achievement for all children.

IV. BASIC INFORMATION

Name of Proposed Charter School: Raleigh Academy of Technology

Local Education Agency in Which Proposed School Will Be Located: Wake County

PRIMARY CONTACT INFORMATION:

Primary Contact Person: Reid DuBose

Primary Mailing Address: P.O. Box 19452

City/State/Zip: Raleigh, NC 27619

Phone: 919-278-8706

Fax:

Email: youthempowermentnc@yahoo.com

V. GOVERNANCE

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

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

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

Name of Private Nonprofit: Youth Empowerment of NC, Inc.

Mailing Address: 2456 Milburnie Rd.

City/State/Zip: Raleigh, NC 27610

Street Address: Same as above

Phone: 919-835-9491

Fax:

Name of registered agent and address:

Reid DuBose 2456 Milburnie Rd, Raleigh, NC 27610

FEDERAL TAX ID: 56-2221901

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

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

Yes (copy of letter from federal government attached)

No

Note:

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

V. GOVERNANCE (continued)

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)

If the Charter School plans to contract for services with an "educational management organization", please specify the name of the company, address, phone number, contact person, fax, and email:

Acadia NorthStar, LLC 5029 Falls of Neuse Road, Suite 218 Raleigh, NC 27609 (877) 954-7040

Mr. Thomas E. Williams Fax: (919) 954-7065 Email: www.acadianorthstar.com

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

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

Please provide the following:

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

See Appendix A

2. A list of the Board of Directors.

Official Charter Schools Application **2009**

NC Department of Public Instruction

Office of Charter Schools

ONLINE: www.ncpublicschools.org/charterschools

Revised: 7/1/2008

Kenneth Jones, Darlene Coleman, Timothy Allen, David Cronk,

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

See Appendix B

4. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. *(G.S.143.318.9 et seq)*

BYLAWS

Raleigh Academy of Technology

ARTICLE I – OFFICES

SECTION 1 PRINCIPAL OFFICE

The principal location of the corporation shall be in the City of Raleigh, County of Wake, State of North Carolina.

SECTION 2 OTHER OFFICES

The corporation may also have offices at such other places within or without of the State of North Carolina as the Board of Directors may from time determine or the activities of the corporation may require.

SECTION 3 REGISTERED OFFICE

The street and county of the initial registered office of the corporation is 2456 Milburnie Rd. Raleigh, NC, 27610, in the County of Wake, State of North Carolina.

ARTICLE II – MEETING OF MEMBERS

SECTION 1 ANNUAL MEETINGS

Annual meetings of members for the election of directors and such business as may be stated in the notice of the meeting, or as many properly come before the meeting shall be held at such places, either within or without of the State of North Carolina at such time and dates as the Board of Directors, by resolution, shall determine and set forth in the notice of the meeting. In the event the Board of Directors fail to so determine the time, date and place of the meeting, the annual meeting of members shall be held at the principals office of the corporation on the 15th day of June at 2:00 p.m. in each year.

SECTION 2 Public Notification

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NC Department of Public Instruction
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ONLINE: www.ncpublicschools.org/charterschools

Revised: 7/1/2008

Board meetings will be open to the public and will be held in compliance with North Carolina Open Meeting Law, North Carolina article 33C of Chapter 143 of the General Statutes. A schedule of meetings and board announcements will be published in the local newspapers and notices of individual meetings posted in public places. All Board meetings are declared to be public meetings open to the public at all times. A member of the Board must be present in person at a meeting open to the public to be considered present or to vote and for determining whether a quorum is present. The minutes of a regular or special meeting of the Board shall be promptly recorded and open to public inspection. The minutes need only reflect the general subject matter of discussions in executive sessions.

SECTION 3 SPECIAL MEETINGS

Special meetings of the board of Directors may be called by or at the request of the president or any two directors. The person or persons authorized to call special meetings of the board may fix any place for holding any special meeting of the board called by them.

Notice of any special meeting of the Board of Directors shall be given at least two days previously, thereto by written notice delivered personally, or sent by mail to each director at his address as shown by the records of the corporation.

SECTION 4 QUORUM

A majority of the board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board.

SECTION 5 BUSINESS TRANSACTED

No business other than stated in the notice shall be transacted at any meeting without the unanimous consent of all members entitled to vote thereat.

ARTICLE III – DIRECTORS

SECTION 1 GOVERNING BOARD

The Board of Directors for the Raleigh Academy of Technology will be appointed by the Board of Directors of Youth Empowerment of NC, Inc. The school will be closely affiliated with Youth Empowerment of NC, Inc. (YEI) and as attain IRS 501(c)(3) status.

SECTION 2 NUMBER DIRECTORS

The Board shall consist of between five (5) and nine (9) persons

SECTION 3 TERM OF DIRECTORS

Directors shall serve three years staggered terms, approximately one-third of the Directors to be replaced each by a vote of the Board of Directors. The term of office of one-third of the Directors shall expire each year. The Board of YEI shall have the sole power to appoint new Directors to fill any board position.

Each Trustee shall hold office until the expiration of the term for which he or she was elected and until his or her successor has been selected and qualified or until his or her death, resignation or removal.

A Trustee may serve for a maximum of four (4) terms for a total of twelve (12) years, unless specifically exempted from such limit by a vote of the board.

SECTION 4 REMOVAL OF DIRECTORS

Any Trustee may be removed from office, with or without the assignment of any cause, by a vote of a majority of all members at a regular or special meeting. The board may remove Directors for cause and suspend Directors pending a final determination that cause exists.

SECTION 5 BOARD RESPONSIBILITIES

The Board will:

- Make and revise all school policies
- Be in charge of long-term plans
- Authorize the yearly budget and review all invoices received
- Be responsible for assuring staff accountability
- Prepare the annual report as required by Department of Education regulations
- Authorize program changes and facility changes
- Have the final voice in student expulsions and faculty grievances

SECTION 6 JOINT BOARD RESPONSIBILITIES:

- To select, support, monitor, and evaluate the Principal.
- To clarify the mission.
- To approve and monitor long-range plans.
- To approve and monitor the School's programs
- To insure financial solvency.
- To preserve the school's independence.
- To enhance the School's public image.
- To serve as a court of appeal.
- To maintain the physical facilities.

SECTION 7
INDIVIDUAL TRUSTEE RESPONSIBILITIES:

- To support the school’s fundraising efforts through personal giving in accordance with one’s means and to be willing to participate in the solicitation of others.
- To devote time to learn how the school functions – its uniqueness, strengths and needs –its place in society, its ethos.
- To prepare for, regularly attend, and actively participate in board meetings and committee assignments.
- To accept and abide by the legal and fiscal responsibilities of the board as specified by this Contract, the Code of Regulations, and state statues and regulations.
- To refrain from asking any special favors or consideration of the Principal or the staff.
- To vote according to one’s individual conviction; to challenge the judgment of others when necessary, yet be willing to support the majority decision of the board and work with Directors in a spirit of cooperation.
- To maintain the confidential nature of board deliberations and to avoid acting as spokesperson for the board unless specifically authorized to do so.
- To understand role of the board as a policy-making body and to avoid participation in policy administration, i.e., to recognize the difference between “responsibility” and “duty”.
- To learn and consistently to use designated organizational channels when conducting board business; e.g., responding to staff grievances, etc.
- To comply with conflict of interest policies developed by the board.
- To refrain from actions or involvement that might prove embarrassing to the School and to resign if such action or involvement develops.
- To make judgments always on the basis of what is best for the school as a whole and for the advancement of its overall purpose rather than to serve special interests.

ARTICLE IV – OFFICERS

SECTION 1
OFFICERS OF THE BOARD

Officers of the Board, to be elected by the Board, shall include a President, a Secretary and a Treasurer and such other officers whose positions shall be created from time to time by the board. The officers shall be Directors of the board. A person may hold more than one office.

SECTION 2
PRESIDENT

The President shall see that all orders and resolutions of the board are carried into effect subject to the right of the board to delegate any specific powers as allowed by law; and shall execute bonds, mortgages, and other contracts requiring a seal, under the seal of the School, and when authorized by the board, affixed the seal to any instrument requiring the same, and the seal when so affixed shall be attested by the signature of the Secretary or the Treasurer.

SECTION 3 SECRETARY

The Secretary shall be secretary of the board, shall attend all meetings of the board and membership, shall act as clerk thereof, and shall record all votes and the minutes of all proceedings. The Secretary shall give or cause to be given notice of all board meetings to the Directors and of all membership meetings to members as appropriate, and shall perform such other duties as may be prescribed by the board or by the President. The Secretary shall keep custody of the corporate seal, and when authorized shall affix the seal to any instrument requiring it.

SECTION 4 TREASURER

The Treasurer shall keep full and accurate accounts of receipts and disbursements of the School; shall collect all funds due the school and disburse funds as required to meet the obligations of the school; shall keep the funds of the school in a separate account to the credit of the school, unless the board, as requested by them but not less than once a year, regular accountings of all transactions and of the financial condition of the school.

SECTION 5 REMOVAL

Any officer or agent may be removed by the members, with or without cause, by a majority vote of those members present and voting at a duly convened meeting of the members whenever in their judgment the best interests of the board will be served thereby, but removal without cause shall be without prejudice to the contract rights of any person so removed. The authority to act as an officer may be suspended by the Board for cause.

ARTICLE V – BOARD COMMITTEES

SECTION 1 COMMITTEES

The board may, by adoption of a resolution, establish one or more committees to consist of one or more Directors of the Board. Any such committee, to the extent provided in the resolution of the board, shall have and may exercise all of the powers and authority of the board, except that no committee shall have any power or authority as to the following:

- (a) Elect or appoint any trustee, or remove any officer or trustee.
- (b) The adoption, amendment or repeal of the Code of Regulations.
- (c) The amendment or repeal of any resolution of the board.
- (d) Action on matters committed by the Code of Regulations or by resolution of the board to another committee of the board or to the members.

SECTION 2 INITIAL COMMITTEES

Initial Committees will include:

- Executive Committee: Shall consist of the Officers of the Board and such additional Directors as the board may designate. The Executive Committee shall act for the Board of Directors with full

authority between the time of regular or special Board meetings. At least one (1) day's notice shall be given for Executive Committee Meetings.

- Finance Committee: Shall study and make recommendations regarding financial procedures and controls and assist in the preparation of the budget.
- Curriculum Committee: Shall oversee and evaluate the Curriculum and make recommendations annually for continuation and/or changes in the curriculum.
- Fund Raising Committee: Shall assist with researching opportunities for fund raising, and will design and lead fund raising strategies.

SECTION 3 SELECTION AND REMOVAL OF COMMITTEE MEMBERS

- Membership in Board Committees will be voluntary. All Directors may join any committee that they chose, the only requirement being a statement of interest and a commitment to the inherent responsibilities.
- Each Committee will maintain the right to remove a member by majority vote of the Committees Members.

ARTICLE VI – CONFLICT OF INTEREST

SECTION 1 POLICY

Full disclosure, by notice in writing, shall be made by the interested parties to the full Board of Directors in all conflicts of interest, including but not limited to the following:

- a. A director is related to another director.
- b. A director is related to a staff member.
- c. A director is also a staff member. According to the Bylaws, the Executive Director, who is a staff member, is also a voting member of the Board of Directors. He/she shall not vote on matters, which related to his or her own finances, employment, or other topics where a conflict of interest or the appearance of a conflict of interest may be present.
- d. A staff member in a supervisor capacity is related to another staff member whom he/she supervises
- e. A director or staff member receives payment from the Center for any subcontract, goods or services other than as part of his/her regular job responsibilities or as reimbursement for reasonable expenses incurred as provided in the bylaws and Board Policy.
- f. A director or staff member is a member of the governing body of a contributor to the School or nonprofit running the school.
- g. A director or staff member may have personal, financial, professional, or political gain at the expense of the School or its Members.

SECTION 2 DETERMINATION OF CONFLICT

Following full disclosure of a possible conflict of interest or any condition listed above, the Board of Directors shall determine whether a conflict of interest exists and, if so, the Board shall vote to authorize or reject the

transaction and/or condition. Both votes shall be by a majority vote without counting the vote of any interested director, even if the disinterested directors are less than a quorum, provided that at least one consenting director is disinterested.

SECTION 3 PARTICIPATION

An interested director, officer, or staff member shall not participate in any discussion or debate of the Board of Directors or on any committee thereof, in which the subject of discussion is a contract, transaction, or situation in which there may be a conflict of interest. No director, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his/her knowledge, any of the following has a financial interest in that transaction:

- a. The staff member, officer, or director;
- b. Any member of his/her family;
- c. His/her partner;
- d. An organization in which any of the above is an officer, director, or employee;
- e. A person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment;

SECTION 4 DISCLOSURE

In addition the provision in Article VI, Section 6, of the bylaws of the NC Center for Nonprofit, which renders voidable a contract or transaction entered by the Center without full disclosure of the personal interest of a director, officer, or staff member, existence of any of the above-listed conditions shall likewise render a contract or a transaction violable unless full disclosure of personal interest is made in writing to the Board of Directors and such transaction was approved by the Board in full knowledge of such interest.

SECTION 5 SANCTIONS

The disinterested directors are authorized to impose by majority vote other reasonable sanctions as necessary to recover associated cost against a director, officer, or staff member for failure to disclose a conflict of interest as described in Paragraph 1 or for any appearance of a conflict.

SECTION 6 APPEALS

Appeal from sanction imposed pursuant to Paragraph 5 and 6 above shall be prescribed by law in those courts of the state of NC with jurisdiction over both the parties and the subject matter of the appeal.

SECTION 7 LEGAL COSTS

In the event that the Raleigh Academy of Technology, Board of Directors has incurred costs or attorney fees as a result of legal action, litigation, or appeal brought by or on behalf of an interested director or staff member due to

a conflict of interest and consequent sanctions and in the event that the board of Directors prevails in such legal action, litigation, or appeal, the Board shall be entitled to recover all of its costs and attorney fees from the unsuccessful party.

SECTION 8 VERIFICATION OF POLICY

A copy of this policy shall be given to all directors, officers, and staff members upon commencement of such person's relationship with the Center. Each board member, officer and staff member shall sign and date the policy at the beginning of his or her term of service or employment and each year thereafter. Failure to sign does not nullify the policy.

ARTICLE VII-PROHIBITION OF DIVIDENDS

SECTION 1 PROHIBITION OF DIVIDENDS

No part of the net earnings of the corporation shall inure to the benefit of, or be distributions, as dividends or in any other manner, to its members, directors, officers or private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payment and distributions in furtherance of the purpose set forth in the Certificate of Incorporation. Further, upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of each corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1954 (or the corresponding provision of any further United States law) as shall be disposed of by the Court of Common Pleas of the County in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XII-AMENDMENTS

SECTION 1 AMENDMENT

These Bylaws may be altered, modified or repealed at any annual meeting of the members or any special meeting thereof, if notice is contained in the notice of such special meeting, by the affirmative vote of a majority of the member entitled to vote thereof, or by the Board of Directors, at any regular meeting of the Board of Directors or at any special meeting of the Board of Directors, if notice thereof is contained in the notice of such special meeting.

5. A copy of the articles of incorporation, if available. *[Note: this may be placed in an appendix].*

See Appendix C

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

MISSION:

The mission of the proposed charter school is as follows:

Is to provide all students with an extraordinary project-based education that will prepare students for success in college and beyond.

PURPOSES OF PROPOSED CHARTER SCHOOL:

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

- (1) Improve Student Learning by using a curriculum that is sequential and one that uses well established learning goals for each grade level. Each grade level builds upon the preceding grade level and therefore each student that in any given grade has knowledge that he/she has learned in the preceding grade and can then continue to build upon that knowledge.
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted by decreasing the number of students in a classroom to no more than 20 students. The smaller class size will enable the student to get more individualized instruction from the teacher.
- (3) Encourage the use of different and innovative teaching methods by equipping each teacher at Raleigh Academy of Technology with training that will help the teacher identify each child's learning style and be able to structure the presentation of the lesson so that the child will have maximum success in attaining and retaining the material being presented. Raleigh Academy of Technology will also use supplemental curriculums that have a hands-on approach to learning.
- (4) Create new professional opportunities for teachers by having the teachers serve on advisory committees. These advisory committees make recommendations to the governing board which weigh heavily in the decisions which will be made in the educational plan of the school.
- (5) Provide parents and students with expanded choices in the type of educational opportunities that are available within the public school system by including a year round calendar to residents of Wake County, and offering the opportunity for their children to participate in a school environment where school uniforms are worn by the students.
- (6) Raleigh Academy of Technology will be held accountable for meeting measurable student achievement results by using the ABC Accountability Model as well as other internally used standardized tests. The results of these tests will allow Raleigh Academy of Technology to assess the effectiveness of the educational program at Raleigh Academy of Technology and make adjustments as necessary.
- (7)

EDUCATIONAL FOCUS:

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

“We must nurture the spirit of the student and the mind will follow.”

The educational focus of Raleigh Academy of Technology is to integrate a holistic curriculum, utilize learner centered techniques, comprehensive community involvement, cutting edge technology, and an intimate nurturing environment that will enhance positive self-images. It will be a school where a student will not fall through the

cracks. The education program is based on the principles of high expectations, high standards, that all students are capable of learning, and schools can make a difference in students' lives and success breeds success. There is a commitment to zero failure.

The school is committed to implement a learning environment that addresses the full range of student's alternative learning styles. This commitment includes employing core curriculum content standards and achieving high academic standards for all students. The school will measure student's success by assessing skills in use and in context, as well as by employing proficiency tests to assure achievement by all students. A school-home-community partnership that will increase stakeholder involvement and participation in promoting the social, emotional and cognitive growth of their children is the foundation of the plan for success. The professional staff will function as an educational team with the Principal providing leadership and guidance.

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

2010-11: 9-10 2011-12: 9-11 2012-13: 9-12 2013-14: 9-12 2014-15: 9-12

VII. EDUCATION PLAN

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

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

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

1. Educational theory and foundation of the model.

The alarming problems with high schools today can be attributed to the following: The studies are not rigorous enough; U.S. students are not keeping pace with international students; and too few students make it to graduation. According to a 2006 study from the National Center for Education Statistics, more than one in three college students take a remedial course in at least one subject during their first two years. In comparison to other countries, U.S. students ranked 25th in math and 21st in science among students from 30 industrialized countries tested in the Trends in International Mathematics and Science Study. By the end of the eighth grade, U.S. students are two years behind in math when compared with peers in other countries.

Nationally, slightly more than 70 percent of students graduate; that rate dips to nearly 50 percent for African-American, Hispanics, and low income students. Seventy percent of eighth graders can't read at grade level, and most will never catch up. Research shows that 9th grade is a critical point in a student's progress toward graduation. It's the point at which most students decide to drop out and at which those who succeed end up earning diplomas. Far too many students are bored and disconnected from what is presented in their classes. Far too many students exit after four years lacking skills vital to their success as marketable adults to survive in a global and competitively driven society.

- These factors are what lead to the creation of the Raleigh Academy of Technology. The following Student Achievement Goals for Raleigh Academy of Technology are supported in the foundation of the school's instructional philosophy and curriculum design: Students will graduate and enroll in college or university.
- Students will excel in a rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment.

- Students will learn from a interdisciplinary team of highly-qualified and effective teachers in a small learning setting.
- Students will receive intervention as needed and be proficient on all end-of-course test.
- Students will experience a learning environment that is inviting, respectful, supportive, inclusive and flexible for student success.
- Students will met in advisory groups (15 or fewer students) one-hour each week with a teacher/advisor to reflect on their learning goals, needs, and experiences at school and in the world beyond.
- Students will create a yearly learning plan “road map” indicating academic goals, interest and needs. The learning plan will serve as living documents which will be revisited throughout the school year in advisory meetings and parent-mentor conferences.
- Students will experience a culture of learning that empowers and prepares students to life-long learners.

The Raleigh Academy of Technology will use the Constructivist Theory of Learning as the foundation of the school’s instructional program to facilitate student achievement goals and create students who are ready to work, contribute, and thrive in a global 21st Century marketplace. The Constructivist Theory of Learning is the idea that learners must individually discover and transform complex information if they are to make it on their own (Anderson, Greeno, Reder & Simon, 2000; Waxman, Padron & Arnold, 2001). Constructivists see learners as always checking new information against old rules and then revising rules when they longer work. This perception of the approach is profound for teaching because it suggests a more involved role for students as active learners, creating a critical thinking environment, in which student-centered instruction is highly visible and experienced. The teacher becomes the “guide on the side or the facilitator of learning,” helping students to discover their own meaning instead of using old methods of lecturing and controlling all classroom activities.

The Constructivist Theory of Learning provides an “apprenticeship” for learning. While the constructivist revolution is deeply rooted in the work of Piaget and Vygotsky, the social nature of learning is extremely important in this theory of learning to support the various classroom instructional methods that will be used to provide innovation in teaching through project-based learning, cooperative learning, and discovery. The Raleigh Academy of Technology will provide students the experience of “learning by doing,” as they developed the skills and concepts needed to be globally competitive in the 21st Century. The “apprenticeship” approach will engage the student in acquiring expertise through interaction with an expert in their chosen career path. The benefit of working closely with the expert provides a real –world connection in that the student experiences theory and practice, on the job training, meaningful feedback through assessments/evaluations, and learning from others.

The Constructivist Theory of Learning strongly supports *North Carolina’s Future-Ready Schools Model: Preparing Students for the 21st Century* in that every student excels in rigorous and relevant core curriculum that reflects what students need to know and demonstrate in a global 21st Century environment, including mastery of languages, an appreciation of the arts and competencies in the use of technology; every student uses technology to access and demonstrate new knowledge and skills that are needed as a life-long learner to be competitive in a constantly changing international environment (2004/2006 Biennial Report, NC State Board of Education).

2007 Data released last year by the U.S. Department of Education (National Center for Education Statistics, 2007) showed that in 2005, high school graduates in the U.S. took, on average, four Carnegie units of career and technical education (CTE)—as many or more units than any other subject except English. The appeal of career and technical education is on the horizon. In 2005, fully 8 percent of all high school students completed not only three or more Carnegie units of CTE but also the full complement of college-preparatory courses, including two years of foreign language. This was up from 6 percent in 2000 and up from less than 1 percent in 1990 (Educational Leadership, May 2008).

The Constructivist Theory of Learning is embedded throughout instructional framework; therefore, the Raleigh Academy of Technology will use Multiple Pathways to promote grade-level student proficiency, graduation, and excellence in college and beyond. The Pathways are programs of academic and technical study that integrate classroom and real-world learning organized around multiple sectors of industry; such as, finance and business; health science and medical technology; building and environmental design; and arts, media, and entertainment. The Pathways will combine college-preparatory curriculums with exceptional career and technical education, motivating students to learn experientially.

The Core Components of the Pathways contains these four elements:

1. A challenging academic component, which places learning in the context of real-world applications. Subjects studied include college-preparatory English, mathematics, science, and social studies.
2. A demanding technical component, which delivers concrete industry-related knowledge and skills required for high-skill, high-wage employment.
3. A work-based learning component, which offers student opportunities to learn through intensive internships, virtual apprenticeships, and school-based enterprises.
4. Supplemental services, which include counseling as well as instruction in reading, writing, and mathematics to help students succeed with a challenging program of study.

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

The Raleigh Academy of Technology curriculum is rigorous and standards-driven and will prepare students for success in college and beyond. The Raleigh Academy of Technology will use the *North Carolina Standard Course of Study* as its curriculum in providing the opportunity for students to connect content knowledge, acquired skills, and work habits to real world situations and issues through project-based learning. Teachers will facilitate the curriculum using varied instructional strategies to engage students in projects, which may range from community studies to robotics to building an airplane. As students begin to learn and apply more advanced project work and study, they will fulfill school and state requirements for graduation and meet college admissions requirements. Students will participate in Internships that will provide a context for independent projects, developed in consultation with teachers and worksite mentors. Student projects will culminate in a final exhibition and presentation before an audience of experts, teachers, peers, and family.

Raleigh Academy of Technology will give student assessments that are performance-based and will administer the End of Course (EOC) tests as required by the State Board of Education.

Raleigh Academy of Technology curriculum is inclusive of the following principles (in accordance to the Pathways):

- **Personalization**

Every student at Raleigh Academy of Technology will have an advisor, who will monitor the student's personal and academic development and serves as the point of contact for the family. Students will pursue personal interest through academic projects and will submit a "portfolio" learning project at the end of each grade level as a part the overall " N.C. Graduation Project Portfolio." Students with special needs will receive individual attention through full inclusion or as specified Special Education Individual Education Plan (IEP) and receive instructional support from licensed K-12 Special Education Teachers.

- **Adult World Connection**

Raleigh Academy of Technology students will experience some of their best learning outside the school walls. Juniors will complete a semester-long academic internship in a local business or agency. Seniors will develop substantial projects that enable them to learn while working on problems of interest and

concern in the community. In 9th and 10th grades, students will "shadow" an adult through a workday, perform community service in a group project, or engage in "power lunches" with outside adults on issues of interest. The Raleigh Academy of Technology will foster a distinctive high-tech "workplace" feel, with seminar rooms, small-group learning and project areas, laboratories equipped with the latest technology, wireless laptop access, and common areas where student artwork and projects are displayed throughout the school year.

- **Project Presentation and Leadership Development**

Assessments at Raleigh Academy of Technology are performance based. All students will create products, solve problems, and present their work to community panels, teachers, and other community stakeholders using the latest technologies. Students will know the protocols of leadership in presenting to the public.

3. Compliance with Federal and State regulations for serving exceptional children.

Students with special needs will receive individual attention through full inclusion or as specified Special Education Individual Education Plan (IEP) and receive instructional support from licensed K-12 Special Education Teachers. Raleigh Academy of Technology will comply with all Federal and State regulations for serving exceptional children and have the appropriate accommodations and staff for working with students with disabilities in accordance to the *Public School Law of North Carolina and the Federal Laws Governing Special Education Compliance*.

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

Entrance Requirements

The Raleigh Academy of Technology has a no pre-requisite requirements for admissions. Its endeavor is to accommodate all students who apply for admissions. When applications for admission exceed the number of spaces available, Raleigh Academy of Technology will use a computerized lottery to determine admission and admit students as space become available. Raleigh Academy of Technology will thrive to admit a student body that is reflective of the demographics of the region in which it is located.

Exit and Graduation Requirements

The Raleigh Academy of Technology will require the following exit and North Carolina's Future Ready Graduation requirements:

Courses	Credits
English I, II, III, IV	4
Mathematics (Algebra I, Geometry, Algebra II, Calculus)	4
Science (Physical Science, Biology, Earth/Environmental Science)	3
Social Studies (Civics and Economics, U.S. History, World History)	3
Electives 2 Electives Credits – (Career/Technical Education (CTE); Arts Education, Second Languages) 4 Electives Credits – Career/Technical Education, Arts Education (dance, music, theater arts, visual) any other subject (math, science, social studies, English)	6

Additional Requirements	
Raleigh Academy of Technology Junior Year Internship experience	0
Complete Senior N.C. Graduation Project	0
Score at Level III or above on the End of Course Assessment for all of the following: English I, U.S. History, Biology, Civics and Economics, and Algebra I	0
Total	21

The North Carolina Graduation Project (NCGP) will be completed by all Raleigh Academy of Technology students. The NCGP aligns smoothly with Raleigh Academy of Technology’s project-based philosophy. The NCGP is a multi-faceted, multi-disciplinary performance assessment. The NCGP consists of four components (paper, product, presentation, and portfolio). It culminates in a student’s senior year and allows the student to display his or her integration of knowledge, skills, and performance.

The Graduation Project is comprised of four components, all which culminate in the final year of high school.

- The Research Paper requires students to demonstrate proficiency in conducting, evaluating, and documenting research on a topic of student choice.
- The Product requires students to create a tangible or intangible product related to the research project. The process of creating the product will reflect applications of learning, critical thinking, and problem-solving skills. Students must dedicate a minimum of 15 documented hours to the completion of the product.
- The Presentation provides students with the opportunity to showcase their work from topic selection through project completion.
- The Portfolio is a binder containing documentation of the research, writing samples, personal reflection, and student progress throughout the course of the process.

While Raleigh Academy of Technology already has an established project-based focus, the NCGP projects will further assist our students in developing and exploring interest in the following categories:

- Careers – Students research a particular field they are interested in pursuing. Products might include internships or volunteer work that familiarizes them with this career option.
- Hobbies or interests – Student research an activity that they are interested in. The presentation might include performances or work samples that relate to the topic.
- Community service- After completing the research paper, a student might create a public awareness campaign or complete volunteer work related to the topic.

Evaluation of the four components will be based on the rubrics provided by the Department of Public Instruction. The Academy of Technology will create an addendum for each rubric to help clarify local standards for each component.

5. The school calendar (must provide instruction for a minimum of 180 instructional days);
(G.S.115C-238.29F(d)(1)) **See Appendix D**

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

National Construction Career Test (NCCT) are a series of career tests created for secondary career and Technical education (CTE). These test are based upon NCCER's standardized contren curriculum, and integrate directly into post-secondary and apprenticeship programs. These test have been developed in conjunction with Prov-NCCER's test developepment partner, and include both knowledge and skills demonstrations.

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

Raleigh Academy of Technology will comply with all state assessment requirements. In addition to these, Raleigh Academy of Technology will measure pupil progress with pre and post testing, longitudinal data, portfolio and performance based assessments. Raleigh Academy of Technology will measure progress on an ongoing basis so parents and educators know how well students are performing.

Since applied learning is usually embedded in class work and is frequently not the specific subject of particular courses, Raleigh Academy of Technology will separately assess applied learning skills such as oral presentation, team collaboration, and problem solving.

Daily instruction will also provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and writing samples.

Raleigh Academy of Technology will consider adopting, in whole or in part, the Wake County School District's assessment system

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

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

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

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

Admission Policies

Raleigh Academy of Technology acknowledges the social and moral basis of eliminating racial imbalance in our school; therefore the school recognized that eliminating imbalance must be achieved in a framework of continuing educational progress.

Raleigh Academy of Technology shall be open to all students from on a space available basis. Returning dropouts will be encouraged to enroll.

Raleigh Academy of Technology will not discriminate in the admission of students to the school on the basis of race, creed, color, handicapping condition, or sex, and that upon admission of any handicapped students; the school will comply with all federal and state laws regarding the education of handicapped students

The admission policy will, to the maximum extent practicable, seek the enrollment of a cross section of the community's school-age population including racial, ethnic and social factors. YEI has ties across the City of Raleigh and will employ both formal [newspaper, flyers, and public service announcements] and informal [networking] methods of publicizing the school.

Students are referred by the base school, parents, courts, or self. An application form is completed and acceptance is determined by the staff following screening of the application and student.

1. Interested students contact the counselor at the base school to discuss interest in transferring to Raleigh Academy of Technology.
2. Base school counselor sends a referral form to the counselor at Raleigh Academy of Technology recommending the transfer.
3. Upon receipt of the referral form, an interview is scheduled at Raleigh Academy of Technology.
4. The interview/assessment includes the student, a parent/guardian or other interested adult, and a staff person from Raleigh Academy of Technology.
5. Attendance at the base school is continued until notification of acceptance and enrollment date at Raleigh Academy of Technology is received by the student.

Raleigh Academy of Technology will provide an in-depth orientation for prospective students and their parents/guardians. At the orientation, participants will receive extensive information relating to mutual expectations for students, parents/guardians and the school. The nature of the construction employment training will be explored with an overview of the challenges and opportunities being afforded. Students and parents/guardians will be supported in making a correct choice about suitability of match before finalizing their application for admission.

Lottery process used to select students if there are more applicants than there are spaces available:

This is a two-year plan for the lottery. If the number of applicants exceeds the capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and may be given to siblings of such students.

If a lottery is necessary, it shall take place at a public location. All parties will have the opportunity to be present during the lottery process and will be notified seven (7) days in advance of the date time and location of the lottery. All parents of children selected in the lottery will be notified by certified mail. Parents will have up to seven (7) days from receipt of certified mail to contact the school regarding their decision. If a parent does not respond within seven (7) days of receipt of the certified mail, the school will select another child from the lottery in the order the child's name was drawn. Enrollment Schedule:

- Open Enrollment May 1 – 31st
- Review of Applications June 1st – 7th
- Lottery Notice Mailed (if needed) June 8th through 14th
- Lottery Conducted June 15th Notice to Parents June 16th

- Finalize Enrollment June 30th

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

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

See Appendix E

VIII. BUSINESS PLAN

A. PROJECTED STAFF:

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

20

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

Based on the list of positions provided above give qualifications and licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind.

Principal's Job Description

JOB TITLE: Principal
REPORTS TO: Board of Directors
SUPERVISES: Students and all teachers of the school

NATURE AND SCOPE OF JOB:

The school Principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Directors and to communicate effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

The school Principal shall:

- Supervise all school personnel, directly and/or indirectly
- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building

maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.

- Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
- Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
- Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same
- Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
- Keep the Board advised of employees not meeting their contractual agreement.
- Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
- Establish and maintain an effective inventory system for all school supplies, materials and equipment.
- Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.
- Assume responsibility for the health, safety, and welfare of students, employees and visitors.
- Develop clearly understood procedures and provide regular drills for emergencies and disasters.
- Maintain a master schedule to be posted for all teachers.
- Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- Maintain visibility with students, teachers, parents and the Board.
- Communicate regularly with parents, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
- Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
- Use excellent written and oral English skills when communicating with students, parents and teachers.
- Complete in a timely fashion all records and reports as requested by the Board. Maintain accurate attendance records. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.
- Communicate with the Board regularly about the needs, successes and general operation of the school.
- Establish procedures for safe storing and integrity of all public and confidential school records. Ensure that student records are complete and current.

- Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
- Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs (keeping the Chaplain informed of these).
- Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardians are apprised of the reasons for exclusion.
- Maintain positive, cooperative and mutually supportive relationships with staff, parents.
- Oversee the development of Curriculum Committee and keep the Board apprised.
- Provide quarterly student grade and behavior reports to parents. Post honor roll lists each quarter.
- Nurture both students and teachers to achieve their greatest potential academically, instructionally.
- Provide an atmosphere of piety, obedience and charity throughout the school day.
- Enforce uniform policy and appearance policy so as to assure a school environment that is focused on academic achievement rather than on individuals.

Qualifications:

Education/Certification:

Master's Degree or higher

Special Knowledge/Skills:

Working knowledge of curriculum and instruction.

Ability to evaluate instructional program and teaching effectiveness.

Ability to manage budgets and personnel.

Ability to coordinate campus functions.

Ability to interpret policy, procedures, and data.

Strong organizational, communication, public relations, and interpersonal skills.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress. Occasional district and statewide travel,

Frequent prolonged irregular hours. Frequent walking, climbing, bending,

stooping, and reaching. Some exposure to extreme heat or cold weather.

Assistant Principal Job Description

JOB TITLE: Assistant Principal
REPORTS TO: Principal
SUPERVISES: Those assigned by Principal

NATURE AND SCOPE OF JOB:

The job of "Vice Principal - High School" is done for the purpose of assisting the principal in managing overall school site operations in accordance with school, and State policies; providing instructional leadership to staff, maintaining safety of school environment; coordinating site activities; communicating information to staff; addressing situations, problems and/or conflicts that could negatively impact the school, and representing the school in the community.

JOB FUNCTIONS AND RESPONSIBILITIES:

The Vice Principal will provide specific management of several of the following functions, as identified by the Principal and supervised by the Principal.

The Assistant Principal shall:

- Participate in the development and evaluation of educational programs.
- Encourage and support developments of innovative instructional programs, helping teachers pilot such efforts when appropriate.
- Promote the use of technology in teaching/learning process.
- Promote a positive, caring climate for learning.
- Deal sensitively and fairly with person from diverse cultural backgrounds.
- Communicate effectively with students and staff.
- Participate in development of campus improvement plans with staff, parents, and community members.
- Help principal develop, maintain, and use information systems to track progress on campus performance objectives and academic excellence indicators.
- Assist principal with observing employee performance, record observations. Serve as second appraiser for designated teacher appraisal system.
- Assist principal in interviewing, selecting, and orienting new staff.
- Supervise operations in the principal's absence.
- Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
- Supervise monitoring of student attendance and investigate when appropriate.
- Work with department heads and faculty to assist in development of campus budget.
- Requisition supplies, textbooks, and equipment; check inventory; maintain records; and verify receipts for materials.
- Assist with safety inspections and safety-drill practice activities.
- Comply with federal and state laws, State Board of Education rules, and board policy.
- Ensure that students are adequately supervised during non-instructional periods.
- Help to develop a student discipline management system that results in positive student behavior.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
- Conduct conferences on students and school issues with parents, students, and teachers.
- Participate in professional growth to improve skills related to job assignment.
- Articulate the school's mission to community and solicit its support in accomplishing the mission.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Perform other duties as assigned

Qualifications:

Education/Certification:

Master's degree or higher

Special Knowledge/Skills:

Thorough understanding of school operations

Strong organizational, communication, and interpersonal skills

Ability to support campus support operations

Experience:

Successful experience as a teacher, preferably in grades 9-12. Advanced degree and previous administrative experience preferred.

Curriculum Specialist Job Description

JOB TITLE: Curriculum Specialist
REPORTS TO: Principal

NATURE AND SCOPE OF JOB:

The curriculum specialist is defined as one whose primary concern is the improvement of learning opportunities through the provision of instructional leadership. The supervisor, as the program specialist, has the role of decision-maker, consultant, and specialist in advising administrators, teachers, and other professional personnel.

JOB FUNCTIONS AND RESPONSIBILITIES:

The Curriculum Specialist shall:

- Curriculum development, instruction, and staff development.
- Serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school and/or school system.
- Plans for supervises curriculum development and implementation, and the provision of centralized instructional services; supervises and directs the work of subject coordinators, specialists, and resource teachers. Provides advice and counsel for teachers and principals on matters pertaining to instruction. Plans and implements staff development programs for school staff.
- Direct the planning, development, field-testing, and evaluation of curriculum.
- Manages the textbooks adoption process.
- Directs the publication and provision of division-wide instructional-related staff development, including in-service training designed to support implementation of newly developed curricula.
- Contributes to the proposal and implementation of college courses to support curriculum development or program implementation.
- Supervises preparation of curricular content for instructional materials catalog.
- Supervises development of instructional guidelines, policies, regulations, and official notices.
- Interprets statutes and regulations for staff and community.
- Manages the preparations of office budget requests and monitors expenditures.

Required Knowledge, Skills, and Abilities:

Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationship with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Bookkeeper Job Description

JOB TITLE: Bookkeeper
REPORTS TO: Principal

NATURE AND SCOPE OF JOB:

This position maintains Associated Student Body (ASB) and Lump Sum Budget (LSB) accounts. The position receives student and school monies, processes purchase orders, reconciles bank statements and handles related accounting transactions. The position provides information concerning bookkeeping procedures to students and staff and communicates with vendors.

JOB FUNCTIONS AND RESPONSIBILITIES:

The Bookkeeper shall:

- Receives, writes receipts for, counts and verifies money for various activities. Prepares deposit slips and takes deposit to bank.
- **Writes checks, requisitions and purchase orders; obtains appropriate signatures. Prepares change boxes for student activities; accounts for monies**
- Maintains multiple checking accounts; reconciles accounts with bank statements; submits documentation for reimbursement. Maintains and reconciles other fund accounts; records cash received and issues receipts; counts money. Reconciles budget printouts received from district's Central Accounting Department.
- Maintains ASB and LSB accounting records; post receipts and expenditures to proper accounts; prepares a variety of reports. May maintain records on computer.
- Maintains student financial records. Receives and posts fines and fee payments; sends letters concerning fines owed.
- Responds to telephone inquiries concerning ASB, LSB, and other account matters. Receives and responds to written requests. Meets with auditors as necessary to provide records, information and explanations. Works with student advisors; communicates ASB and LSB procedures.
- Acts as custodial of office petty cash fund; maintains accounting records for general building budget as assigned.
- Ensures that accounting procedures as established by the district are followed. Maintains financial records according to required retention schedules.
- Assists administrators to prepare ASB and LSB fund annual budgets.
- Communicates with vendors concerning purchase orders; receives supplies and verifies against purchase orders; processes invoices for payment.
- Provides other clerical support, such as coordinating the annual KCDA order, selling tickets for student activities, administering first aid in the absence of the school nurse, providing backup assistance, and duplicating copies.
- Performs related duties as assigned.

REPORTING RELATIONSHIPS:

Reports to Principal or other assigned school administrator.

WORKING CONDITIONS:

Office environment; requires visual concentration on detail, dexterity, and precision. Experiences frequent interruptions. Required to lift and carry heavy supplies or bags of coins. Transportation of money to bank requires security awareness.

MINIMUM QUALIFICATIONS:

Education & Experience

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NC Department of Public Instruction

Office of Charter Schools

ONLINE: www.ncpublicschools.org/charterschools

Revised: 7/1/2008

High school graduation or equivalent with training in bookkeeping and three years of clerical experience, including two years experience in bookkeeping.

Allowable Substitution

Alternative combinations of advanced training and experience will be evaluated by the Personnel Office for comparability.

Knowledge, Skills, and Abilities

Knowledge of general bookkeeping procedures; ability to maintain accounting ledgers.

Keyboarding skill at 50 words per minute.

Skill in operating a 10-key calculator by touch.

Skill in operating general office machines.

Ability to learn district and state ASB and lump sum bookkeeping procedures.

Ability to learn the use of a microcomputer and various software programs.

Ability to set up and maintain an accurate filing system.

Ability to attend to detail.

Ability to maintain confidentiality.

Ability to establish and maintain effective working relationships with students, parents, staff and the general public.

Licenses/Special Requirements

Bondable.

Dean of Students Job Description

JOB TITLE: Dean of Students/School Counselor

REPORTS TO: Principal

PURPOSE: Utilizing leadership, advocacy, and collaboration, school counselors promote student success, provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career, and personal/social development for all students.

The major functions of the school counselor job description incorporate the North Carolina State Board of Education priorities of High Student Performance, Healthy Students in Safe, Orderly and Caring Schools, Quality Teachers, Administrators and staff, Strong Family, Community, and Business Support and Effective and Efficient Operation.

DUTIES AND RESPONSIBILITIES

1. MAJOR FUNCTION: DEVELOPMENT AND MANAGEMENT OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

- Discusses the comprehensive school counseling program with school administrator.
- Develops and maintains a written plan for effective delivery of the school counseling program base on the NC Comprehensive School Counseling Standard Course of Study and current individual school data.
- Communicates the goals of the comprehensive school counseling program to education stakeholders.

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- Maintains current and appropriate resource for education stakeholders.
- Use the majority of time providing direct service through the Guidance Services and most remaining time in program management, system support and accountability

2. MAJOR FUNCTION: DELIVERY OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Guidance Curriculum

- Provides leadership and collaborates with other educator in the school-wide integration of the State Guidance Curriculum Standard Course of Study.
- Implements developmentally appropriate and prevention-oriented group activities to meet student needs and school goals.

Individual Student Planning

- Assists all students, individually or in groups with developing academic, career and personal/social skills, goals and plans.
- Accurately and appropriately interprets and utilizes student data.
- Collaborates with parents/guardians and educators to assist students with education and career planning.

Preventive and Responsive Services

- Provides individual and group counseling to students with identified concerns and needs.
- Consults and collaborates effectively with parents/guardians, teachers, administrators and other educational/community resources regarding students with identified concerns and needs.
- Implements an effective referral and follow-up process.
- Accurately and appropriately uses assessment procedures for determining and structuring individual and group counseling services.

System Support

- Provides appropriate information to staff related to the comprehensive school counseling program.
- Assist teachers, parents/guardians and other stakeholders in interpreting and understanding student data.
- Participates in professional development activities to improve knowledge and skills
- Uses available technology resources to enhance the school counseling program.
- Adheres to laws, policies, procedures, and ethical standards of the school counseling program.

3. MAJOR FUNCTION: ACCOUNTABILITY

- Conducts a yearly program audit to review extent of program implementation.
- Collects and analyzes data to guide program direction and emphasis.
- Measures results of the school counseling program activities and shares results as appropriate.
- Monitors student academic performance, behavior and attendance and assists with appropriate interventions.

MINIMUM QUALIFICATIONS/EDUCATION AND TRAINING:

Personnel Services Credential in School Counseling

MINIMUM EXPERIENCE:

Field work, some experience in crisis and group counseling

PHYSICAL REQUIREMENTS:

1. Sit for extended periods of time.
2. Enter data into computer terminal/typewriter, operate standard office equipment, and use telephone.
3. See and read a computer screen and printed matter with or without vision aids.
4. Hear and understand speech at normal levels and on the telephone.

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5. Speak so that others may understand at normal levels and on the telephone.
6. Stand, walk, and bend over, reach overhead, grasp, push and move, lift and/or carry up to 25 pounds to waist height.
7. Operate a vehicle in the course of carrying out assigned duties.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors and outdoors environments and come in direct contact with students, staff and the public.

Administrative Assistant Job Description

JOB TITLE: Administrative Assistant

REPORTS TO: Principal

Priorities

- Relieve management of administrative detail, all projects
- Coordinate work flow
- Update and chase delegated tasks to ensure progress to deadlines
- Take initiative in manager's absence
- Keep projects on schedule
- Maintain procedures manual to ensure consistent performance of routines

Communication

- Compose correspondence/reports for own or manager's signature
- Arrange essential mail in priority action order for boss
- Check deadlines on incoming requests and put preliminary work in play
- Process replies on own initiative or from bosses' dictation or notes
- Research, draft or abstract reports

Phone

- Handle all inquiries within my capacity
- Arrange "callbacks" to protect boss's time
- Provide back-up materials for callbacks
- Route calls elsewhere as needed
- Do phone surveys/inquiries as needed

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Appointments/Meetings

- Maintain calendar; ascertain which events require boss's presence
- Fix commitments to maximize boss's time efficiency; Allow decision/desk time
- When boss chairs meetings:
 - Prepare agenda in advance
 - Arrange meeting facilities
 - Act as recording secretary; prepare action minutes

Confidentiality

- Perform to earn boss's full confidence
- Assure discreet handling of all business

Visitors

- Screen to control interruptions
- Provide back-up data as needed
- Arrange amenities as needed
- As arranged, "rescue" boss from laggards
- Schedule visits away from boss's area to protect priority/private tasks

Travel

- Arrange travel through internal or outside agents
- Arrange travel cash in advance
- Prepare itinerary, trip file and supplies
- Prepare expense report tools for boss
- Complete expense reports after trip

Data Management

- Improve/tighten storage/retrieval systems
- Update and manage index

Routines

- Update secretarial/clerical desk manual
- Set up "tickler" system

- Set up "exception reporting" system to handle routines without supervision
- Routinely re-order department supplies
- Update mail/phone directories
- Make these available to trainees

Projects

- Handle administrative detail, all projects
- Seek greater role in projects within administrative and other areas of competence
- Seek training on projects outside my range

Supervision

- As required, recruit, hire, train and supervise part-time or full-time, paid, or unpaid/volunteer secretarial or clerical staff

At the advanced levels, office administration is about METHODS for handling work; it requires a constant audit of the way a company does things, and willingness to rock the boat for greater economy and efficiency in getting work done. Here are some typical tasks:

- Study and review company or department procedures
- Recommend management action to improve standard operating procedures. Present comparisons on costs, risks, and benefits
- Develop and test new procedures
- Take part in any administrative meetings to assure secretarial follow-through
- Take initiative on requests and inquiries of administrative nature, especially when bosses' specialty is not administrative
- Prepare and control administrative budgets

Teachers Job Description

JOB TITLE: Teachers
REPORTS TO: Principal

Position Description:

The Teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfill their potential for intellectual, emotional, physical, spiritual and psychological growth. This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success in accordance with Raleigh Academy of Technology policies.

Primary Responsibilities:

Official Charter Schools Application 2009
 NC Department of Public Instruction
 Office of Charter Schools

ONLINE: www.ncpublicschools.org/charterschools

Revised: 7/1/2008

- Implements instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- Identifies, selects, and modifies instructional resources to meet the needs of the students with varying backgrounds, learning styles, and special needs.
- Assists in assessing changing curricular needs and offers plans for improvement.
- Maintains effective and efficient record keeping procedures.
- Provides a positive environment in which students are encouraged to be actively engaged in the learning process.
- Communicates effectively, both orally and in writing, with students, parents, and other professionals on a regular basis.
- Collaborates with peers to enhance the instructional environment.
- Models professional and ethical standards when dealing with students, parents, peers, and community.
- Ensures that student growth and achievement is continuous and appropriate for age group, subject area, and/or program classification.
- Establishes and maintains cooperative working relationships with students, parents, and schools, as measured by survey results.
- Assumes responsibility for meeting his/her course and school-wide student performance goals.
- Demonstrates gains in student performance.
- Participates in training and presentations about online teaching.
- Meets professional obligations through efficient work habits such as: meeting deadlines, honoring schedules, coordinating.
- Performs other duties and responsibilities as assigned by their supervisor.
All work responsibilities are subject to having performance goals and/or targets established as part of the annual performance planning process or as the result of organizational planning.

Education, Certifications, and Work Related Experience:

- Bachelor’s Degree or higher (Masters Degree preferred)
- Teaching and online experience valued

Knowledge-base Requirements:

- Certified in relevant subject area.
- Knowledge of students in a distance-learning environment.
- Operational knowledge of the Internet and web-related technologies.

Technical Competencies and skills: Possesses strong oral and written communication skills :

- Works independently with little direct supervision
- Works as part of a team
- Accepts responsibility and is self-motivated
- Demonstrates strong work ethic to achieve academy goals
- Displays effective multi-tasking and time management skills

- Utilizes all required and recommended Raleigh Academy of Technology computer applications

Working Conditions:

- Possesses strong oral and written communication skills
- Works independently with little direct supervision
- Works as part of a team
- Accepts responsibility and is self-motivated
- Demonstrates strong work ethic to achieve academy goals
- Displays effective multi-tasking and time management skills
- Utilizes all required and recommended Raleigh Academy of Technology computer applications

Finance Officer Job Description

JOB TITLE: School Finance Officer
REPORTS TO: Principal
SUPERVISES: Bookkeeper

The Finance Officer is responsible for maintaining financial, accounting, administrative and personnel services in order to meet legislative requirements and support municipal operations.

SCOPE: (The way that the position contributes to and impacts on the organization)

The Finance Officer reports to the Senior Administrative Officer and is responsible for preparing financial statements, maintaining cash controls, preparing the payroll and personnel administration, purchasing, maintaining accounts payable and managing office operations. Failure to provide adequate services may result in lost or misused revenues, inaccurate financial statements and financial hardships for employees, contractors and suppliers if the payroll and/or accounts payables are not processed in an accurate and timely manner.

RESPONSIBILITIES: (Major responsibilities and target accomplishments expected of the position including the typical problems encountered in carrying out the responsibilities.)

1. Administer and monitor the financial system in order to ensure that the municipal finances are maintained in an accurate and timely manner

Main Activities

- Assist with preparation of the budget
- Implement financial policies and procedures
- Establish and maintain cash controls
- Establish, maintain and reconcile the general ledger
- Monitor cash reserves and investments
- Prepare and reconcile bank statements
- Establish and maintain supplier accounts

- Processes supplier invoices
- Maintain the purchase order system
- Ensure data is entered into the system
- Issue cheques for all accounts due
- Ensure securities for all credit cards and verify charges
- Ensure transactions are properly recorded and entered into the computerized accounting system
- Prepare income statements
- Prepare balance sheets
- Prepare monthly financial statements
- Prepare quarterly reports and report on variances
- Assist with the annual audit
- Maintain the computerized accounting system
- Maintain financial files and records

2. Maintain the accounts payable and accounts receivable systems in order to ensure complete and accurate records of all moneys

Main Activities

- Ensure the safeguarding of all municipal funds
- Issue, code and authorize purchase orders
- Reconcile the accounts payable
- Prepare journal summaries
- Reconcile the accounts receivable
- Compile source documents
- Issue receipts
- Reconcile weekly deposits
- Reconcile Motor Vehicle and other government services transactions

3. Administer employee files and records in order to ensure accurate payment of benefits and allowances

Main Activities

- Document new employees
- Establish employee files in the computerized accounting system
- Administer benefit entitlements
- Verify and report on benefits payments
- Maintain the leave management system
- Verify annual leave records
- Calculate and action deductions
- Submit remittances
- Prepare separation documents for terminated employees
- Maintain confidential employee files

4. Administer the bi-weekly payroll in order to ensure that employees are paid in an accurate and timely manner

Main Activities

- Set up employee files
- Verify and code timesheets and hours worked
- Calculate employee salaries, deductions and contributions
- Enter payroll information into the computerized accounting system

- Calculate source and miscellaneous deductions
- Process pay cheques
- Update leave and lieu time
- Prepare, review and file payroll summaries, journals and reports
- Issue Records of Employment

5. Provide efficient and effective office management

Main Activities

- Order office supplies
- Manage the filing, storage and security of documents
- Respond to inquiries
- Manage the repair and maintenance of computer and office equipment
- Maintain insurance coverage
- Issue permits and licenses
- Maintain booking registers
- Administer government services including motor vehicles and vital statistics
- Act as deputy returning officer during municipal elections

6. Perform other related duties as required

KNOWLEDGE, SKILLS AND ABILITIES: (The knowledge, skills and attitudes required for satisfactory job performance)

Knowledge

The incumbent must have proficient knowledge in the following areas:

- Computerized accounting programs
- Accounts payable and accounts receivables
- Generally accepted accounting
- Principles fund accounting
- Preparation of financial statements
- Preparation of financial reports
- Administration of employee benefits
- Payroll systems and reporting
- Office administration

Skills

The incumbent must demonstrate the following skills:

- Supervisory skills
- Team building
- Accounting and bookkeeping skills
- Analytical and problem solving skills
- Decision making skills
- Effective verbal and listening communications skills
- Effective written communications skills
- Ability to communicate effectively
- Computer skills including the ability to operate computerized accounting, spreadsheet and word processing programs at a highly proficient level

- Stress management skills
- Time management skills

Personal Attributes

The incumbent must maintain strict confidentiality in performing the duties of the Finance Officer. The incumbent must also demonstrate the following personal attributes:

- Be honest and trustworthy
- Be respectful
- Possess cultural awareness and sensitivity
- Be flexible
- Demonstrate sound work ethics

The Finance Officer would normally attain the required knowledge, skills and attitudes through completion of a Diploma in Accounting or Business Administration and/or completion of second level of a recognized accounting program combined with related financial experience.

School Custodian Job Description

JOB TITLE: School Custodian
REPORTS TO: Principal

The following job description is intended for our use so that we mutually understand the responsibilities of the custodian. The description of tasks is not intended to outline every last detail of the custodian’s position. It will serve to give a general impression of the duties relating to the job. It is hoped that the custodian will gradually assume the position of caretaker of the building and facilities, with the feeling of responsibility of their well-being similar to that which he has for his own personal possessions. The person who will assume the position of custodian is accepting a very important role in the functioning of our school. The custodian will not only be working with maintenance, cleaning, and care, but he will be working with people, especially children. The custodian is under the supervision of the principal of the school, who will consult with the Board of Trustees.

Routine Cleaning Duties

Daily, Weekly, As Needed

I. Restrooms

- A. Empty wastebaskets..... ..D
- B. Mop and disinfect floors..... D
- C. Clean and disinfect sinks..... D
- D. Clean and disinfect mirrors..... D
- E. Clean and disinfect toilet bowls-seats, urinals, & pipes..... D
- F. Empty sanitary napkin receptacles..... D
- G. Check hand soap, paper towel, & tissue supplies..... D
- H. Check that toilets, urinals, faucets & drain are workingD
- I. Clean doors and partitions..... W
- J. Check deodorant blocks..... W
- K. Spot clean walls and ceiling..... N
- L. Replace lights..... N
- M. Clean baseboards..... N
- N. Clean radiators..... N

O. Clean light fixtures.....	N	
P. Clean exterior of all dispensers (tissue, soap, etc.).....	N	
II. Locker Rooms		
A. Empty wastebaskets.....	D	
B. Mop and disinfect floors.....	W	
C. Clean and disinfect sinks.....	D	
D. Clean and disinfect mirrors.....	D	
E. Clean and disinfect toilet bowls-seats & pipes.....	D	
F. Empty sanitary napkin receptacles.....	D	
G. Check hand soap, paper towel, & tissue supplies.....	D	
H. Check that toilets, urinals, faucets & drain are working	D	
I. Clean doors and partitions.....	W	
J. Check deodorant blocks.....	W	
K. Spot clean walls and ceiling.....	N	
L. Replace lights.....	N	
M. Clean baseboards.....	N	
N. Clean radiators.....	N	
O. Clean light fixtures.....	N	
P. Clean exterior of all dispensers (tissue, soap, etc.).....	N	
III. Classrooms		
A. Vacuum all carpeted areas.....	D	
B. Sweep all tiled floors with dust mop.....	D	
C. Empty wastebaskets.....	D	
D. Clean sinks and faucets.....	D	
E. Empty pencil sharpeners.....	D	
F. Clean window glass on doors.....	N	
G. Clean chalkboards at the end of the week.....	W	
H. Dust all ledges and other surfaces.....	W	
I. Clean shades or blinds.....	N	
IV. Hallways, Entryways, and Utility Rooms		
A. Sweep all halls and entryways with a dust mop.....	D	
B. Vacuum entryway carpets.....	D	
C. Clean and disinfect drinking fountains.....		D
D. Spot clean walls and baseboards.....	N	
E. Dust all ledges, tops of coat racks, and tops of lockers.....	W	
F. Clean door glass & steel plates on gym doors and entryways.....	D	
G. Replace light bulbs.....	N	
H. Clean light fixtures.....	N	
I. Sweep stairs and floors of utility rooms (non-classrooms).....	D	
J. Clean stairs.....	W/N	
K. Wet mop hallways (machine downstairs).....	W/N	
V. Gym and Stage		
A. Clean and put away tables after lunch.....		D
B. Sweep entire gym floor.....	D	
C. Machine mop half of gym floor.....	D	
D. Machine mop entire gym floor.....	W	
E. Clean gym door glass.....	D	

- F. Sweep stage..... W
- G. Spot clean walls of gym..... N

VI. Offices

- A. Sweep office floors and vacuum any carpets..... D
- B. Empty wastebaskets..... D
- C. Dust all ledges and other surfaces..... D
- D. Clean and dust phone N
- E. Dust all ledges and other surfaces..... D

VII. Miscellaneous

A. Ceiling vents in upstairs classrooms should be put in as summer approaches and taken out again as winter approaches.

B. Signs of vandalism or abuse of facilities should be reported to the principal

C. Minor repairs should be done as needed or upon request.

D. The custodian is given the responsibility of making sure the school is adequately heated for the school day.

E. The custodian may have to receive early arriving shipments of supplies, etc.

F. Part of the custodian’s job description is to set up and take down chairs and tables for school and church functions.

G. The custodian is responsible for snow removal from school and entryways. Entryways and walkways may also need to be salted if icy.

Summer Cleaning and Maintenance

I. Floor Maintenance

- A. All tiled floors are to be stripped, sealed, and waxed.
- B. During Christmas vacation, heavily used areas are to be stripped and waxed.
- C. During Easter vacation, the custodian and principal will evaluate which areas need to be stripped and waxed.
- D. All carpeted areas should be shampooed.
- E. All baseboards should be cleaned thoroughly.

II. Window Care

- A. All glass (on both sides) is thoroughly cleaned once each year during the summer.
- B. Window ledges and sills should be sanded and varnished if needed during this time.

III. Walls - All walled surfaces should be spot cleaned throughout the school year. During the summer months the walls should be cleaned thoroughly.

IV. Painting - Each summer part of the interior of the school will be painted (per schedule).

V. Lockers - All lockers are to be cleaned and disinfected over the summer months.

VI. Ceiling Fans and Univents - Ceiling fans should be dusted approximately 4 times per
Univents belts and filters should be replaced, and the coils should be vacuumed out.

VII. Classrooms

- A. Thorough cleaning of chalkboards and trays - remove tape or other substances.
- B. All desks and chairs should be thoroughly cleaned during the summer.
- C. Blinds or shades are to receive a good cleaning.
- D. Walls, baseboards, and bookshelves should be cleaned.

VIII. Miscellaneous

The custodian will use the summer months to thoroughly clean the school. There will also be various Maintenance projects that will need to be done which are not mentioned above.

Prior to summer vacation, the custodian and principal will work out a summer maintenance and cleaning schedule.

IX. General Cleaning Schedule

7 AM to 10 AM and 12 Noon to 5 PM

The majority of the cleaning should be completed in the PM hours. Morning duties can include spot cleaning, "as needed" items, temperature checks, minor repairs, office cleaning, utility rooms cleaning.

B. ENROLLMENT

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school.

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

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

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

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

NAME OF PROPOSED CHARTER SCHOOL Raleigh Academy of Technology

List LEA #1 - Wake County

List LEA #2 - _____

List LEA #3 - _____

GRADES		2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
First	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Second	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Third	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Fourth	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Fifth	5	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Sixth	6	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

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

NAME OF PROPOSED CHARTER SCHOOL: **Raleigh Academy of Technology**

		2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—
Tenth	10	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—
Eleventh	11	—	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—
Twelfth	12	—	—	—	—	—	—	<u>100</u>	—	—	<u>100</u>	—	—	<u>100</u>	—	—
LEA TOTALS		<u>200</u>	—	—	<u>300</u>	—	—	<u>400</u>	—	—	<u>400</u>	—	—	<u>400</u>	—	—
Overall TOTAL Enrollment/ADM		<u>200</u>			<u>300</u>			<u>400</u>			<u>400</u>			<u>400</u>		

D. Budget: Revenue Projections 2010-11 through 2014-2015

INCOME: REVENUE PROJECTIONS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
--State ADM Funds	<u>\$991,772.60</u>	<u>\$1,487,658.90</u>	<u>\$1,983,545.20</u>	<u>\$1,983,545.20</u>	<u>\$1,983,545.20</u>
--Local Per Pupil Funds	<u>\$436,436.00</u>	<u>\$654,654.00</u>	<u>\$872,872.00</u>	<u>\$872,872.00</u>	<u>\$872,872.00</u>
--Federal Funds	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Grants*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Foundations*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Private Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
--Other Funds*	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
TOTAL INCOME	<u>\$1,428,208.60</u>	<u>\$2,142,312.90</u>	<u>\$2,856,417.20</u>	<u>\$2,856,417.20</u>	<u>\$2,856,417.20</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

D. Budget: Revenue Projections 2010-11 through 2014-2015 (continued)

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p>See http://www.ncpublicschools.org/fbs/stats/index.html (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)</p> <p><i>The formula for figuring these allotments can be found in the Resource Guide.</i></p> <p>\$4,499.44 x 200 = \$89,988.80 State operating income \$2,252.53 x 200 = \$45,050.60 Local operating income \$135,039.40 Total operating income</p> <p>\$3,350.81 x 20 = \$67,016.20 Per pupil</p>
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E. Budget: Expenditure Projections 2010-11 through 2014-2015

MAY AMEND AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2010-2011	2011-2011	2012-2013	2013-2014	2014-2015
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # staff <u>18.5</u>	<u>\$120,000.00</u>	<u>\$120,000.00</u>	<u>\$120,000.00</u>	<u>\$120,000.00</u>	<u>\$120,000.00</u>
--Administrator(s) # <u>2</u>	<u>\$122,000.00</u>	<u>\$122,000.00</u>	<u>\$173,000.00</u>	<u>\$173,000.00</u>	<u>\$173,000.00</u>
--Clerical # <u>3.5</u>	<u>\$463,250.00</u>	<u>\$748,500.00</u>	<u>\$1,033,750.00</u>	<u>\$1,033,750.00</u>	<u>\$1,033,750.00</u>
--Teachers # <u>13</u>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Librarians # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Guidance # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Teacher Assistants # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Custodian # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Maintenance # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Food Service # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Bus Driver # _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
<i>EMPLOYEE BENEFITS</i>	<u>\$195,908.60</u>	<u>\$266,462.90</u>	<u>\$354,975.97</u>	<u>\$354,975.97</u>	<u>\$354,975.97</u>
<i>STAFF DEVELOPMENT</i>	<u>\$10,000.00</u>	<u>\$15,000.00</u>	<u>\$17,500.00</u>	<u>\$17,500.00</u>	<u>\$17,500.00</u>
<i>MATERIALS AND SUPPLIES</i>	<u>\$57,700.00</u>	<u>\$66,650.00</u>	<u>\$77,500.00</u>	<u>\$77,500.00</u>	<u>\$77,500.00</u>
<i>OFFICE SUPPLIES</i>	<u>\$6,000.00</u>	<u>\$7,500.00</u>	<u>\$12,000.00</u>	<u>\$12,000.00</u>	<u>\$12,000.00</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$67,100.00</u>	<u>\$216,600.00</u>	<u>\$268,200.00</u>	<u>\$268,200.00</u>	<u>\$268,200.00</u>
<i>OFFICE EQUIPMENT</i>	<u>\$11,000.00</u>	<u>\$21,000.00</u>	<u>\$20,000.00</u>	<u>\$20,000.00</u>	<u>\$20,000.00</u>

E. Budget: Expenditure Projections 2010-11 through 2014-2015 (continued)

BUDGET EXPENDITURE PROJECTIONS	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
<i>TESTING MATERIALS</i>	<u>\$2,500.00</u>	<u>\$3,600.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>	<u>\$5,000.00</u>
<i>INSURANCE</i>	<u>\$15,000.00</u>	<u>\$16,500.00</u>	<u>\$49,000.00</u>	<u>\$49,000.00</u>	<u>\$49,000.00</u>
<i>UTILITIES</i>	<u>\$48,200.00</u>	<u>\$69,500</u>	<u>\$101,500.00</u>	<u>\$101,500.00</u>	<u>\$101,500.00</u>
<i>RENT</i>	<u>\$200,000.00</u>	<u>\$300,000.00</u>	<u>\$401,491.23</u>	<u>\$401,491.23</u>	<u>\$401,491.23</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$48,250.00</u>	<u>\$63,250.00</u>	<u>\$88,500.00</u>	<u>\$88,500.00</u>	<u>\$88,500.00</u>
<i>TRANSPORTATION</i>	<u>\$500.00</u>	<u>\$1,000.00</u>	<u>\$2,500.00</u>	<u>\$2,500.00</u>	<u>\$2,500.00</u>
<i>MARKETING</i>	<u>\$2,000.00</u>	<u>\$2,000.00</u>	<u>\$3,000.00</u>	<u>\$3,000.00</u>	<u>\$3,000.00</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<i>Contracted Services</i>	<u>\$58,800.00</u>	<u>\$102,750.00</u>	<u>\$128,500.00</u>	<u>\$128,500.00</u>	<u>\$128,500.00</u>
TOTALS	<u>\$1,428,208.60</u>	<u>\$2,142,312.90</u>	<u>\$2,856,417.20</u>	<u>\$2,856,417.20</u>	<u>\$2,856,417.20</u>

F. WORKING CAPITAL/ASSETS ON DATE OF APPLICATION

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

ADDITIONAL NOTES:

G. AUDITS

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

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

Raleigh Academy of Technology will comply with all state assessment requirements. In addition to these, Raleigh Academy of Technology will measure pupil progress with pre and post testing, longitudinal data, portfolio and performance based assessments. Raleigh Academy of Technology will measure progress on an ongoing basis so parents and educators know how well students are performing.

Since applied learning is usually embedded in class work and is frequently not the specific subject of particular courses, Raleigh Academy of Technology will separately assess applied learning skills such as oral presentation, team collaboration, and problem solving.

Daily instruction will also provide consistent feedback through teacher observations, project achievements, criterion referenced tests, open-ended tasks, and writing samples.

Raleigh Academy of Technology will consider adopting, in whole or in part, the Wake County District's assessment system

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Raleigh Academy of Technology will contract with an independent auditor for an annual financial audit that will be produced according to generally accepted accounting principles. Acadia NorthStar, LLC 5029 Falls of the Neuse Rd. suite 218, Raleigh, NC 27609 Phone No.877-954-7040 Fax 919-954-7065. Raleigh Academy of Technology will transmit a copy of the audit to the District - as well as to the County Superintendent of Schools, the State Controller and the State Department of Educations – by December 15 of each year.

Should the audit note any exceptions or deficiencies, the School will follow a procedure whereby the School:

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.

The School will:

- Prepare and file with the District on or before September 15 and annual statement of receipts and expenditures of the charter school for the preceding fiscal year; and
- Prepare and file with the District a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15

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

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

– Safety **EMERGENCY PROCEDURES**

A school must provide a safe and orderly environment for its students and staff. Even in the face of an emergency, the need to maintain this environment is essential. Emergency codes will be established to effectively communicate the situation to staff.

During emergency situation, such as a fire/tornado drill, students are expected to:

1. Be aware of building procedures.
2. Follow all teacher directions.
3. Walk quickly and quietly to the assigned area.

STUDENTS MISSING/HIDING

When a student is missing or hiding in the building the following procedures should be followed:

1. Notify office and contact 911.
2. Principal or designee implements search of building and grounds with appropriate personnel.
3. When student is found, a determination of disciplinary action to be taken will be made.
4. In the event the student is not found, proceed to section on runaways/abduction.

STUDENTS RUNAWAY/ABDUCTION

When a student runs away from school during school hours or is abducted by a stranger or family member the following procedures should be followed:

1. Notify school office and principal.
2. Contact police/emergency services (911). Stay on the phone.
3. Contact parent(s).
4. Follow student if it seems appropriate (student abduction).
5. Notify classroom teacher and get a description of the student's clothing.

HOSTAGE SITUATION

A hostage situation is any situation in which a person or persons are forced to stay in one location by one or more individuals. Weapons are usually in the possession of the hostage taker(s) and hostages are threatened with some degree of bodily harm should they not comply with the directives of the hostage taker (s). Certain demands are usually made of outside officials in return for the release of the hostages.

All hostage situations are dangerous events.

A hostage taker might be a terrorist, fleeing felon, disgruntled employee (past or present), employee's spouse, drug or alcohol abuser, emotionally disturbed person, trespasser, and on occasion, a parent, student or citizen who is usually angry about some situation and decides to resolve it by taking hostages and making demands to achieve some resolution.

If a situation should arise where one or more persons are holding staff or students hostage on the school grounds follow these procedure:

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

STUDENT POSSESSION OF WEAPON ON SCHOOL GROUNDS

When a student is observed or reported to have a weapon on campus, the following precautions should be followed:

1. Identify the student and his/her location in the building.
2. Alert appropriate staff and director.
3. Ask the student to accompany you to the office.
4. Assess the situation to determine follow up steps.
5. Notify law enforcement (911).
6. When appropriate ask the student to surrender the weapon or declare its location.
7. Call student's parent(s) and follow disciplinary procedures.

UNWANTED INTRUDER

When a person who has no business on the school premises is observed, follow this procedure:

1. Notify office or escort stranger to the office. Send a student to office for help or use intercom if in classroom.
2. Director and staff member investigate and take appropriate action.
 - a. Approach stranger and inquire as to his/her business on school grounds. Attempt to secure name or other data.
 - b. If principal determines that the person does not have legitimate reason to be on campus, request that the person leave and visually monitor the person's departure.
 - c. After the person leaves, notify local law enforcement if person was acting in a suspicious manner.
 - d. If the person refuses to leave, either the principal or staff person will notify the office to call the law enforcement agency.
 - e. Principal will determine method of informing all school employees to take appropriate action and use caution. Visually monitor the movements and behavior of the intruder until the arrival of law enforcement.
 - f. Take note of what the person is wearing, type of car driving, (get license plate number, if possible), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color and length, visible scars, etc.).
 - g. School officials work cooperatively with law enforcement.
 - h. Submit appropriate police report and notify school board.

BOMB THREAT AND EXPLOSION

The principal or designee must evaluate the seriousness of bomb threats using input from all sources; then, the principal or designee acts in such a manner that reflects the best safety interests of those under his/her charge. Bomb threats may be originated in writing, in person, over the telephone or related through a second source.

A situation in which an explosive is either present or alleged to be present in the school or on the premises, which may or may not have exploded.

1. teacher/custodian should cut off main gas line (if applicable).
2. Notify staff of the situation by using code.
3. Switch off bell system for changing classes.
4. Notify appropriate law enforcement agency.
5. Conduct visual search of escapes routes or hallways.
6. Three minutes after issuance of advisory or upon receipt of clearance report from hallways (whichever comes first). The search team, director or designee should:
 - a. Activate evacuation signal.
 - b. Ensure that the building is evacuated.
 - c. Report to an alternate emergency control center as designated on school grounds at least 400 feet from the building.
7. Upon evacuation signal, all personnel and students should evacuate building in accordance with the school evacuation plan. Windows and doors are left open in this phase of evacuation action. A floor plan of the school should be available.
8. Staff should return to classrooms first for final visual search prior to students entering the building.

Receiver of call should:

1. Write down exact words of caller.
2. Keep caller talking.
3. Ask where bomb is located and what time it is to go off.
4. Make note of the following:
 - a. sex, age, attitude of caller
 - b. Voice characteristics (accent, speech impediments or peculiarities).
 - c. Background noises
 - d. Date and time of day the call was received
5. Give full report to the principal or designee immediately!

STEPS OF ACTION FOR AN EXPLOSION

1. Determine location and extent of explosion.
2. Call 911 and stay on the phone.
3. Evacuate building using fire evacuation plan unless special conditions warrant special instructions.
4. Assist with injured or wounded.
5. Secure area until authorities arrive.

- **Immunization of Students** North Carolina Law requires that parents or guardians of any child enrolled in public schools must present proof of immunization at the time of enrollment for the minimum requirements as specified in the law. It is the parent's responsibility to provide written proof of immunization within thirty (30) calendar days after enrollment. Do not depend upon school records to arrive from another school system since records may arrive late or with incomplete or unacceptable medical information. If you cannot secure a

certified immunization record, contact your physician. A new series of shots can be administered. If the completion of a new series should run beyond the 30-days period, a physician's written statement that a series is in progress showing the anticipated completion date will allow the student to remain in school. If no record of completed immunization or a series in progress is received after 30 days, the principal is required by law to suspend the child from school on the 31st day until such evidence has been presented by the parents.

- **Fire and Safety Regulations** Raleigh Academy of Technology will abide by all Fire and Safety regulations established by the jurisdiction in which the school facility resides. Annual fire inspections will be done by the Fire Marshall in addition to the initial inspection. Fire drills will be conducted by the Directors of Raleigh Academy of Technology or an authorized agent.

- **Food Inspections**

- **Hazardous Chemicals** No hazardous chemicals will be stored on the premises of Raleigh Academy of Technology. The discernment of any hazardous chemicals will be according to the regulations established by the State Department of Health.

- **Bloodborne Pathogens** Appropriate disinfectants and procedures for handling blood and body fluids will be adhered to according to State Department of Health

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

State the proposed coverage for:

Comprehensive General Liability 1,000,000.00

Officers and Directors/Errors and Omissions 1,000,000.00

Property Insurance 1,000,000.00

Motor Vehicle Liability

Bonding 250,000.00

Minimum amount: 250,000.00

Maximum amount:

Other Raleigh Academy of Technology will be responsible for its own legal representation and legal cost.

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

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

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Transportation is a parental responsibility for families who choose to attend Raleigh Academy of Technology, and is not provided by Raleigh Academy of Technology. As an alternative, students may purchase bus passes from Capital Area Transit (CAT) that serves the Raleigh City limits.

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

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

Name of the facility (if known): Unknown at this time

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet: _____

Number of Classrooms: _____

Number of Restrooms: _____

Other Rooms: _____

Auditorium: _____

Gymnasium: _____

Music Room: _____

Art Room: _____

Laboratory: _____

Ownership: Fee Simple or Lease

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

(a) Term of the Lease: _____

(b) Type of Lease: _____

(c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

(a) Fire: _____

(b) Safety: _____

(c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Describe the method of finding a facility if one is not readily available at this time. **A commercial real estate broker Phyllis Dunford with Real Estate People.**

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

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

Raleigh Academy of Technology will target for marketing students whose academic status and interest demonstrate a strong fitness of match with the program design and structure. Outreach efforts will reach students who are high school dropouts or at-risk of dropping out, and able to demonstrate a compelling desire that makes them likely to benefit from the unique characteristics of the program

Activities for March, 2009: Newspaper announcements, and flyers.

Activities for April, 2009: Informational sessions.

Activities for May, 2009: Newspaper announcements, flyers, brochures, informational sessions.

Activities for June, 2009: Newspaper announcements, informational sessions.

Activities for July, 2009: Newspaper announcements, flyers

Activities for August, 2009: Informational sessions, flyers & brochures.

IX. LEA IMPACT STATEMENT

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

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

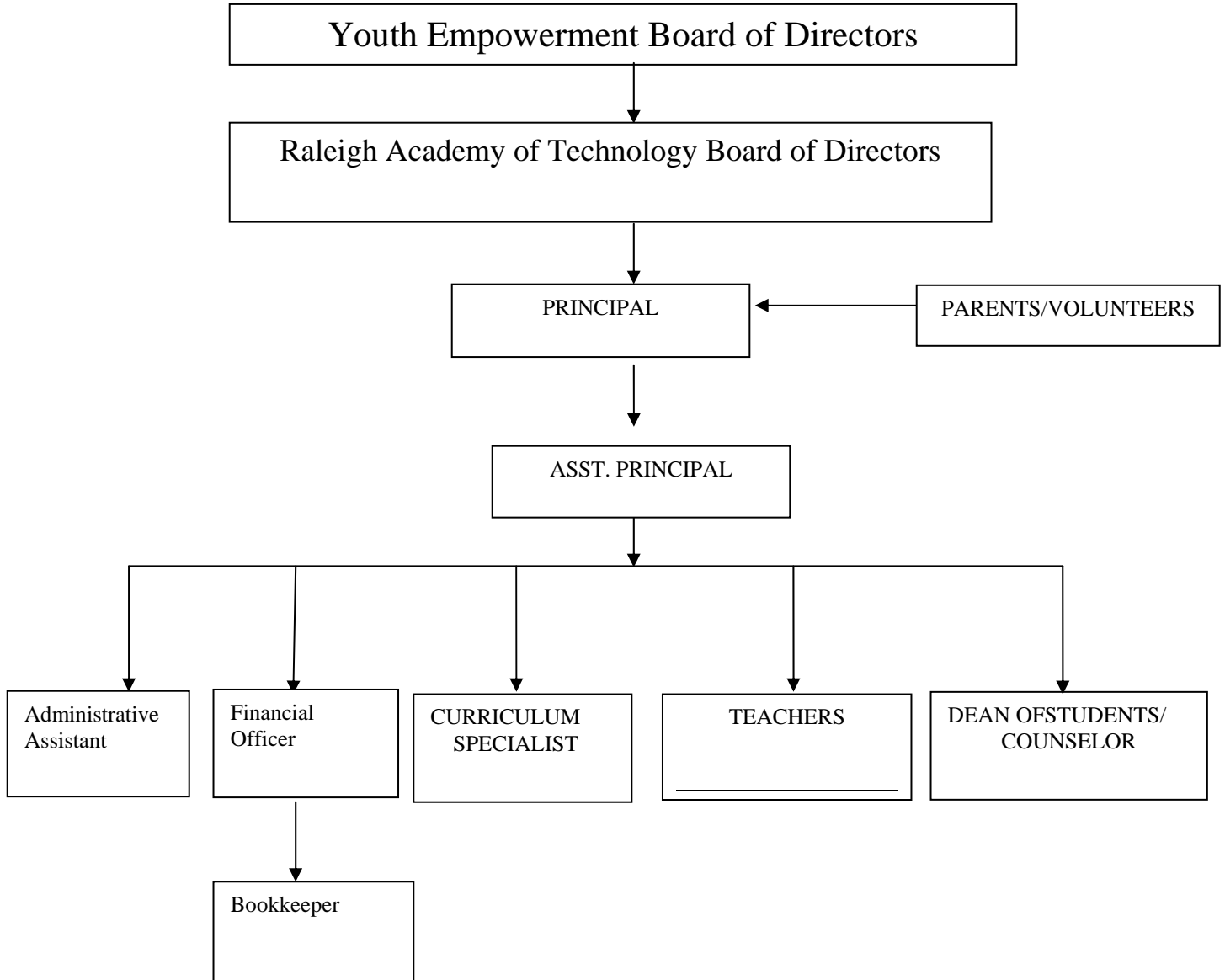
X. APPENDICES (OPTIONAL)

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

Appendix A

Organizational Chart

Raleigh Academy of Technology ORGANIZATIONAL CHART



**Appendix B
Resume
Reid DuBose III**

2456 Milburnie Road
Raleigh, NC 27610

(919) 835-9491
dubosereid@yahoo.com

- Qualified Professional** 2008-present
Omega Independent Living Services, Inc. Raleigh, NC
- Provide comprehensive functional assessment of consumer's treatment/rehabilitation needs.
 - Develop individualized Person-Centered Plans (PCP)
 - Develop an appropriate service network inclusive of all available resources in the community to support consumer's assessed needs.
 - Refer consumers to medically necessary services based on assessment, consumer choice, and input from other treatment/community partners.
 - Allocate responsibilities of implementation and monitoring of the service plan among separate or joint service agencies serving the consumer.
 - Responsible for completing and submitting service authorizations in a timely and accurate manner and tracking pending due dates.
 - Provide Supervision of AP's and PP's and maintain written documentation of regular supervision meetings.
 - Assist consumer and their families in securing benefits they may be entitled to, such as Medicaid, WIC, HUD, etc.
 - Arrange and facilitate regularly scheduled treatment team meetings.
 - Provide skill building activities.
 - Ensure that the rights of consumers are protected.

- Employment & Training Specialist II** 2007-2008
Department of Commerce Raleigh, NC
- Provide direct supervision 3 part-time intermittent drivers
 - Coordinate, schedules and dispatch Mobile JobLink Career Center for dislocated workers
 - Develop written policy and procedures manuals and forms
 - Oversee Mobile JobLink Career Center to assure vehicle is properly maintained and cleaned
 - Perform routine cost analysis for sustaining Mobile JobLink Career Center
 - Procure 60 to 100 vendors for job fairs
 - Develop training tools and facilitate statewide training
 - Conducted meetings on a weekly basis
 - Ability to develop and lead a team
 - Marketing and presentations and tours

- Probation/Parole Intensive Officer** 2004-2007
Department of Corrections Durham, NC
- Provided face to face contact for 65 offender at his/her resident
 - Prepared investigative and other reports for and testify in court and before parole commissions
 - Supervised absconder caseload of probationers/parolees
 - Performed in-home visits, drug screening (treatment and alcohol programs referrals), employment verifications, criminal record checks and transporting of offenders
 - Provided crisis intervention, arrest, search and seizures to probationers/parolees

- Community Based Service Professional (Part-Time)** 2005-2008
Therapeutic Connections Raleigh, NC
- Provided supportive counseling, adaptive skills training and community integration in the home with family and children with behavioral and mental illness
 - Provided one-on-one support to adolescents with behavioral and emotional crisis
 - Assisted families in implementing behavioral interventions such as token/level systems, contracts, structured behavior programs and others

- Provided modeling, positive reinforcement and redirection within a family-centered approach and strengths-based principles to help develop the independence of the person and/or family served
- Provided documentation services and service planning according to program/agency guidelines

Forensic Healthcare Tech 2004-2004
Dorothea Dix Hospital Raleigh, NC

- forensic psychiatric patients by performing various technical nursing assistant Assisted duties/task
- Facilitated individual and group activities with patients and escorting on community outings
- Assisted and provide patients with therapeutic activities for daily living
- Assured patient safety and security in a therapeutic environment at all times
- Maintained recordkeeping systems of patient's charts and flow sheets
- Performed NCI and initiate restrictive interventions when necessary

Correctional Officer 2002-2004
Department of Corrections Raleigh, NC

- Overseen the custody and supervision of inmates in a state correctional facility.
- Maintained internal and external security of the facility
- Maintained inmates safety and shelter/housing
- Supervised inmates during work details and performed necessary investigations
- Enforced state rules and regulations
- Provided counseling services for inmates

EDUCATION

Strayer University 2005 – 2006 Raleigh, NC

- MA, Public Administration
- GPA 3.58

Saint Augustine's College 2002 – 2004 Raleigh, NC

- BS, Organizational Management
- GPA 3.14

ACTIVITES

Youth Empowerment of NC, Inc. 2000 – Present
 Durham, NC

- Founder and member of nonprofit organization that severs disadvantage youth
- Designed the program and the organizational structure; along with planning and coordinating the development of all program components; recruited staff
- Overseen the daily operation of the program, including the development and monitoring of the budget
- Raised program funds from public and private funding sources; maintained relations with donors, along with building and maintaining working relations with community organizations, city, state, county, and federal agencies.
- Established and worked with the Board of Directors on planning and policy agendas
- Conducted meetings on weekly basis

Big Brothers 1991 – 1992 Durham, NC

- Served as mentor to young disadvantaged boys

Durham Strider Track Club 1991 – 1992 Durham, NC

- Served as mentor to 25 young disadvantaged youth.

Appendix C

Articles of Incorporation



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

RALEIGH ACADEMY OF TECHNOLOGY

the original of which was filed in this office on the 30th day of January, 2009.



IN WITNESS WHEREOF I have hereunto set

Appendix D Calendar

RALEIGH ACADEMY OF TECHNOLOGY 2010-2011

July '10

Wk	Su	M	Tu	W	Th	F	Sa
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

August '10

Wk	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

September '10

Wk	Su	M	Tu	W	Th	F	Sa
				1	2	3	4
	H	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

October '10

Wk	Su	M	Tu	W	Th	F	Sa
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	Q	23
	24	25	26	27	28	29	30
	31						

November '10

Wk	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5	6
	7	8	9	10	H	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

December '10

Wk	Su	M	Tu	W	Th	F	Sa
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

January '11

Wk	Su	M	Tu	W	Th	F	Sa
							1
	2	H	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	Q	22
	23	24	25	26	27	28	29
	30	31					

February '11

Wk	Su	M	Tu	W	Th	F	Sa
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	H	22	23	24	25	26
	27	28					

March '11

Wk	Su	M	Tu	W	Th	F	Sa
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	Q	26
	27	28	29	30	31		

April '11

Wk	Su	M	Tu	W	Th	F	Sa
						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	V	V	V	V	H	23
	24	25	26	27	28	29	30

May '11

Wk	Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	H	31				

June '11

Wk	Su	M	Tu	W	Th	F	Sa
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30		

Key

Teacher Work Day	TW	August 16, 17, 18, 19, 20 June 13, 14, 15
Holiday	H	Sept 5, Nov 11, Nov25, Jan 1, Jan 17, Feb. 21, April 22, May 30
Quarter	Q	Oct. 22, Jan 21, March 25
Vacation Day	V	Nov. 23, 24, Dec. 22, 24, 27, 28, 30, 31, Apr. 18, 19, 20, 21
Parent Conference	PC	Oct. 25, Jan. 24, Mar 28
Report Card	RC	Oct. 25, Jan. 24, Mar 28
Early Release	ER	Jan. 19, 20, 21 June 6, 7, 8, 9, 10
Progress Report Due	PR	Sept. 21, Dec. 14, Feb. 22, May 10
Exam Day	EX	Jan. 19, 20, 21, June 6, 7, 8, 9
Student First Day	SFD	Aug. 23
Student Last Day	SLD	June 10

Appendix E

Student Handbook

Raleigh Academy of Technology
2010 –2011
Student Handbook



Raleigh Academy of Technology
2010-2011

Daily Bell Schedule

Regular Schedule: Monday thru Friday

Period	Time
1	8:00 – 9:30
2	9:35 – 11:15
3	11:20 – 12:30
L	12:30 – 1:00
3	1:05 – 1:25
4	1:30 – 3:35

Arrival at school: To provide for proper student safety and supervision, the high school opens at 8:00 a.m. Our policy request that students not arrive at school prior to that time and that they remain outside until the 8:00 a.m. bell if they do get to school early.

However, at times it may be necessary for parents to have their children arrive at school before 8:00a.m. In this case, students should wait outside, or they may go to the commons area beginning at 7:30 a.m., but they must remain there until 8:00 a.m. Students should not be in the entryways, hallways, at lockers, or in rooms prior to 8:00 a.m. unless they have made previous arrangements with the office or a teacher. Students who abuse these guidelines will be required to remain outside the building until 8:00 a.m. Students must be out of the building and leaving school grounds by 4:00 p.m. unless involved in a supervised activity.

Please contact the school if you have questions regarding arrival time and thank you for your help in maintaining a safe, supervised school environment.

GOALS

Goals are not easily attained. To reach them requires work and sacrifice. At Raleigh Academy of Technology, five goals for which our students should strive are: 1. Good citizenship; 2. Outstanding Effort; 3. Regular attendance; 4. Academic Excellence; 5. Physical Fitness.

SCHOOL CITIZENSHIP

At Raleigh Academy of Technology, all students are expected to demonstrate good citizenship. It is our goal to help students develop self-discipline and strong sense of responsibility. In any large group setting, some general guidelines are necessary. Specifically, students must meet these obligations:

1. Attend all classes to which they are assigned.
2. Follow school and classroom rules at all times.
3. Help maintain all school equipment and property by refraining from destructive actions.
4. Respect the authority of teachers and school staff. Acts of disrespect, insubordination, or abusive language toward teacher, staff members or other students will not be tolerated and may result in disciplinary action.
5. Dress and grooming, like manners, reflect one's attitude toward self and others. Students should dress appropriately for their role as students.

RESPECT

Students are reminded that being respectful of self and others is an essential value in daily life. Put-downs, name calling, and profanity are examples of unacceptable actions. Intimidation or harassment of others will not be tolerated. Any fighting or physical altercations between students will result in appropriate disciplinary action.

There is a strong commitment at Raleigh Academy of Technology to create and maintain a school environment that presents students with the opportunity to study and learn under the best conditions possible.

ATTENDANCE

The Raleigh Academy of Technology educational program is based on the premise that regular school attendance is vital to a student's success in school. State law require for all children between the ages of seven (7) and sixteen (16). Parents play an important role in developing attitudes about school attendance and are encouraged to work cooperatively with school staff to positively influence pupil attendance. Parents must ensure that students attend and remain in school daily. Regular school attendance is important because it contributes to the characteristics of responsible citizenship.

The following are reasons for excused absences:

1. Illness – The school may require the parent or guardian to obtain a written statement from a physician as proof of the student's condition.
2. Serious illness in the immediate family.
3. A death in the immediate family or funeral for close relatives.
4. Medical, dental, or other valid professional appointments
5. Mandated court appearance or other legal procedures.
6. A quarantine as imposed by a public health officer.
7. Special circumstances that show good cause, which are approved in advance by the school principal.

Steps to follow when absent from school:

1. Parent/guardian must call the school by 8:30 a.m. on the day of the absence Giving student's name and stating the reason for the absence.
2. Upon returning to school, students must bring a written note signed by a parent/guardian stating the date(s) and the reason for the absence. If the absence has been more than 3 days; a doctor's excuse is required.
3. Upon returning, it is the student's responsibility to check with teachers to complete missing assignments.

A student whose absence does not fall under the reasons or guidelines listed above shall be considered unexcused and may or may not be permitted to make up missed assignments, as well as be subject to additional disciplinary actions. Unexcused absences are subject to state, county, and city truancy ordinances.

Students (unexcused) Absences

1. Unexcused absences will be treated as a discipline matter.
2. Absences for which notes have not been submitted within two (2) days of the

- student's return to school will be counted as an unexcused absence.
3. Credit or make up work following an unexcused absence will be determined by the teacher.

Students who exceed ten (10) absences

Excused or unexcused, in a full-credit course will receive a grade not higher than a 60. If you earn grade is lower than 60, the student will receive the actual earned grade. To avoid the 60 penalty, students may make-up the time missed, due to **excused** absences only, at a time and place determined by the teacher. Excused absence make-up time must be completed on a minute-for-minute basis and must be entirely cleared before the course final exam is scheduled to be administered.

No hearings or appeals for excessive absences, whether excused or unexcused or a combination of both will be considered.

Students who “drop”, skip, or otherwise fail to attend all scheduled classes regularly are subject to immediate suspension from school for up to ten (10) days for each offense.

Parent/guardian contact will be made in the case of all student absences.

TARDINESS

A LITTLE LATE IS STILL LATE! Repeated tardiness may result in after-school detention.

TO SCHOOL:

If you arrive at school after 8:15 a.m. or who leave before 3:00 p.m. you must report to the office to obtain an 'admit to class' slip, or face disciplinary action.

TO CLASS:

If you are tardy to a class you must obtain a pass from the teacher who kept you late to get you into your next class. **DO NOT COME TO THE OFFICE** for a pass.

Students who use their off-campus lunch permit are required to return to the campus each day; failure to do so regardless of the reason may result in revocation of the off-campus lunch permit.

Tardy Sweeps

It is important for students and parents to be aware of the Tardy Policy for Raleigh Academy of Technology High School. Late arrivals disrupt the learning atmosphere for all students in classroom. On random day Raleigh Academy of Technology staff will be conducting tardy sweeps. Students are expected to comply with the Tardy Policy everyday of the school year. Students who are in violation of Tardy Policy will be subject to consequences, which will be consistently and equitably enforced by all teachers and administrators.

Our Roar on Time program was begun two years ago and has been extremely successful with lowering the number of tardy students at Raleigh Academy of Technology School. The program works to encourage all students to be on time for class and to assist all teachers with reducing the constant interruption that occurs with late students. A Tardy Sweep is part of the Roar on Time program. Any student out of class, without a valid pass from a teacher, will immediately be directed to an administrator. The administrator will review the student's tardy record and apply consequences according to the chart below.

Number of Late Arrives or Tardy to Class	Tardy Consequences
1 st tardy referral	Warning
2 nd tardy referral	Warning
3 rd tardy referral	After school Detention (ASD) one day to begin the next day
4 th tardy referral	ASD (2 days) to begin the next day
5 th tardy referral	ASD (3 days) to begin the next day and/or loss of off-campus lunch privileges. Conference with Administrator; Parent contact
6 th tardy referral	ASD (4 days) to begin the next day and/loss of off-campus lunch privileges. Conference with Administrator; Parent contact
7 th tardy referral	Out of School Suspension assigned for the following day and Conference with Administrator; Parent contact.

LEAVING SCHOOL EARLY

Students requesting permission to leave school early must present in the office a written note from their parent/guardian stating the time and the reason for the early dismissal. Students will be given a Permit to Leave Building slip to show the classroom teacher for dismissal at the appropriate time. Students should check in and out at the school office when they leave and return to school.

ILLNESS

A Student who becomes ill during the school day must report to the office before missing a class or study period. The office will contact the school nurse, make arrangements to send the student home, or make other arrangements in the case of minor illnesses.

STUDENT BEHAVIOR EXPECTATION

Students have the right to instruction and related activities in an atmosphere where students can learn and teachers can teach without fear of physical threat of harm or verbal abuse.

Students are responsible for abiding by all district, building, and classroom expectations established by school officials. In addition, student are expected to practice common rules of courtesy and respect that are necessary in group settings to avoid disruption to school activities and to protect school property and the health, safety, and welfare of students and staff.

Students are responsible for expressing their thoughts and feelings in a manner that does not offend, slander, or ridicule other and to refrain from conduct that does not respect the rights, dignity, and safety of all individuals.

The Raleigh Academy of Technology expects students to conduct themselves responsibly. Inappropriate behavior shall not be permitted in school or at school sponsored activities. Students exhibiting behavior that is

disrespectful, rude, causes or may cause harm to self or others, or is detrimental to the learning environment of the school, will be subject to appropriate disciplinary action.

The following items are unauthorized and possession is prohibited on the campus at any time: guns, facsimiles of guns (toys), knives, cans, chains, firecrackers, or any similar devices, smoke or stink bombs, tobacco products, drugs, alcohol, counterfeit drugs, drug paraphernalia, or any controlled substances. This list is not conclusive. Several other items not listed, could be deemed “unsafe” in a school setting.

General Guidelines for school:

1. Show respect for self and others.
2. Be on time for class, prepared to work.
3. Be courteous and considerate of others.
4. Follow directions the first time they are given.

Emergency Drills

You will find listed below all of the emergency drills our school will do in order to prepare for an emergency.

Fire Drills

A fire drill will be held during the first week after opening of school and thereafter at least one fire drill will be held each school month. Fire drills shall include all students and school employees, and the use of various ways of egress to simulate evacuation of building under various conditions.

The principal must keep on file two copies of a written report once each month during regular school session. This report shall state the date the last fire drill was held and the time consumed in evacuating the buildings.

Tornado Preparedness Drill

The North Carolina Division of Emergency Management and National Weather Service mandate that schools develop tornado preparedness plans and drills. School officials have a plan for rapid notification of tornado watches and warnings to every school, either by radio or telephone. All schools have been inspected and tornado shelter areas designated.

Levels of Lockdown

1. Community lockdown
 - Exterior doors of the school are locked
 - No one is allowed to enter or exit the building until the all-clear announcement is given
 - The school operates “business as usual” with the exception of no outside activities.
2. Code Red lockdown
 - Used when an intruder is thought to be on campus
 - Exterior doors of the school are locked
 - No one is allowed to enter or exit the building until the all-clear announcement is given
 - Classroom doors are locked, lights are turned off and students are moved to a safe place within their classroom.

Lockdown Drills

It is recommended that at least (1) lockdown drill should be conducted during the first semester of each school year and at least one more prior to the end of the school year. Staff should be trained to quickly get students out of the halls and secure their area. These drills should be documented on the emergency drill form. The time consumed to complete the drill should be noted in the comments section. The principal will determine if additional drills are necessary for effective implementation. School staff and law enforcement are working to keep students and school campuses safe.

Evacuation

Evacuation

A protective action involving the physical movement of students and staff to temporary locations outside and away from any building or structure that poses an actual or perceived safety threat because of the consequences of any emergency.

In case of an emergency, the building may have to be evacuated to protect students and staff. This is a decision that will be made by the principal or designee, utilizing all available information. However, there may be instances when local fire or law enforcement personnel may order evacuations.

For the protection of all students and staff, it is important that everyone is informed and understands what to do in the event of an emergency (fire, gas leak, etc.) that requires the evacuation of the school building to:

- Outside evacuation assembly areas
- An off-site evacuation area
- A relocation site school

Evacuations should be orderly and practiced throughout the year.

Bomb Threat Evacuation

Standard fire drill procedures should also be used in the event of a bomb threat evacuation. School staff should scan the room to ensure that there are no suspicious items visible and then place either a GREEN CARD (safe conditions) or a RED CARD (suspicious conditions) in the door window upon leaving. Emergency responders will search RED CARD areas first.

Guidelines for Emergency Evacuation of Individuals with Disabilities

School may have students, staff or visitors with temporary or permanent disabilities on campus at any time. In an emergency requiring evacuation (such as a fire, bomb threat, or other major emergency/crisis event), some people with disabilities may be unable to evacuate without individual assistance. A guideline plan will be done at a later time for that student, staff or visitors with disabilities who are unable to evacuate on their own.

LOCKDOWN

Lockdown

Is a protective action employed to safeguard students and staff when there is an armed perpetrator approaching the campus, on campus, or in the school? Lockdown is employed to keep people away from a violent perpetrator while law enforcement engages the suspect.

Lockdown Codes

Utilize the following lockdown codes/announcements to inform staff to go into the lockdown mode defines as follows:

- **CODE RED: “Students and staff, we are in a code red. Please lockdown immediately.” The Principal has discretion as to how much information they choose to include in the announcement.**
- **This means there is an immediate threat to school. This is a complete classroom and school lockdown.**
 1. Move all students, staff and identified visitors into the nearest classroom, office or secure room.
 2. Lock all interior and exterior doors.
 3. Turn off all lights.
 4. Move students away from windows and doors.
 5. Have students crouch down and remain quite. Students who are physically unable to crouch down may use a low chair.
 6. Students who use wheelchairs should remain in their wheelchairs. If a student is out of the wheelchair at the time of lockdown, efforts should be made to assist the student back into the wheelchair unless doing so jeopardizes safety.
 7. Utilize Red, Green and Blue Cards procedures.
 8. Moveable furniture can be used as a buffer between students and doors/windows.
 9. If a card is not displayed, it will be assumed that the assailant is present in that room and police emergency response team will enter.
- **CODE YELLOW: “Students and staff, we are in a code yellow, community lockdown.” This is a “community lockdown” in which the danger is located in the community.** All outside activities should cease and students/staff should move into the building. All exterior doors on campus are locked and movement from building to building is prohibited.
- **CODE GREEN:** The lockdown is over and the normal school activities are resumed. A mandatory staff meeting will be held at the close of the school day after a Code Red incident. A staff meeting after a Code Yellow incident will be at the principal’s discretion.
- When an emergency condition exists, the Incident Commander will notify the Emergence Response Team members to respond. The methods of communication listed below will be used. Notifications will be given in plain language. Code words shall not be used.
 1. Intercom
 2. Radio
 3. Telephone
 4. Runner

These lockdown codes have nothing to do with the red, green, and blue cards. You still utilize the cards in the event of CODE RED LOCKDOWN.

Red, Green and Blue Card Utilization and Lockdown Sign

- **These cards are to be utilize in “lockdown”, “fire drill”, and “bomb threat evacuation” situation ONLY**
- **Lockdown Card Display-** In the event that the system wide lockdown code is announced and procedures are in place, classroom teachers should display the following cards **in the door widow** or **under the door** in the absence of a door window **and** on an **exterior window** as designated below. Identify room numbers and headcount on the cards with large, legible print.
 1. **GREEN CARD** – Should be displayed to alert emergency responders that everything is SAFE in the classroom or offices.

2. **RED CARD** – Should be displayed to alert emergency responders that **EMERGENCY SERVICE ARE NEEDED ASAP**. For example, an injured/ill student is in the classroom or an unknown suspicious device is found.
 3. **BLUE CARD** – Should be displayed (in addition to **RED** or **GREEN CARDS**) to alert emergency responders that an individual with a disability needing assistance to evacuate is present in the classroom.
 4. When **NO CARD** is displayed, emergency responders will assume that an intruder is in or near the classroom and a law enforcement emergency response team will enter that area.
- A **Lockdown Sign** must be posted at the main entrance of the school.

MANDATORY EXPULSION POLICY

Zero Tolerance. The school's principal shall expel a student from school whenever it finds the student was in possession of a dangerous weapon, facsimile firearm (look-a-like), alcoholic beverage or illicit drug at school or at school functions.

The mandatory expulsion provision is meant to ensure that students and their parents take seriously district policy that prohibits the possession of dangerous weapons, facsimile firearms, alcoholic beverages, and illicit drugs at school and at school functions.

DISCIPLINARY

Dismissal Policies and Procedures

The Raleigh Academy of Technology shall comply with the procedures set forth in (**NC Law**) when disciplining students.

Codes of Conduct:

An effective instructional program requires an orderly school environment and that the effectiveness of the educational program is, in part, reflected in the behavior of pupils. The best discipline is self-imposed and students should learn to assume responsibility for their own behavior and the consequences of their misbehavior.

School policy requires each student to adhere to the rules and regulations established by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. The Principal or designees shall provide to students and their parents/guardians the rules of this school regarding student conduct and the sanctions, which may be imposed for breach of those rules. Provisions shall be made for informing parents/guardians whose primary language is other than English.

In developing regulations to implement this policy, the Principal shall provide appropriate recognition for pupils who consistently maintain high standards of self-discipline and good citizenship. The regulations shall establish the degree or order necessary for the educational program to be implemented effectively and require students to:

1. Conform to reasonable standards of socially acceptable behavior;
2. Respect the person, property and rights of others; and
3. Obey constituted authority and respond to those who hold that authority.

Students Roles and Responsibilities:

Students and parent/guardians will be required to sign an agreement delineating roles and responsibilities.

Regulations

1. Regulations must be uniform for all individuals and stated clearly to avoid duplicity or dual standards. Staff, students, and parents/guardians must be informed of the policy and regulations.
2. Staff should report the misconduct of any student to the Principal.
3. Violation referred to the Principal for a written statement should accompany disciplinary action from the staff member.
4. Chronic violators of rules may be referred for further evaluation.
5. After any suspension, a student will be referred for further evaluation. Any student who is suspended will be readmitted only after a parent/guardian conference.

Disciplinary Policy

The Principal for possible identification as disruptive or disaffected may refer students who display chronic behavioral or academic problems to a counselor. Such referrals shall be in strict accordance with due process regulations. If appropriate, students if so identified shall be provided with appropriate programs and services.

Teaching staff members and other employees of this school having authority over students shall take such lawful means as may be necessary to control the disorderly conduct of students in all situations and in all places where such students are within the jurisdiction of this board. The use of physical force on students for disciplinary purposes is judged to be inappropriate and unnecessary.

Therefore, all staff members are instructed that except in instances of self-protection or in instances when physical restraint is necessary to protect the students or others from injury, the use of physical force on students is not did not authorize nor shall it be permitted. The policy on the use of physical force will be consistent, with and in full compliance with, state law and Department of Education policy.

Educationally handicapped pupils will be subject to disciplinary procedures in accordance with state and federal law.

Fighting/Physical Aggression or Assault

Fighting and assaults on students on students and other people are prohibited. A student who is attacked may use reasonable force in self-defense, but only to the extent necessary to get free from the attack and notify proper school authorities. A student who exceeds reasonable force may be disciplined even through someone else provoked the fight.

Fighting/Physical Aggression

No student shall engage in fighting or physical aggression towards others including but not limited to:

- A. Hitting, slapping, shoving, scratching, biting, blocking the passage of, or throwing objects at another person in an aggressive or confrontational manner.

- B. Taking any action or making comments or writing message, which might reasonably be expected to result in a fight or physical aggression?

A violation of this section that does not involve serious physical injury as defined may result in a short-term suspension. Repeated violations may result in a long-term suspension as provided in policy.

Assault on Student

No student shall cause or attempt to cause serious physical injury to any student or intentionally behave in such a manner that could reasonably cause serious physical injury to any student.

- A. The first violation of assault on student during a school year by a student in grades 6-12 shall result in long-term suspension from the school for the remainder of the school year.
- B. A student in grades 6-12, who engages in serious physical aggression with one or more other person(s) toward another person(s), shall receive a long-term suspension for the remainder of the school year.
- C. Any student who is at least 13 years old and who physically assaults another student on school property or at a school-related activity on or off school property shall receive a long-term suspension for the remainder of the school year or may be removed to an alternative education setting or long-term suspended for up to 365 days.
- D. Any student who is at least 13 years old and who physically assaults another student on school property or at a school-related activity on or off school property shall receive a long-term suspension for the remainder of the school year or may be removed to an alternative educational setting or long-term suspended for up to 365 days if the assault is witnessed by school personnel.

Assault on a School Employee or Other Adult

No student shall assault or attempt to cause physical injury or behave in such a manner that could reasonably cause physical injury to any school employee or other adult.

- A. The first violation by a student in grades 6-12 shall result in removal to an alternative educational setting or long-term suspension from the school for the remainder of the school year.
- B. Any student who is at least 13 years old and who physically assaults and seriously injures a teacher or other school personnel on school property or at a school-related activity shall be removed to an alternative educational setting. If an appropriate alternative education setting is not available, the student shall be suspended for not less than 300 days but not more than 365 days. The board may shorten or lengthen the time a student remains in an alternative educational setting if the board finds this would be more appropriate based upon the recommendations of the principals of the alternative school and the school to which the student will return.
- C. Any student who is at least 13 years old and who physically assaults a teacher or other adults on school property or at a school-related activity may be removed to an alternative educational setting. If an appropriate alternative educational setting is not available, the student may be suspended for up to 365 days. The board may shorten or lengthen the time a student remains in an alternative educational setting if the board finds this would be more appropriate based upon the recommendations of the principals of the alternative school and the school to which the student will return.
- D. If a student who is at least 13 years old physically assaults and seriously injures a teacher or other school personnel on school property and as a result the student is suspended or removed to an alternative educational setting, the student may not be returned to the teacher's classroom unless the teacher consents.

Assault Involving a Weapon

Any violation of Policy by a student in grades 6-12 which involves the use of a weapon or dangerous instrument or substances as pursuant to Weapons & Dangerous Instruments shall result in at least long-term suspension and may result in suspension for 365 days or expulsion where permitted by law.

Wireless Communication Devices & Laser Pointers

Except as permitted by this policy no student shall use, display, transmit or have in the “on” position on school property any wireless communication device, including but not necessarily limited to, cellular telephones, paging devices, and two-way radios, or any laser pointer or similar devices until after the conclusion of the instructional day.

- 1) This policy does apply to the use of a wireless communication device which is permanently mounted in a vehicle or stored in a locker compartment of a vehicle.
- 2) School principal may authorize individual’s students to possess and/or use for personal purposes wireless communications devices if, in the opinion of the principal, there is a reasonable need for such communication.

Wireless communications devices or laser pointers may be used by students for instructional purposes under the supervision of school staff.

If a student uses a laser pointer in a way that reasonably could or does cause physical harm, the laser pointer may be considered a dangerous instrument and the student may be charged with violation of Policy and disciplined accordingly.

Any device possessed or used in violation of this policy shall be confiscated and only returned to the student’s parents. Penalties for violation of this policy are set at the discretion of the principal, and repeated violations may result in sort-term suspension.

Weapons & Dangerous Instruments

No student, pre-kindergarten-12, shall possess, handle, or transmit any weapon, facsimile of a weapon, or other object that can reasonably be considered or used as a weapon or dangerous instrument. This does not apply to any student who finds a weapon or dangerous instrument on school property or receives it from another person on school property and who immediately reports the weapon or dangerous instrument to school or law enforcement authorities

For the purpose of the Code of Student Conduct the following definitions apply:

1. **Weapon:** Any firearm, BB gun, stun gun, mace/pepper spray, air rifle, air pistol, ammunition, power loads, fireworks, knife, slingshot, leaded cane, blackjack, metallic knuckles, razors, razor blades (except cartridge razors used solely for personal shaving), box cutter, and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.
2. **Dangerous Instruments:** Any object or substance that is possessed, handled, transmitted or used for the purpose of intent of causing or attempting to cause physical injury.
3. **Facsimile of a Weapon:** Any copy of a weapon that could reasonably be perceived to be a real weapon.
4. **Firearm:** Any gun, rifle, shotgun, pistol, starter pistol, firearm silencer or part thereof, or any powerful explosive, including, dynamite, nitroglycerin, trinitrotoluene, blasting cap, or any firearm or destructive device defined by 18 U.S.C. 921 or G.S. 14-269.2 (b) and (g).

Except in cases involving a firearm, the first violation of this policy by students in grades 6-12 shall result in a short-term or long-term suspension for the remainder of the school year.

Except in cases involving a firearm, a second violation of this policy by a student during a school year in grades 6-12 shall result in long-term suspension from school for the remainder of the school year or expulsion.

Any student in grades K-12 shall be suspended for 365 calendar days for bringing a firearm or explosive device onto school property or to a school-sponsored event off school property, or for possessing a firearm or explosive or explosive device on school property or at a school sponsored event off school property. Principals are required to refer to the law enforcement system any student who brings a firearm or weapon to school. School property includes any property owned, used or leased by the Raleigh Academy of Technology board.

The 365 day suspension does not apply to any student who finds the firearm on school property or receives it from another person on school property and who delivers the weapon immediately to school or law enforcement authorities.

Any student 14 years of age or older who possesses, handle, or transmits a firearm on school property may be expelled.

Any weapon or dangerous instrument used in a threatening or dangerous manner by a student in grades 6-12 shall result in at least a long-term suspension and may result in suspension for 365 days or expulsion where permitted by law.

Any student who has knowledge that another student possesses or intends to bring a firearm on any school campus or to any school activity shall report this information to school or law enforcement authorities immediately.

Trespassing

No student shall be on the campus of any school except the one to which the student is assigned during the school day without the knowledge and consent of the officials of that school. Students who loiter at any school after the close of the school day will be considered trespassers. If the student does not leave when instructed to do so, he/she may be prosecuted. A student under suspension from school is trespassing if he/she appears on the property of any school or at any school sponsored activity during the suspension period without the express permission of the principal.

Discipline

A school climate conducive to serious study and respect for oneself, other people, and property is essential for a school to meet the needs of youth. Each principal has the authority and responsibility to take whatever reasonable and legal action is necessary to establish and maintain appropriate student behavior in accordance with board policy.

The teacher has the responsibility and authority for disciplining students, except in those cases requiring the attention of the principal.

It is the responsibility of the principal to investigate fully the case of students referred to the office for misbehavior and to determine such action as deemed warranted

If, in questioning a student, the principal determines that the questioning should be carried out by a law enforcement officer, the principal shall make a reasonable attempt to notify the parents (except in cases of suspected child abuse or neglect by the parent) to give them an opportunity to be present during questioning.

If the principal deems it appropriate to require a student to stay after school for detention for a stated period of time for a stated purpose, the principal may authorize such detention provided the parent or guardian has received at least one day's notice and has agreed to assume responsibility for transportation home.

A student may be suspended from school short-term, for cause, by the principal in accordance with the provisions of law and board policy.

A student may be suspended from school long-term, for cause, by the principal with the prior approval of the board in accordance with provisions of law and board policy. The board shall administer regulations and procedures to implement long-term suspension. Except in cases involving the possession, transmittal, or use of firearms, the board has the authority to waive long-term suspension required by policy when he/she determines, based on the student's school history, that return to school or reassignment to another school/program is in the best interests of both the student and the school. These actions shall be approved by the principal or senior administrators of the student's school of origin and receiving school/program. A student who is suspended long-term or whose long-term suspension is waived under this policy shall be ineligible to participate in extracurricular activities for the remainder of that semester.

A student shall be suspended for 365 days who is in violation of Board Policy, Bomb Threat or Firearm on School Property. The Board of Education, upon recommendation of Raleigh Academy of Technology Board, may modify this suspension requirement on a case-by-case basis which includes, but is not limited to, the procedure established for the discipline of students with disabilities, and may also provide for provision of educational services to any student suspended pursuant to his subsection in an alternative school setting or in another setting that provides educational and other services.

Any student who is at least 13 years old and who physically assaults and injures a teacher or other school employee on school property or at a school activity shall be removed to an alternative educational setting or suspended for up to 365 days in accordance with board policy.

Any student who is at least 13 years old and who physically assaults another person on school property or at a school activity may be subject to removal to an alternative educational setting or suspended for up to 365 days in accordance with and to the extent permitted by Board Policy.

A student may be suspended for up to 365 days who is in violation of Board Policy, Acts of Terror. The board, upon the recommendation of the principal, may expel a student fourteen (14) years of age or older whose behavior indicates the student's continued presence in school constitutes a clear threat to the safety of other students or employees. The board of education's decision to expel a student under this policy shall be based on clear and convincing evidence.

Student Grievances

A student, parent, or guardian may initiate the grievance procedure to appeal any final decision of school personnel within the school system, except as provided below. Grievances that involve an alleged violation of board policy or state or federal law or regulation by a final administrative decision may be appealed to the Board of Raleigh Academy of Technology. All other grievances may be appealed to the principal/Designee but are only appealable to the Board in its discretion as outlined below.

This policy does not apply in the case of long-term suspension or expulsion where the provisions of the policy apply or in case of alleged sexual harassment where the provisions of policy apply.

Step I – Principle Conference: A student, parent, or guardian wishing to invoke the grievance procedure shall make a written request for a conference with the principal to discuss the grievance and seek resolution. The request shall detail the basis for the grievance, name the specific policy, rule or law believed to have been violated, and specify the relief being sought. The following additional guidelines shall be observed in **Step I:**

- A. A grievance shall be filed as soon as possible but not longer than 30 days after disclosure to the facts giving rise to the grievance.
- B. The principal shall grant the conference within five (5) school days following receipt of the request. The principal will state in writing his/her position of the question to the student or parent within five (5) school days following the conference.
- C. Only the parent, guardian, or someone acting *in loco parentis* shall be permitted to join or represent the student in the conference with the principal.

Sept II – Appeal to the Raleigh Academy of Technology Board: If the grievance is not resolved at Step I, the student, parent, or guardian may appeal the principal's decision in writing to the Raleigh Academy of Technology Board. The appeal must be made within five (5) school days following receipt of the principal's written response in "B" of Step I. The Board shall review the grievance within five (5) school days following receipt of the appeal. If the Board determines that additional time is needed to develop the factual record, the grievance may be put on hold for 15 additional days (or longer if by mutual agreement) to allow time for investigation. A written response shall be made to the student, parent, guardian, and principal from the Board within ten (10) school days following the review.

The Principal shall disseminate policy to students at the beginning of each school year.

If the school fails to comply with the time periods or other procedures outlined in this policy, the grievant may advance the grievance to the next level. If the grievant fails to comply with the time periods or other procedures outlined in this policy, the grievant waives any further rights of appeal and the grievance will be considered resolved.

The grievance may be voluntarily withdrawn at any level. Once a grievance is withdrawn it cannot be re-opened. If at any time during the grievance process the school grants the grievant the relief requested, the grievance shall be terminated at that time.

Open Lunch Provision

At the high school level only, the principal shall have the authority to determine whether there shall be provisions for an open-lunch schedule for seniors and juniors whose parents or guardian come to the place designated by the principal to grant written permission for the students for the students in question to leave the campus for lunch on their own and return to school for the remainder of the school day.

A. Implementation:

The Principal shall ensure that the rules for this policy are applied consistently and uniformly, and that all disciplinary sanctions are carried out with necessary due process.

B. Due Process:

The Policy Manual, Code of Conduct shall govern student discipline, regulations, and discipline policy as herein described. Long term Out-of-School Suspension and expulsion require the written recommendation of the Principal and approval by the Board of Trustees.

C. Definition of Disciplinary Actions:

- Teacher Detention a student is assigned detention by a teacher for infractions of the school rules. The student will report after school to the classroom teacher.
- Central detention - an administrator for infraction of the school rules assigns a student. Central detention is a disciplinary program that is held in the school with faculty supervision.
- In-School Suspension - A student is assigned to a classroom for the entire day with teacher supervision. Academic assignments are given to each student.
- Out-of-School Suspension - Short term - 5 days or less.
- Out-of-School Suspension - Long term – More than 5 days.
- Expulsion - permanent removal from school.

D. Violations, Infractions and Penalties:

All violations of school rules resulting in central detention, in-school suspension and out-school suspension involve parent/guardian contact by telephone and a conference is scheduled.

E. Suspension and Expulsion Criteria:

Zero Tolerance Raleigh Academy of Technology will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

The following represent typical grounds for suspension and expulsion:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., Firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, offer or being under the influence of any controlled substance, alcoholic beverage or any intoxication.
- Theft or attempted theft of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.

- Violation of a policy or procedure by a student and /or parent as set forth in the student handbook. A student suspension or expulsion may only be applied with the approval of the principle. A suspension or expulsion may be appealed to the board of Raleigh Academy of Technology who shall have the right to rescind or modify the suspension or expulsion. The parents or guardians of the student will have ten days from the suspension or expulsion to declare in writing their request for an appeal. The Board shall convene a hearing within ten days of receipt of a timely request for an appeal. At the hearing the student shall have the right to counsel and the right to present evidence. The subcommittee members will consider evidence and/or testimony as it deems appropriate and render a written decision that shall be in the best interests of the student and the school. That decision shall be final.

*Disabled students under the IDEA or under Section 504 of the Rehabilitation Act of 1973 have certain unique rights under these statutes. Discipline affecting handicapped students may be treated somewhat differently from students who are not handicapped.

F. Substance Abuse:

No use of illegal substances and/or alcohol will be permitted at Raleigh Academy of Technology. In accordance with statute and code, penalties shall be assigned for use, possession and distribution of proscribed substances. The penalties shall be graded according to the severity of the offense. Confidentiality shall be protected in accordance with federal and state law.

Substance abuse will be treated proactively with the assistance of community partners. Drug Abuse is a serious call for intervention. The school will provide treatment through referrals as needed.

G. Notification of Student's District of Residence:

In the event that a student is expelled or voluntarily withdraws, the student's district of residence will be notified within 3 business days.

Corporal Punishment

Believing that other forms of discipline are more appropriate with children of all ages, the board of Raleigh Academy of Technology prohibits the use of corporal punishment. No principal, assistant principal, teacher, substitute teacher, or any other school system employee or volunteer may use corporal punishment to discipline any student.

Corporal punishment is all forms of physical punishment including, but not limited to, spanking, paddling, or slapping.

School personnel may use reasonable force to control behavior or to remove a person from the scene in those situations when necessary:

1. To quell a disturbance threatening injury to others
2. To obtain possession of weapons or other dangerous objects on the person, or within the control, of a student.
3. For self-defense
4. For the protection of persons or property

5. To maintain order on school property, in the classroom, or at a school-related activity on or off school property.

DISRUPTIVE MATERIALS

Students should not bring potentially disruptive materials to school. This includes, but is not limited to, items such as squirt guns, water balloons, noisemakers, disruptive clothing, pornography, smoke bombs, fireworks, and other flammable or combustible materials.

In addition, electronic items, such as games, Walkman, boom boxes, cell phones and two-way communication or paging devices should not be in school as they are impossible to keep secure as well as disruptive to the educational process. Card games such as UNO, Spades, etc. should not be brought to school.

Students should use good judgment when bringing candy or gum to school. Individual teachers may use their own discretion in how they want to handle these items in their classrooms. Candy and gum are not allowed in the hallways, or computer labs.

Students should not engage in bringing/selling of personal items at school. Students who wish to sell items as part of fund raising for out-of-school groups (Girl Scouts, 4-H, etc.) must get prior approval from the office. The school cannot accept responsibility for missing product or money.

STUDENT DRESS

All students are asked to dress in a manner that does not interfere with, disrupt, or offend the people around them and/or disrupt the educational process of the school.

In order to avoid classroom distractions, certain items of clothing should not be worn. Examples of inappropriate dress for school include tube tops, halter-tops, bare midriff or half-tops, mesh shirts, and tank tops. Hats, bandannas, or other head coverings should not be worn in the building. Shirts, hats, coats, or other items that advertise tobacco, alcohol, or have improper language or gestures on them, or are worn in such a manner as to harass, threaten, intimidate, or demean others, are inappropriately dress for school. Shoes must be worn in the building. Students who are dressed inappropriately will be asked to change and parents may be asked to bring proper clothing to school for their child.

Sexual Harassment

Raleigh Academy of Technology believes that all employees and students are entitled to work and study in school-related environments that are free of sexual harassment. To this end, the board prohibits employees and students from engaging in sexual harassment and advises employees and students that when evidence of sexual harassment is established, disciplinary action may be taken, up to and including dismissal (for employees) and suspension or expulsion (for students). Independent contractors and volunteers are likewise prohibited from engaging in sexual harassment and are subject to removal from their duties or activities with the school district for violations of this policy.

Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to conduct is made, either explicitly or implicitly, a term or condition of individual's employment, academic progress, or completion of a school-related activity; or

- Submission to or rejection, in the case of a student, of such conduct is used in evaluating the individual's performance within a course of study or other school-related activity; or
- Such conduct has the purpose or effect of unreasonably interfering with student's educational performance, or creating an intimidating, hostile, or offensive environment.

Examples of sexual harassment includes, but are not limited to, deliberate, unwelcome touching; suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats; pressure for sexual activity; continued or repeated offensive sexual flirtations, advances or propositions; continued or repeated verbal remarks about an individual's body; sexually degrading words used towards an individual or to describe an individual; or the display in the school setting of sexually suggestive objects or pictures. Sexual harassment does not include personal compliments welcomed by the recipient or appropriate social interactions between students that do not violate the Student Code of Conduct. In the case of consensual relations between students, there may be reason to question the consensual nature of the conduct if one or both of the students are very young or there is a large age disparity between the students.

EMERGENCY PROCEDURES

A school must provide a safe and orderly environment for its students and staff. Even in the face of an emergency, the need to maintain this environment is essential. Emergency codes will be established to effectively communicate the situation to staff.

During emergency situation, such as a fire/tornado drill, students are expected to:

4. Be aware of building procedures.
5. Follow all teacher directions.
6. Walk quickly and quietly to the assigned area.

STUDENTS MISSING/HIDING

When a student is missing or hiding in the building the following procedures should be followed:

5. Notify office and contact 911.
6. Principal or designee implements search of building and grounds with appropriate personnel.
7. When students are found, a determination of disciplinary action to be taken will be made.
8. In the event the student is not found, proceed to section on runaways/abduction.

STUDENTS RUNAWAY/ABDUCTION

When a student runs away from school during school hours or is abducted by a stranger or family member the following procedures should be followed:

6. Notify school office and principal.
7. Contact police/emergency services (911). Stay on the phone.
8. Contact parent(s).
9. Follow student if it seems appropriate (student abduction).
10. Notify classroom teacher and get a description of the student's clothing.

HOSTAGE SITUATION

If a situation should arise where one or more persons are holding staff or students hostage on the school grounds follow these procedure:

6. Notify law enforcement (911) immediately and stay on the phone.
7. Notify teachers to move students away from the hostage situation.
8. Gather facts regarding the situation for the police; keep notes on times and communications with the person(s) holding the hostages and other witness information.
9. The police department will have a copy of the school floor plan.
10. Work with law enforcement to determine next steps.

STUDENT POSSESSION OF WEAPON ON SCHOOL GROUNDS

When a student is observed or reported to have a weapon on campus, the following precautions should be followed:

8. Identify the student and his/her location in the building.
9. Alert appropriate staff and director.
10. Ask the student to accompany you to the office.
11. Assess the situation to determine follow up steps.
12. Notify law enforcement (911).
13. When appropriate ask the student to surrender the weapon or declare its location.
14. Call student's parent(s) and follow disciplinary procedures.

UNWANTED INTRUDER

When a person who has no business on the school premises is observed, follow this procedure:

3. Notify office or escort stranger to the office. Send a student to office for help or use intercom if in classroom.
4. Director and staff member investigate and take appropriate action.
 - i. Approach stranger and inquire as to his/her business on school grounds. Attempt to secure name or other data.
 - j. If principal determines that the person does not have legitimate reason to be on campus, request that the person leave and visually monitor the person's departure.
 - k. After the person leaves, notify local law enforcement if person was acting in a suspicious manner.
 - l. If the person refuses to leave, either the principal or staff person will notify the office to call the law enforcement agency.
 - m. Principal will determine method of informing all school employees to take appropriate action and use caution. Visually monitor the movements and behavior of the intruder until the arrival of law enforcement.
 - n. Take note of what the person is wearing, type of car driving, (get license plate number, if possible), visible signs of a weapon, general attitude, physical description (height, weight, race, hair color and length, visible scars, etc.).
 - o. School officials work cooperatively with law enforcement.
 - p. Submit appropriate police report and notify school board.

BOMB THREAT AND EXPLOSION

A situation in which an explosive is either present or alleged to be present in the school or on the premises, which may or may not have exploded.

9. Teacher/custodian should cut off main gas line (if applicable).

10. Notify staff of the situation by using code.
11. Switch off bell system for changing classes.
12. Notify appropriate law enforcement agency.
13. Conduct visual search of escape routes or hallways.
14. Three minutes after issuance of advisory or upon receipt of clearance report from hallways (whichever comes first). The search team, director or designee should:
 - d. Activate evacuation signal.
 - e. Ensure that the building is evacuated.
 - f. Report to an alternate emergency control center as designated on school grounds at least 400 feet from the building.
15. Upon evacuation signal, all personnel and students should evacuate building in accordance with the school evacuation plan. Windows and doors are left open in this phase of evacuation action. A floor plan of the school should be available.
16. Staff should return to classrooms first for final visual search prior to students entering the building.

Receiver of call should:

6. Write down exact words of caller.
7. Keep caller talking.
8. Ask where bomb is located and what time it is to go off.
9. Make note of the following:
 - e. sex, age, attitude of caller
 - f. Voice characteristics (accent, speech impediments or peculiarities).
 - g. Background noises
 - h. Date and time of day the call was received
10. Give full report to the principal or designee immediately!

STEPS OF ACTION FOR AN EXPLOSION

6. Determine location and extent of explosion.
7. Call 911 and stay on the phone.
8. Evacuate building using fire evacuation plan unless special conditions warrant special instructions.
9. Assist with injured or wounded.
10. Secure area until authorities arrives.

FIRE SAFETY PLAN

In the event of fire these guidelines will followed:

1. Remain calm.
2. Report fire by activating fire alarm.
3. Account for all students, staff and visitors within your area of responsibility.
4. Evacuate all persons from immediate danger and follow the Evacuation Plan.
5. Report your situation to the principal and be prepared to follow his/her instructions.
6. Upon activation of any fire alarm, the secretary or administrative staff will notify the fire department; and the remainder of the staff and students will follow the evacuation plan.
7. Once the previous steps have been completed, if the fire can be extinguished without danger to anyone, steps may be taken to extinguish the fire.

STORMS AND TORNADOES

1. Storm-safe areas will be designated for each class and office. These will be located on the ground floor away from windows and along structural walls.
2. In the event that the National weather Service issues an imminent threat of severe storms or tornadoes, the principal or designee will alert all classes and personnel to proceed to storm-safe areas as opposed to fire-safe areas.
3. Storm drills will occur at the beginning of each regional storm season. These will be carried out in the similar fashion as fire drills.

End of Course Test (EOC's and VoCats)

Because of the increased competition for admission into college and institution of higher learning, and the competitive nature of employment along with the acquisition of the necessary skills for successful life in a modern technological society, Raleigh Academy of Technology places a major emphasis on taking and passing state tests that are administered during the course of the academic year.

End of Course Tests (EOC's) are **required** by the state in the following courses: English I, Algebra I, Algebra II, Geometry, Civics and Economics, US History, Physical Science, Physics, Chemistry and Biology. Score at Level III or above on the End of Course Assessment for all of the following: English I, U.S. History, Biology, Civics and Economics, and Algebra I). A VoCat Exam is required for students taking a vocational technical education course.

Your score on these tests is part of your final grade in the courses listed above.

Starting in the 2004-05 school year, the North Carolina Department of Public Instruction will use the Algebra I EOC and a combination of English I EOC and the NC Writing Assessment at Grade 10 in place of the NC High School Comprehensive Tests of Reading and Math for meeting the No Child Left Behind Act of 2001 (NCLB) high school testing requirements.

Promotion Requirements

From Grade	Promotion Criteria	Credits
9	1 credit must be in English I 2 credits must be in the area of Math, Social Studies, or Science and 3 additional credits	6
10	1 credit must be in English II 1 credit in math 1 credit in Social Studies 1 credit in Science and 2 additional credits	12
11	1 credit must be in English III The student must be enrolled in a program which, if successfully accomplished, will result in the	18

	completion of graduation requirements.	
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GRADUATION

Graduation Requirements

The Raleigh Academy of Technology will require the following exit and North Carolina's Future Ready Graduation requirements:

Courses	Credits
English I, II, III, IV	4
Mathematics (Algebra I, Geometry, Algebra II, Calculus)	4
Science (Physical Science, Biology, Earth/Environmental Science)	3
Social Studies (Civics and Economics, U.S. History, World History)	3
Health (Health/Physical Education)	1
Electives 2 Electives Credits - (Career/Technical Education (CTE); Arts Education, Second Languages) 4 Electives Credits - Career/Technical Education, Arts Education (dance, music, theater arts, visual) Any other subject (math, science, social studies, English)	6
Additional Requirements	
ATH Junior Year Internship Experience	0
Complete Senior N.C. Graduation Project	0
Score at Level III or above on the End of Course Assessment for all of the following: English I, U.S. History, Biology, Civics and Economics, and Algebra I)	0
Total	21

The North Carolina Graduation Project (NCGP) will be completed by all Raleigh Academy of Technology students. The NCGP aligns smoothly with Raleigh Academy of Technology's project-based philosophy. The NCGP is a multi-faceted, multi-disciplinary performance assessment. The NCGP consists of four components (paper, product, presentation, and portfolio). It culminates in a student's senior year and allows the student to display his or her integration of knowledge, skills, and performance.

The Graduation Project is comprised of four components, all which culminate in the final year of high school.

- The Research Paper requires students to demonstrate proficiency in conducting, evaluating, and documenting research on a topic of student choice.
- The Product requires students to create a tangible or intangible product related to the research project. The process of creating the product will reflect applications of learning, critical thinking, and problem-

solving skills. Students must dedicate a minimum of 15 documented hours to the completion of the product.

- The Presentation provides students with the opportunity to showcase their work from topic selection through project completion.
- The Portfolio is a binder containing documentation of the research, writing samples, personal reflection, and student progress throughout the course of the process.

While Raleigh Academy of Technology already has an established project-based focus, the NCGP projects will further assist our students in developing and exploring interest in the following categories:

- Careers – Students research a particular field they are interested in pursuing. Products might include internships or volunteer work that familiarizes them with this career option.
- Hobbies or interests – Student research an activity that they are interested in. The presentation might include performances or work samples that relate to the topic.
- Community service- After completing the research paper, a student might create a public awareness campaign or complete volunteer work related to the topic.

Evaluation of the four components will be based on the rubrics provided by the Department of Public Instruction. The Raleigh Academy of Technology will create an addendum for each rubric to help clarify local standards for each component.

INCLEMENT WEATHER

In the event of inclement weather, DuBose Charter School will close when Johnston County Public School closes. Notice of this closing will be broadcast on local radio and television stations

ICE AND SNOW

At the threat of ice and snow, the principal, or designee will assess the potential danger of poor roads conditions. Should weather conditions deteriorate unexpectedly during the school day, the same media will be alerted as to the school's closure. Those students whose parents miss the notification will be held at school until normal pick-up time.

SEARCHES

According to school policy, students, their possessions, and school property may be searched if there is reasonable suspicion to believe the search is necessary to maintain school safety, discipline, and/or order. Searches may include police officers and/or canine units appropriate. Student refusal to consent to a search will be considered an act of insubordination and may constitute grounds for further consequences.

LOCKERS/DESKS

A student locker is provided solely for the storage of outer garments and school materials. Lockers and desks remain the property of the school and may be inspected by school officials any time there is reasonable suspicion to believe that any locker/desk might contain stolen items, weapons, drugs, or other dangerous or disruptive materials. Random locker searches may be conducted at the school's discretion. Students have no right to assume privacy in their lockers/desks.

Do not leave valuable personal articles in your locker! The school will not be responsible for items stolen or missing from lockers. Locks are optional, however if you put a lock on your locker, the combination or an extra key must be turned in to the office.

LOST AND FOUND

Students need to be very careful with their personal belongings and articles of value. Do not leave valuable articles in your locker! Take them to the office for safekeeping.

When articles are found, they should be turned in to the office where the owner may reclaim them by proper identification. The Raleigh Academy of Technology assumes no responsibility for lost, stolen, or damages property.

REPORTING STUDENT PROGRESS

Students receive report cards at the end of each quarter (4 times) during the school year. Students receive grades, which reflect progress toward district standards and benchmarks and reflect assessment of behavior/work habits, daily work/participation, and test scores/skill mastery.

The grades are represented on a scale as follows:

A	Exemplary
B	Commendable
C	Satisfactory
D	Unsatisfactory
F	Failing

In addition, at the midpoint of grading periods, progress reports may be sent to parents/guardians to inform them of the progress of their children. Teachers will report both excellent performances and deficiencies.

Parents/Guardians who would like further information regarding their child's progress are encouraged to contact the teacher of that particular subject.

GRADING

Grading scale

The grading scale below is reflected on all progress report cards for all instructional programs.

A= 93-100 **B**= 85-92 **C**= 77-84 **D**= 70-76 **F**= less than 70 **FF**= Failed for violation of attendance policy **I**= Incomplete **WP**= withdraw passing **WF**= withdraw with an F **T (grade)** = transferred to another class with grade

RELEASE OF STUDENTS AND RECORDS

Students being released from school are released to their parents/guardians or a released by parent permission.

In the case of parents who are separated or divorced, the school will send progress materials and other school-related information to the custodial parent. However, both custodial and non-custodial parents may discuss student's progress with the educational staff, review student records, and receive copies of progress reports.

If the court has issued orders that restrict the non-custodial parent from requesting grade reports, visiting the child or the child's teachers, or picking up the child at school, a copy of this report needs to be furnished to the principal by the custodial parent.

Students are released from school **ONLY** on permission of a custodial parent unless a note indicating the right of a non-custodial parent is on file.

TELEPHONES

During normal school hours students who need to use a telephone should report to the office and secure permission from office personnel.

SCHOOL VISITORS

Guest and visitors are welcome at the Raleigh academy of Technology, but must have permission through the principal's office before moving through the building. All areas of the school are handicap accessible. Handicap parking is also available.

Please sign below. Your signature will indicate that you have received a copy of the Student Code of Conduct, the Disciplinary Action and Consequences, are knowledgeable about their contents and support the staff and administration in carrying out these processes.

Name of Student: _____ Grade: _____

Parent/Guardian Signature Date

Please return this page to your homeroom teacher.

XI. SIGNATURE PAGE

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

Print/Type Name:

Position:

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

My commission expires _____, 20_____.

Official Seal