



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Rise Academy

Public charter schools opening the fall of 2020

Due 5:00 pm EST, October 1, 2018

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

Mailing Address:
6307 Mail Service Center
Raleigh, NC 27699-6307

**CHARTER SCHOOL
2018 Application Process**

To open a charter school in the 2020-2021 school year

APPLICATION DUE DATE/TIME

October 1, 2018

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

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline October 1, 2018 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Rise Academy

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

Name of non-profit organization under which charter will be organized or operated: *Global Education Resources, LLC*

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

Name of contact person: *Renorda Pryor*

Title/Relationship to

nonprofit

: *Chair*

Mailing address: 130 Commerce Parkway
Garner NC 27529

Primary telephone: 919-779-9613 Alternative telephone: 919-622-4099

E-Mail address: rpryor@rccraleigh.org

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

County: WAKE

LEA: 920-Wake County Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes:

If so, provide the name of the third party person or group. Global Education Resources

List the fee provided to the third party person or group. 0

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

Global Education Resources (GER) is the proposed management company that has and will continue to assist in the development of this school. The third party (GER) assisted in the writing of the application, marketing efforts, community outreach, site selection, general charter school understanding, and will provide school management services once the charter is granted.

Note: Global Education Resources and its partners are submitting multiple applications to open on an accelerated plan for the 2019 school year. These applications will incorporate similar language and best practices because of their profound impact among socioeconomically disadvantaged populations.

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

**Demonstrate a clear and compelling need for the accelerated planning year*

The student academic achievement in Garner falls well below Wake County and state grade proficiencies averages, especially among Black and Hispanic academic subgroups. Currently, there are 5 elementary schools and 2 middle schools in the areas immediately surrounding Garner. There is no school of choice, except East Garner Middle which is a partial magnet, IB program school. This middle school has not met growth in two of the past three years and more than doubles the suspension rate of the county.

Of the five elementary schools, four fall below Wake County and State grade proficiency averages. Both of the only middle schools in the area failed to meet academic growth for the 2016 school year. These schools are predominantly socioeconomically disadvantaged. Students in this area have no school choice are producing below average state results in one of the most well-funded counties in the state.

In addition to this educational need, Amazon is in the process of constructing a distribution center in Garner employing 1,500 people. This will be completed in 2019. Over the past 5 years, Garner has been one of the slowest growing municipalities in Wake County; this will be one of the largest growth periods in its recent history. The recently built Johnston Charter Academy, in neighboring Clayton, reportedly had over 900 students placed on its waitlist for the 2018 school year. With the upcoming population influx, evidenced desire of surrounding residents, history of low performing schools, and documented overcrowding of schools in the neighboring county, RISE Academy would immediately address a multitude of soon to be larger problems in the Garner area.

Lastly, our school has identified and secured a facility and has plans in place to move forward with the business owner upon application approval. Real estate in Garner is extremely hard to find and is only going to get more challenging. If this facility is not utilized now, there is no guarantee the facility will still be available for the 2020 school year.

Demonstrate an exceptional need for the charter school in the proposed location

As noted in the previous section, there is only one school of choice in this area, East Garner Middle, and it is a low-performing, partial magnet middle school that has failed to meet growth two of the past three years. The only

other middle school, North Garner Middle, has performed better, but was most recently graded as a D school that failed to meet academic growth. Both of these middle schools have doubled the average short-term suspensions of Wake County middle schools with short-term suspensions of 30 and 24 for every 100 students, respectively.

Four out of five of the areas elementary schools achieve significantly below the state and district grade proficiency averages among Black and Hispanic academic subgroups. The only elementary school to achieve grade proficiency higher than the state average is Rand Road Elementary, which is the least diverse and most affluent student population of all seven schools.

Garner is a diverse town that has a larger than average achievement gap when compared to the state. The largest school in the area, East Garner Middle, teaches over 1,200 students with over 63% of those students being classified as economically disadvantaged. The schools grade proficiency among this population is under 32%, compared to the state average of 44%. When calculated, East Garner Middle produced 242 grade proficient students out of its 756 economically disadvantaged population for the 2016 school year. For reference, only one other school teaches more than 756 total students in the area, North Garner Middle, with 788.

Clayton, in nearby Johnston County, has grown by ~150 percent since the year of 2000. The towns population growth projections are nearly 40,000 people by 2040. To ensure this fast-growing population has a positive impact on the school system is extremely important.

The lack of school choice, high volume of low performing schools, and significant achievement gap in the area drove the RISE Academy Board of Directors to come together and provide a solution to our struggling community.

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes: X
No:

Is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

Yes: X
No:

Demonstrate that the facility identified by the applicant is feasible for opening on an accelerated schedule.

We have identified a 5,457 SF facility at 547 Benson Road, Gardner, NC 27529. The management company is committed to purchase the facility and lease to the school at a price that is with the existing budget. The facility will require a minimum of renovations which will be completed by the management company and included in the rental price.

Attach Appendix A1 to demonstrate you have a facility secured for opening on an accelerated schedule.

Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:

1. Unique mission and educational program.
2. Local, state, and national nonprofit partnerships committed to assisting the school.
3. Potential for economic and educational development of the region.
4. Mentoring by a successful organization that has experience in creating public schools.
5. Obstacles to educational reform efforts that leave chartering as an available option.
6. Commitment to work with a successful charter school board as a guiding mentor.
7. The length of time the board of directors has existed.
8. Whether the proposed board has previously or currently operates a successful public charter school.

The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

In order to qualify for designation as an "alternative school" for purposes of accountability under this policy, the charter school must demonstrate that it serves a student population as follows:

1. The school must include grades 9-12.
2. At least 75% of the school's population in grades 9-12 must be at-risk of academic failure as defined in GCS-Q-001, I.B, and must also meet one or more of the following indicators:
 - a. The student must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;
 - b. The student must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;
 - c. The student must be currently under long-term suspension from a public or private school ; or
 - d. The student must be a high-school dropout as defined in GCS-Q-001; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school's application for designation under this policy.

Yes:

No:

A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for designation; the criteria the school plans to use that will meet the eligibility requirements set forth above, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

The School must, in its application, designate which of the alternative accountability options it is requesting under GCS-C-038. The option selected, if approved, cannot be changed except at the time of renewal.

What is the name of the nonprofit organization that governs this charter school? Global Education Resources, LLC

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	K,01,02,03,04	120
Year 2	K,01,02,03,04,05	156
Year 3	K,01,02,03,04,05,06	203
Year 4	K,01,02,03,04,05,06,07	264
Year 5	K,01,02,03,04,05,06,07,08	342

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

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization. Additionally, the board is aware that if this application is approved by the State Board of Education, the approval is contingent upon successful completion of such planning year.

risecharter
Signature

Board Chair
Title

risecharter
Printed Name

10/01/2018
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Creating and innovating globally-minded youth for tomorrows solutions.

Clearly describe the mission of the proposed charter school:

RISE assists its students through a STEAM (Science, Technology, Engineering, Arts and Math) curriculum with a focus on an innovative, project-based learning guide to build morals, life skills, and core values. Our culturally diverse environment will drive our students to develop character, integrity, and leadership abilities, which will prepare them to be responsible citizens and respectful workers.

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

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

RISE Academy will be located in the downtown area of Garner, NC. The immediately surrounding area is comprised of five elementary schools and two middle schools. Of the five elementary schools, two were graded D schools and each of those two failed to meet growth once over the past two years. Both of the existing middle schools failed to meet growth this past year, with less than one-third of Black and economically disadvantaged students achieving grade proficiency.

Appendix A1 illustrates the demographics in the surrounding Garner schools as 29.22% White, 37.53% Black, and 27.86% Hispanic. The proportion of Black students in Garner schools is over 150% than that of the Wake County school district. Of the seven schools in the area, only two of them achieve greater than the the state grade proficiency average among Black students. However, these same two schools serve the least proportionate amount of economically disadvantaged students among elementary schools. This pattern is typical, according to a Stanford study that shows a linear correlation between socioeconomically disadvantaged students and the more affluent demographic. Appendix 1A: Educational Need*.

The diverse and economically disadvantaged student demographic in this community is being severely underserved. This achievement gap exists all throughout the state, with with the state average of 70% of White students reaching grade proficiency, in comparison to 40% of Black students. There is

only one school of choice in close proximity to this area, a partial magnet, IB program middle school. This school has failed to meet growth twice in the past three years.

Target Rationale:

This area was selected for multiple reasons. Firstly, a group of local, community activists and parents have heard frequent concerns with the available types of education in Garner and the surrounding areas. This impassioned group formed the RISE Board to take action and find a partnering organization to help structure a solution to the problem being voiced across the area.

GER was identified as this partnering organization because of their excellent results among even greater economically disadvantaged and diverse populations. Each GER school has achieved well above district and state grade proficiency averages among Black, Hispanic, ELL, and economically disadvantaged academic subgroups, as monitored by DPI and illustrated in Appendix 1*. GER Schools outperformed the local Garner schools the most among the ELL and Black subgroups, two prominently represented subgroups in the area. This is displayed in Table *A.

Our school demographic will closely align with the neighboring schools demographic and will also pull from the overpopulated Johnston County school system. The most recently open charter school in Johnston County, Johnston County Charter, had to place over 900 students on a wait list this past year. Our commitment to serving all students includes providing transportation to students in Johnston County.

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

RISE Academy's target enrollment for year one will be 120 students. The school will plan to grow 30% each year, with a target enrollment of 342 by year five. The total grade levels to be served will be grades K-8 by year five, beginning with grades K-4 year one and adding one grade level each year.

The total projected enrollment of Rise Academy is less than one percent of the average daily membership of the Local Education Agency at each grade level. In addition, the majority of the feeder neighborhood schools underperform the State and District performance composites. A definitive need exists for a viable school of choice in this area to serve struggling academic subgroups.

The immediately surrounding schools teach a total of ~4,800 students. Our first year would be just over 5% of the surrounding K-8 school ADM if one were to assume worst-case school funding disruption. However, with the overcrowding taking place in Clayton and the overwhelming displayed interest, we expect a significant amount of students to apply outside of Garner.

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

RISE Academy will bring a blend of some of the most promising educational theories, models, and methods being utilized across the country that align with the North Carolina Standard Course of Study. Our curriculum will be based on the Core Knowledge Sequence framework and utilize teaching techniques as described in "Teach Like a Champion 2.0" (TLAC), by Doug Lemov. RISE Academy will incorporate active and project-based teaching styles similar to Success Academy Charter Schools (SACS) that are effective in teaching STEAM material. The effectiveness of these programs and teachers iterations upon them will be continuously measured using the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment system. This adaptive assessment tool will gauge and quantify academic progress and growth, identify student strengths and weaknesses, empower our teachers to creatively and logically iterate upon lesson plans, and illustrate student growth on a single grading scale for grades 3-8. Utilizing this tool in conjunction with our regular formative assessments and exit tickets helps the school effectively gauge and place students in our independently constructed, tiered support system. This system categorizes students in tiers that indicate levels of support necessary to achieve and/or build upon academic success. By driving our instruction through data, our school will be able identify, intervene, and assist students in meaningful and targeted avenues.

RISE Academys decision to incorporate components of Success Academy Charter Schools active learning style and Teach Like a Champion techniques into our school is based upon their alignment with our educational values and, most importantly, their proven results. Success Academy Charter Schools (SACS) has produced incredible results, with their schools ranking in the top 1% of all New York Schools in both Math and Science and in the top 2% in English. They achieve these results with predominantly socioeconomically disadvantaged students, surpassing surrounding affluent, White school EOG results. Parents in the area have recognized the efficacy of this program and have flooded the school application portal. This past year, 10,000 students had to be placed on a waiting list after their schools capacity of just over 5,000 students was filled.

Teach Like a Champion (TLAC) is full of master teacher techniques that educational leader Doug Lemov identified over hundreds and very possibly thousands of hours observing teachers. Doug Lemov is a managing director at Uncommon Schools. Uncommon Schools has also produced excellent results, with 99% of their 2017 graduating class being accepted into a 4-year college program, with most of those students being classified as low-income. Lemov created TLAC because he believed that teachers are too often only given a vague sense of how to inspire and instruct students, with no specific practices or models to guide them in this endeavor. Lemov sought out and observed "master" teachers serving primarily socioeconomically disadvantaged populations in urban New York and New Jersey to identify effective techniques upon which teachers could iterate. While some of these techniques are rather basic in nature, they provide teachers of all experience levels a powerful resource to reference and build around.

RISE Academys culture will promote academic excellence. A school uniform will assist in setting a culture of high expectations. In addition, we will

have each classroom named after each teachers Alma Mater and each grade level referenced by the year they are projected to graduate college, like Success Academy Charter Schools.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

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

Teachers at RISE Academy will be asked to continuously differentiate their instruction based on student assessments and data profiles. We will provide teachers the professional development and guidance to make these decisions, but teachers will be expected to regularly utilize the data they receive and construct an approach that best suits their students.

NWEA MAP Growth and Skills assessments will play a critical role in guiding teachers in identifying and addressing student skill gaps. Teachers will feel challenged and use this grade scale throughout the year to gauge the effectiveness of their instructional choices.

Hold schools accountable for meeting measurable student achievement results.

The entirety of the schools program, ranging from MAP assessments to our independently constructed support system, necessitates data. Tracking academic progress of each individual student, our adherence to the North Carolina Accountability system, and most of the schools overarching charter goals are dependent upon measurable student achievement data. We envision a school managed by exceptional leaders that understand and apply data in daily decision-making.

The NWEA Map assessment was created to measure and track student academic growth and this system is embedded into the way we evaluate students, staff,

and school success.

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

With a goal of 80 minutes of direct instruction per day, our students will be engaged in activity more often than the typical school. In addition, our focus on data and transparency will provide parents an outlook on their child's academic growth that other schools might not have the tools to create or articulate.

Our education has a mission driven focus around civic engagement and social responsibility. Our school will continuously relate local and global affairs to students' studies to impact and change the historically low civic engagement displayed among impoverished, minority communities.

Our school will provide monthly workshops to parents such as English language lessons, resume crafting, and professional development. Our school provides the entire family educational options and opportunities to grow.

Improving student learning.

Our school is aligned with the Common Core and Essential Standards. Data will be heavily utilized to drive and differentiate instruction. The blend of Success Academy Charter Schools' active-based learning in conjunction with Teach Like a Champion teacher techniques will provide a learning environment unlike any other in the area. Both programs were created with a focus around socioeconomically disadvantaged students and have had trend-breaking results.

Our selected management company excels in addressing and adapting to the needs of socioeconomically disadvantaged students, of which this population is predominantly comprised. Global Education Resources (GER) surpasses both the state and district in every academic subgroup grade proficiency averages for which they qualify. Our school pairs a program catered towards socioeconomically disadvantaged students with a local, successful management company.

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

Our data-driven model will quickly identify and provide support to students of all levels. Utilizing the NWEA MAP assessment, we can quickly identify students' abilities and skill gaps. In addition to the NWEA MAP assessment, our school will regularly utilize exit tickets. Once appropriately assessed, we will utilize small groups and intervention sessions to work with the identified at-risk student base.

Our partnered management company has worked almost exclusively with at-risk students

Goals for the Proposed Charter School:

1. *Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

RISE Academy embraces the following goals for its first five years of operation. The Lead Administrator will be responsible for the administration, monitoring, and reporting of these goals to the board of directors. Goals will be assigned monthly, with the below goals being reported in timely fashion each year.

Academic Goals:

General:

Attendance- Average attendance of 95%

Students average 1.5 years + of growth in Math and ELA each year "Meet" or "Exceed" Academic Growth as defined by the state

EOG scores for grades that exceed the scores of peer group schools by 5% or show 70% proficiency by year 5

90% teacher retention per year or 5% better than the peer group schools average

Grade Proficiency Objectives

Year 1: 50% of students in 3rd and 4th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 2: 55% of students in 3rd-5th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 3: 60% of students in 3rd-6th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 4: 65% of students in 3rd-7th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

Year 5: 70% of students in 3rd-8th grade will receive at least a 3 on the Math and ELA EOG or 5% greater than the district composite for each academic subgroup

ELL Proficiency

Year 1: Achieve 10% higher ELL student proficiency than surrounding schools

Year 2: Achieve 15% higher ELL student proficiency than surrounding schools

Year 3: Achieve 20% higher ELL student proficiency than surrounding schools

Year 4: Achieve 25% higher ELL student proficiency than surrounding schools

Year 5: Achieve 30% higher ELL student proficiency than surrounding schools

TRC/Dibels:

Year 1: 70% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 2: 75% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 3: 80% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 4: 90% of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

Year 5: 95%+ of students in K-3rd grade will meet grade level goals (blue or green overall scoring) or 5% greater than the district composite

NWEA MAP:

Year 1: 50% of students exceeding internal MAP growth goals

Years 2-5: Utilize past years data and MAP projections to create feasible, thoughtful, and challenging growth goals

Metrics:

EOG Scores

NWEA MAP Scores

NC DPI School Report Cards

Financial Goals:

Year 1: Positive balance of 1.5%

After Year 2: Meet the state standard of a positive 3% balance each year

Metrics:

Monthly financial report to our Board based on review by finance committee

Independent audit contracted by our Board in addition to management

Organization audit

Operational and Culture Goals

Family satisfaction of 90% with a 60% response rate

Each scholar writes and sends a letter to a local legislator at least once per year

100% of parents volunteer at school

90% teacher satisfaction and retention rate

County Health Dept ratings of kitchen facilities of A or 95%

Metrics:

Family satisfaction surveys conducted in December/May Family attendance records for meetings, activities, etc.

Staff surveys in October, December, March and June (NC Teacher Working Survey

Staff attendance

County health inspection.

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

The Lead Administrator will present a monthly report to the board of directors appraising the board of the schools progress toward attaining the schools mission and goals. The Lead Administrator Report shall be made a permanent part of the monthly board of directors meeting agenda.

The Lead Administrators Report shall include:

School Academic Performance

MAP Growth Assessment

Beginning, Mid-Year, End

Budget Progress Report

List of Items Requested by DPI and Submission Status

Parent Volunteer Services

Student Transportation Utilization

School Lunch Program Participation Percentage
Summation and Minutes of Parent Advisory Council Monthly Meeting
Report of Culturally Relevant Lesson Planning and Adaptations

In addition, a Parent Advisory Council will present questions and concerns at the mid-year point and at the end of the school year to give parents a platform to directly impact school policy and encourage engagement.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Overview:

RISE Academy's overall instructional program will be based upon the North Carolina Standard Course of Study (current version), including the North Carolina Essential Standards and Common Core State Standards as tested by the State. The school will abide by the North Carolina Accountability Model. The school will adhere to these standards and ensure vertical and horizontal alignment across grade levels and among grades through utilization of the Core Knowledge Sequence, infused with STEAM activities. Layered over this structured framework, RISE Academy will incorporate components of Success Academy Charter Schools (SACS) active-based learning, THINK literacy program, and Teach Like A Champion (TLAC) 2.0 techniques in an academically demanding, civically focused, high expectation environment. Both TLAC and SACS active-learning approach have been extremely successful among socioeconomically disadvantaged populations. Garner is over 60% economically disadvantaged and predominantly comprised of minority students, as illustrated in Appendix A1.

Assessment Strategies & Utilization

Within the first two weeks of school, K-2 students will take the TRC/Dibels assessment as required by Read-To-Achieve. Grades 3-8 will be assessed three times throughout the year in Reading, Math, and Science using the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment system, in addition to the Beginning-of-Grade (BOG) and End-of-Grade (EOG) Tests required by the state.

The NWEA MAP Growth assessment measures and quantifies academic growth and achievement in the core subjects of Reading, Math, and Science. The test is unique in the way that it adaptively asks students questions based upon their responses to pinpoint each child's level of understanding. The collected data is used to enhance, inform, and differentiate instruction over the next grading period.

In addition to data-driven differentiated instruction, identified gaps will also be addressed during regular academic intervention sessions where students can be strategically grouped with similar skill gaps for more effective and targeted lessons.

Data will be provided and explained to students and parents regularly to increase parent engagement, challenge students to grow, and celebrate academic achievements.

Foundational Framework:

The Core Knowledge Sequence curriculum ensures that the content we teach progressively builds our students knowledge base and that our students across classes can hold discussions with the same core knowledge at the center.

Teach Like a Champion (TLAC) will be deployed alongside this blended curriculum as a classroom management guide, everyday reference tool, and to streamline teaching vocabulary throughout the school for more consistent and understood communication among staff.

Active-Based Learning:

Active-based learning will be one of the schools primary differentiators, and this approach will provide teachers the opportunity to utilize relevant and engaging material for students to analyze, discuss, and explore.

Our instructional model sets a goal of 80 minutes of direct instruction per day across all grade levels. A large portion of lecturing is replaced with in-class discussions, work groups, and various other activities where scholars are doing rather than passively listening. To form civically engaged, exceptional scholars, our children must think creatively, critically, and adaptively. Years of studies, educational leaders of past and present, and the superb results of schools employing this teaching method have collaboratively validated active-based learning as an effective educational approach and important component of learning retention.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

RISE Academy shall serve grades K-4 in its first year of operation and will add one grade level each year, reaching grade eight by year five. The school will ultimately feature primary (K-2), elementary (3- 5), and middle (6-8) school sections.

RISE Academy teachers will foster a community oriented, culturally sensitive, active-learning environment. Students will regularly gather to hold intimate class discussions and interactions. Students will collaborate, exchange ideas, and be challenged to form creative solutions to unfamiliar problems. Teachers will serve primarily as facilitators of this process and foster, oversee, and guide classroom discussions and activities. Teachers will reference Success Academy Charter Schools online resource material in conducting this learning approach.

Teachers will also utilize Teach Like a Champion techniques to manage their classroom and adapt these guiding techniques to best suit their students. Teachers and staff will be encouraged to discuss the applicability of these techniques and learn how to more effectively employ them in their classrooms. These techniques are extremely helpful in setting behavioral and academic standards in the classroom and have been most referenced among socioeconomically disadvantaged students.

All students will wear uniforms, and classes referenced by the teachers Alma

Mater and the year the students are projected to graduate college. We believe that this structure will focus students on school and heighten expectations.

Our class sizes from grades K-5 will target 20 students per class. Students in 6th-8th grade will rotate among a team of teachers who teach the core subjects of ELA, Math, and Science. This will take place once our school has enough grades to financially support this rotation. Until that point, grades 6-8 will be taught by a single teacher with the support of teacher specialists.

Specialists: Specialists will rotate between classes on a regular schedule teaching specialized coursework for all classes for 30-60 minutes per day throughout the week. Our school will open with two specialists that will rotate between classes. In the first year, our specialists will teach Spanish and art each week. In addition, the art specialist will assist in the incorporation of art into components of our STEAM curriculum. Specialists free-time will be spent in providing teachers classroom assistance and aiding our teachers in facilitating intervention sessions on a weekly basis.

Below are various activities we will incorporate into each classroom:

English Language Arts

Read Aloud: Teachers read aloud to our scholars, books and texts that are expected to be above their grade level. Through open classroom discussions, our scholars will need to think critically and be able to articulate different meanings and interpretations.

Guided Reading: In small groups of 6-8, scholars read books aloud together that are slightly harder than grade level with oversight and coaching by the teacher. This method engages scholars and produces a literacy toolkit whereby scholars may begin to grapple with more challenging texts independently.

Shared Text: In Grades 2-4, each class reads a short text or book together, as discussed in Read Aloud. Scholars then spend time, over the course of several days, in a whole class setting conversing and writing about the meaning of the text with teacher oversight and guidance.

Math

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

RISE Academics curriculum is based upon the Common Core State Standards and North Carolina Essential Standards. The North Carolina Accountability Model measures academic progress using the North Carolina Standard Course of Study, which is designed based upon the Common Core State Standards.

Best practices literature demonstrates that the Common Core State Standards contain college and career readiness standards which, if mastered, helps prepare students for college and career. The Core Knowledge Sequence integrates with these standards and has been used extensively among diverse populations. The Core Knowledge mission aligns directly with our mission to serve all students, create productive citizens, and pursue academic excellence. Their program has been successful in this endeavor and continues to receive grants from various federal and state entities to further study its approach and results.

The targeted student population is predominantly socioeconomically disadvantaged. The Success Academy Charter Schools literacy program and active-learning methodology, Teach Like a Champion techniques, and Core Knowledge Sequence have all been built and born out of schools that are predominantly economically disadvantaged and largely comprised of diverse populations. Their results are inspiring. Utilizing their tenets with a management company that has produced superb results among poor, diverse North Carolina populations aligns with our ultimate mission to pursue academic excellence for our currently underserved communities.

- 4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*

Overview:

All teachers will be required to read and utilize the concepts laid out in "Teach Like a Champion." Our teachers will be trained in our active-based model, acting as facilitators as opposed to lecturers. Culturally-relevant pedagogy will be a point of emphasis among our diverse population, and teachers will be regularly coached on the types of engaging materials that suits their specific classroom.

Teachers will receive regular training on how to best utilize the NWEA MAP system. Identifying skill gaps, differentiating instruction, and progressing students along the RIT Scale of the MAP assessment will be key characteristics of a successful teacher.

As has been discussed extensively throughout the application, Success Academy Charter Schools active-based learning focus and Teach Like a Champion techniques have produced excellent results among socioeconomically disadvantaged students, of which our population is predominantly comprised.

While many schools utilize various elements of a STEAM program, our school presents STEAM in a collaborative and cross-curricular setting where students regularly experience the value of STEAM fields in a hands-on environment, solving real-world problems. RISE Academy will encourage and fashion more relevant and interesting avenues for students to enjoy and pursue STEAM studies. This is particularly important among such a diverse population, that historically been underrepresented across STEAM fields.

K-2 Teachers:

At the primary (K-2) level, teachers build the students foundation for the future. Primary teachers are expected to master learning strategies that

help students learn how to get along with each other and cooperate on past performance. Primary teachers are also expected to master instructional strategies to help students build a strong foundation in reading and math including phonemic awareness, vocabulary building, reading fluency, and techniques to enhance cognitive processing speed.

In math, primary teachers are expected to utilize mass instructional strategies designed to help students develop a number sense, concept of linear time, basic addition, subtraction, multiplication, and division. Primary teachers also introduce students to the world. Primary teachers will master instructional strategies in teaching tolerance, diversity, cooperation, and introduce the global community. Teachers are expected to promote diversity and master culturally responsive teaching techniques.

3-5 Teachers:

Our intermediate grade (3-5) level teachers are expected to master small group instructional strategies, cooperative learning strategies, and use of technology in instruction. Intermediate teachers are required to master data-driven instructional strategies and promote student independence. Intermediate teachers are expected to master instructional strategies that promote student community skills, including public speaking, conference speaking, and the art of persuasion.

6-8 Teachers:

Middle school teachers are expected to master instructional strategies designed to help students develop and improve executive function skills. Middle school teachers are expected to cultivate students independence. Each grade level teacher is expected to master the instructional strategies that may be distinctive to their grade level. All teachers must master culturally responsive teaching strategies.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

RISE Academys instructional plan is built upon the North Carolina Standard Course of Study that defines what students should know at each grade level. The Core Knowledge Sequence curriculum ensures students are progressing along a planned course schedule that builds upon itself.

RISE Academy will participate in Read-to-Achieve and the North Carolina Accountability Model, including taking BOG and EOG tests.

The NWEA MAP assessment provides teachers and the instructional leadership team a progress profile of individual students as they transition and matriculate through the school. The MAP assessment can predict, with ~85% accuracy, whether a student is projected to pass the North Carolina EOG. This tools projection and assistance in identifying skill gaps will empower our teachers to make data-driven decisions to more effectively and effectively grow each student.

Students in grades K-2 must achieve grade proficiency on the Dibels assessment to transition to the next grade. For grades 3-8, students must achieve grade proficiency on the state EOG assessment, a score of 3, in the subjects of math, reading, and science. If a student does not achieve the stated grade proficiency scores, the teacher, parent/guardian, and Lead

Administrator will review formative assessments, MAP Growth, behavior history, and various other factors to determine if grade progression is appropriate. The same method will be utilized to determine graduation from the school.

6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school calendar is closely aligned with the LEAs school calendar. The RISE Academy calendar establishes three marking periods to administer the NWEA MAP assessment to deliver measured pacing to instruction. The calendar is also important to alert parents of when their child's MAP assessment data will be available, and times to discuss that data.

The calendar provides teachers a framework for delivery of instruction and student assignments.

Special Programs and "At-Risk" Students

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

RISE Academy will use an independently constructed support system to facilitate prevention and intervention by teachers in a defined and measured system. Students will be placed into these tiers through teacher discretion and validated through MAP assessments and regular formative assessments.

RISE Academy will operate an independent support system with four levels. All students enrolled in the school begin at Level I of the support system. Students that maintain adequate academic progress and grade level success remain in Level I. Students that demonstrate they are having difficulty maintaining adequate progress are elevated to Level II of the support system.

Level II students have trouble keeping up with assignments, not turning assignments in on time, or submitting assignments that demonstrate a lack of understanding of the intended skill being taught. Students will also be identified as Level II if they have not met academic growth as measured by the NWEA MAPS assessment across two grading periods. These identified students will be provided additional support such as small group instructional support, tutoring, parent conferences, special training, or other special assignments designed to remediate students lack of progress. Level II interventions may be maintained or rescinded based upon whether the student needs continuous support to maintain adequate progress. Adequate progress is defined as an academic trajectory set to achieve a "B" grade or

better on the marking period report card. Students that are not able to make adequate progress with Level II intervention will be placed in Level III.

Level III students are provided one-to-one support including tutoring and individual project assignments. Level III students receive enhanced academic coaching and may be referred for evaluation by the schools exceptional childrens program to determine if the student is eligible to receive exceptional children protections and services.

Level IV interventions may include seeking out of school supports for the student such as intervention by the Division of Social Services, Division of Mental Health, Family Counseling, Housing Assistance, and facilitation on meeting other family needs that impact student academic progress. RISE Academy teachers and staff will receive regular professional development on implementation of the support system process. [As a special note: Students may be referred for evaluation by the schools exceptional childrens program regardless of the support system process as a matter of law.] The schools primary instructional leader is responsible for coordination of the support system. The board of directors will adopt a written policy and procedure for operation of the support system that includes record-keeping requirements, evaluation, and compliance review.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

GER has been extremely successful addressing ELL populations. One of the three Global Education Resources schools holds an ELL grade proficiency over twice as high as the district average for ELL students. The other two schools are also above the district and state average.

Method for identifying ELL students:

The school will conduct a full program for English Language Learners. RISE Academy will identify ELL students as mandated by the state. All students that enroll in the school will complete a Home Language Survey. All students identified through the Home Language Survey with a home language other than English will be administered the W-APT or the WIDA to determine if ELL services are needed and at what level. The school will have a licensed ELL instructor and specific support staff to provide students ELL services.

Service categories will include extensive services, supportive services, and transitional services.

"Extensive Services" may include some or all of the following:

Collaboratively modified content by the classroom teacher and English language assistance.

English language instruction taught by the ELL teachers away from the classroom (pull out services).

A minimum of four 30 minutes sessions per week in groups of no more than 4 appropriately grouped students.

"Support services" involve two or three 20-30-minute sessions per week in groups of no more than six students.

"Transitional Services" include various other cooperative activities established between the regular classroom teacher and the ELL teacher.

More detailed information of these services are identified in Appendix **.

C. The school administration will ensure proper record-keeping in compliance with federal Title III. The school may apply for Title III support and other ELL state support. The school will develop a comprehensive policy, procedure, and program for services to ELL students. ELL students will be assessed annually, at minimum, to determine if they no longer need ELL services.

The School administrator will be responsible for oversight of the ELL program including:

Identification of students

Determination of levels of services needed Implementation of the service program

Review of students deemed no longer requiring ELL services Proper record-keeping

The ELL teacher will coordinate with the schools testing coordinator to assure that ELL students receive any required test accommodations. All ELL teachers will be Spanish speakers to ensure effective communication and student comfortability.

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

RISE Academy will identify students scoring in the top 10 percentile on the MAP assessments or BOG/EOG tests in reading, math, and science. The school will retain the flexibility to push students up to higher grade levels and make accommodations to gifted students through differentiated instruction and using computers and online material.

This online material will be comprised of free courses from Coursera and Khan Academy. Coursera is partnered with a multitude of universities, museums, and trusts to provide a diverse learning library ranging across all subjects. Khan Academy offers a well-organized structure of material that has gained national recognition for its numerous courses. Gifted students who excel in any specific area will be given computers during pull-out/intervention sessions or during class while others work on different material. Excelling students may also participate in pull-out sessions with struggling students in a teacher/leadership role.

Monitoring progress in these online programs is easy. Coursera functions as an interactive textbook that also offers quizzes along the way and sends a certificate upon course completion. Our teachers will set expectations and hold students to completing certain sections based on time availability. Khan Academy also has a teacher login where teachers can easily track student progress and cater content to each students capability.

In addition to online monitoring, teachers will be expected to assign relevant projects in accordance to our active-based learning approach. The individual study our scholars do in their spare time will be applied to more advanced projects during our regular academic intervention blocks. In a preferred scenario, academically gifted scholars will work together on a cross-curricular project where their areas of expertise can be exercised collaboratively.

The MAP assessment will offer teachers and instructional leadership an overarching tool in measuring the progress of gifted students in a robust system. We embrace the philosophy that students should be able to advance as far as their aptitude and skills will carry them and have built into the instructional program a method to foster that growth. Gifted students may also be identified in our independent support system and receive special support to meet their academic needs.

Students in 7th and 8th grade will also take national gifted assessments such as those for the Duke TIP and Johns Hopkins CTY programs.

Exceptional Children

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

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

RISE Academy will provide a full continuum of services for our exceptional children under the Individuals with Disabilities Education Improvement Act (IDEA). After students are accepted for enrollment at the school, the school will request information regarding a students exceptional childrens status from the childs guardian or parent.

In addition, the school will make a records request to the school previously attended by the student (if any) which will include a specific request for any exceptional children or 504 records. The school will generate a report from the student information management systems (formerly Power Schools and CECAS) in current use to determine if any of our students have an existing IEP or are protected under Section 504. The school will also conduct a "Child Find" program and inform all parents of the availability of the exceptional childrens program. We will make the most recent version of "Parent Rights & Responsibilities in Special Education" available to parents via our website and upon request.

Students may be referred into the schools exceptional childrens program by parents, teachers, and other school staff. Once a referral is made, the Exceptional Childrens Teacher will begin and complete the evaluation process within 90 days. An IEP team, which includes the child's guardian/guardians, will make a final decision on the eligibility for exceptional children services.

The Exceptional Childrens Teacher will gather information and assessment data from the schools academic assessment program, the schools partnered Psychologist, and an indicated related services provider. The IEP team will include all statutorily required personnel including an exceptional childrens teacher, a regular classroom teacher, a representative of the school administration, the parents, and any other required individual.

Eligibility shall be determined by majority vote of the IEP team after careful consideration of the case. The school will maintain a locked/secure records room. Exceptional children records shall be maintained in a locked file cabinet with restricted access. Teachers and administration may review exceptional children files after signing and indicating the date and time they viewed the file and identifying the purpose for which the file was viewed. The school will develop a comprehensive policy and procedure regarding maintenance of exceptional childrens records that will be adopted by the board of directors. The policy will include handling records requests and record confidentiality. All staff shall receive training regarding confidentiality of exceptional childrens records and other requirements under the Federal Educational Right to Privacy Act. The school will comply with all local, state, and federal requirement, including confidentiality and records requirements for the school exceptional children.

Exceptional Children's Education Programming

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

RISE Academy will provide a full continuum of services for children with disabilities. The school will strive to educate and serve exceptional children in the least restrictive environment possible. This environment includes the regular classroom and may include pullout services for specialized instruction or inclusion services in the regular classroom. In addition, students may receive related services such as speech or

occupational therapy from contracted professionals at the school site. The school may also operate a self-contained classroom for students whom IEP requires they be educated in a separate setting.

The exceptional childrens teacher will coordinate with the schools designated test coordinator to ensure all exceptional children that require accommodation for standardized testing receive such accommodations during the testing process. This applies to students that are protected under IDEA and Section 504. The Exceptional Childrens Teacher shall develop a comprehensive schedule in coordination with regular classroom teachers to ensure children receive their appropriate services in accordance with their IEP. Exceptional children services schedule is considered a confidential document and all personnel receiving a copy shall be required to maintain its confidentiality. The schools full exceptional childrens program shall be designed so that all students with disabilities receive a free and appropriate public education (FAPE).

The lead exceptional childrens teacher will:

Ensure records are kept confidential and maintained in a locked secure environment

Coordinate IEP meetings, school psychologist on evaluations, and work with other related service professionals on evaluation

Monitor the exceptional children schedule, ensure that students do not fall behind on services, and oversee that all IEPs are being faithfully followed
Review each student IEP monthly to assure that each student is receiving the required services, determine whether records are properly maintained, and review student progress

Establish a record of regular contact, at least monthly, with parents of exceptional students, to report on progress and establish an open channel of communication

Discuss student progress in the normal course overview of data and student progress monitoring

The school will contract with a school psychologist, license speech therapist, license occupational therapists, and any other related service professional needed to comply with the existing and future student IEPs. The lead Exceptional Childrens Teacher shall coordinate and facilitate the scheduling of these related services.

Student Performance Standards

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

include plans for the "At-Risk" population.

RISE Academy will utilize state standard tests such as the Beginning of Grade and End of Grade tests and the Dibels assessment for grades K-2. The Board of Directors will adopt student performance standards for the school including a provision establishing a grading system which consists of A=90-100, B=80-89, C=70-79, D=60-69, and F=Below 60. All grading will reflect student mastery of measurable educational objectives. In addition to the prior mentioned grading system, the school will use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment for reading (3-8), math (3-8), and science (3-8). Research literature illustrates that MAP aligns to the NC Standard Course of Study in reading and math within an 8 +/- percent margin. MAP is a reliable, nationally utilized reference assessment system. MAP is also aligned to the NC Essential Standards for science.

The MAP Growth assessment is an adaptive learning assessment that dynamically responds to students answers and provides correspondingly appropriate questions to measure each students level mastery in the subjects of math, reading, and science. The assessment is administered three times throughout the year to create student specific data points to track student academic growth. This data assists teachers in understanding each students needs and ultimately leads to more specific and targeted instructional differentiation. The MAP Growth assessment also creates academic growth targets for students and teachers to strive for between each assessment. The final product is a string of data-points that illustrates to students, teachers, and parents, quantifiable academic growth throughout the year and across years.

MAP Skills will be administered intermittently between scheduled MAP Growth assessments to provide teachers insights on specific student skill gaps. MAP Skills builds upon the MAP Growth assessment and presents teachers an easy to use dashboard that presents teachers the specific areas in which students struggle and excel. This type of information can then assist teachers in grouping at-risk students with similar skill gaps during academic intervention sessions for more efficient and effective learning time.

In addition to the utilization of MAP tools, our teachers will regularly utilize exit tickets to measure instructional efficacy. This ensures that teachers do not move onto next level coursework without verification that their lesson plan was effective.

Exceptional students will have the same grading system as regular education students, except that teachers will implement the students IEP, including any test accommodations or alternative assessments. Communication with parents is essential to the operation of a successful school. At the start of each school year, the school shall publish a parent/student handbook which will provide parents with guidance on student performance standards, promotion and retention policies and procedures, and provide information on student assessments. A pre-assessment will take place during the first two weeks of each school year. Subsequently, benchmark assessments will be conducted at the end of each marking period.

Grade progression will occur at the end of the year and when students achieve grade proficiency on the Dibels assessment in grades K-2 and on the

EOG in Math, Science, and Reading. If a student does not obtain grade proficiency for their respective grade, the teacher, parent, and Lead Administrator will examine MAP growth, classroom performance and attendance, student behavior, and any other pertinent factors to ensure a successful grade transition. Students graduating from 8th grade will follow similar protocol.

Student Conduct:

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

Be sure to include:

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

RISE Academics Board of Directors will adopt a Student Code of Conduct. The Student Code of Conduct will be published in the Parent/Student Handbook that will be distributed to all student and parents at the beginning of each school year. The Parent/Student Handbook will also be published on the school website for accessibility and transparency.

The school staff and teachers will receive professional development prior to the start of each school year that focuses on developing school culture and etiquette. During the first week of school, students will focus on learning school etiquette and expectations will be established. The etiquette program will establish behavioral expectations for the classroom, hallway, cafeteria, and general interactions. Students and parents will receive the Student-Teacher Handbook which will outline the expectations between the parties.

The student discipline program shall be driven by the creation of positive expectations, modeling of positive behavior, and teaching school etiquette and conflict resolution as part of the school guidance curriculum. The Student Code of Conduct will contain a list of infractions outlined in three separate levels including consequences.

Level 1 offenses are minor offenses and may including disrespect, failure to obey a directive from staff, failing to be prepared for class, etc. Level 1 offenses may result in a verbal reprimand or counseling.

Level 2 offenses may include having an accumulation of three Level 1 offenses, using foul language, minor damage to property, fighting, theft, etc. Level 2 offenses may result in in/out of school suspension for up to 10 days.

Level 3 offenses may include three Level 2 offenses or any single reportable criminal offense under N.C. General Statutes 115C-288. These offenses

include "assault resulting in serious personal injury; assault involving a weapon; assault on school officials, employees, and volunteers; making bomb threats or engaging in bomb hoaxes; willfully burning a school building; homicide; kidnapping; possession of a firearm; possession of a weapon, sexual assault." These offenses will have their ordinary definition as defined by law. Level 3 offenses may result in long-terms suspension (greater than 10 days) up to the remainder of the school year or expulsion from the school.

Students with disabilities will be subject to the same Student Code of Conduct as all other students, except that students with disabilities that receive a cumulative number of suspension days exceeding 10 during any school year shall be entitled to receive exception children's services at the school or in another setting on day 11 of any cumulative suspension and thereafter during any given school year. The school will publish a parent/student grievance policy and procedure which includes the appeals process for any long-term suspension or expulsion. The grievance or due process policy will be published in the Parent/Student Handbook disseminated at the beginning of the school year.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

School Governing Body:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit

: Global Education Resources, LLC

Mailing Address: 118B County Farm Raod

City/State/Zip: Windsor NC 27983

Street Address:

Phone: 919-538-8060

Fax: 919-850-9961

Name of registered agent and address:

Torchlight Academy Schools, LLC

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

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

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

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of School Governing Body:

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

Please complete the table provided depicting the founding members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these
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					professional licenses?
Renorda Pryor	Chair	WAKE	Lawyer	Licensed Attorney	N
Ursula Rowland	Vice Chair	WAKE	Project Manager	None	N
Cynthia Easter	Member	WAKE	Teacher	Teacher's License	N
Keith Lucas	Member	WAKE	Marketer	None	N
Ahraf Mehdi	Treasurer	WAKE	Accountant	None	N
None	None	WAKE	None	None	N
None	None	WAKE	None	None	N

Please provide the following in this location of the APPLICATION:

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

The governance structure consists of a five-member board of directors, each with equal voting power. If the board grows to an even number, the board chair will have the power to break a tie vote. The primary board function is to establish operating policies and procedures for the nonprofit corporation, approve the hiring of the lead administrator and teachers, and to provide oversight of the schools operations, budget, and curriculum. The board has already engaged in partnership talks with local businesses and corporations, and will continue to do so after approval. The board is required to observe North Carolina open meetings laws. The board hears grievances and direct appeals from students, parents, and employees in accordance with its policies and procedures. The board carries the ultimate responsibility of the successful operation of the charter school.

The hired management company, Global Education Resources, will appoint, with the approval of the board, a Lead Administrator to oversee the day-to-day operations of the charter school. The board has supervisory authority over the Lead Administrator in accordance with the terms of the management contract. A nationwide search will be conducted for the Lead Administrator and teachers. This will include using job sites such as Indeed, Monster, and TeacherMatch. In addition to qualifications, we will ensure our staff aligns with our mission, vision, and educational philosophy.

The Lead Administrator, on behalf of the management company, reports to the board of directors monthly regarding academics, governance, and financials. This report is detailed earlier in the application. The board holds monthly meetings, maintains meeting minutes, and is required to comply with all applicable laws, rules, and regulations related to operating a charter school.

The board recognizes that our duty is to ensure the academic, operational, and financial success of this charter school. The board will do so using internal and external assessments and will adapt our approach based on our continuous review.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the*

governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

Not Applicable

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

The founding board members were recruited by several methods:

Outreach by one pivotal board member, William Walton, who sought to find members with various skill sets including Education, Technology, experience in working with K-12 and Higher Education institutions, local community involvement/expertise, and curricular knowledge.

A specific intent to select a diverse board that would be representative and sensitive to the needs of the local community.

A range of experiences that would be beneficial in overseeing a charter school.

Identifying those who have a genuine passion in creating a charter school in this community as a way of giving back to the community.

Process for recruiting new board members:

The Board will continuously seek prospective board members by various methods, including:

Discussion during open public board meetings

Active discussion of board duties and obligations with any interested party.

The Board is committed to continually seek out qualified candidates who will add to the experience, passion, and diversity of the board.

Mention at appropriate school events, orientations, and community events.

As detailed in Article III - Board of Directors, Section 2 of the By-Laws of RISE Academy: A person needs to be at least eighteen (18) years old to be qualified as a Director. Any qualified person seeking to become a Director of the RISE Academy Board will apply including a resume and explanation of why he/she is seeking membership to the Board and undergo a criminal background check. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining RISE Academy Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the RISE Academy Board of Directors. The sitting Board Members may conduct interviews with the perspective Board Candidates.

Vacancies: As detailed in Article III - Board of Directors, Section 6 of the By-Laws of RISE Academy, "If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately." A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period, they can seek to remain on the Board via the requirements outline for new board members in the By-Laws and mentioned previously.

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

The board of directors shall meet once each month on a day to be selected by the board. All board meetings are open to the public, except authorized

closed sessions. The required number of meetings is set forth in the board by-laws. The board shall conduct a full, properly noticed meeting, with quorum present.

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

The board of directors recognizes the need to maintain a high-quality board with members that have the necessary skills to carry out the board's functions. The board has identified attractive skill-sets to seek out such as legal, accounting, finance, nonprofit governance, teaching, educational administration, marketing and community relations, business, and construction and building maintenance. Board members also need to understand Roberts Rules of Order and how to participate as board members in a public charter school that is subject to North Carolina Open Meetings Laws and the North Carolina Public Records Act.

Board Member Orientation

The board will regularly recruit potential new board members and replacement board members to assure the board maintains the threshold number of board members identified in the By-Laws. The board will also prepare individuals for participation on any formed Advisory Boards or committees. All potential board members will be required to participate in a new board member orientation prior to being formally nominated and considered to serve on the board of directors. The new board member orientation consists of a two, two (2) hour training sessions. The first session will include Roberts Rules of Order (modified), Board By-Laws, review of North Carolina Open Meetings Laws, and review of the North Carolina Public Records Act. The second session will review the North Carolina Charter School Act, Charter School Policies and Procedures of the North Carolina State Board of Education, the N.C. Accountability Program, Non-Profit Board of Director Ethics (including the Boards Conflicts of Interest Policy and Procedure), and Board Policy and Procedure. Once the four hours of training have been completed and the background check is completed, the potential board member will be eligible for nomination, interview, and vote to be accepted as a regular board members or advisory board (or committee) member. Completion of the four hours of training is required and must be completed prior to participation on any of the boards as a member.

Board Member Professional Development Program

After the "Board Member Orientation," each existing board member is required to participate in a minimum of ten (10) hours of professional development annually. Board members will make regular reports of their participation in professional development to the full board including an explanation and overview of the professional development experience. The board will conduct an annual retreat for professional development which includes a review of board North Carolina Open Meetings Laws and North Carolina Public Records Act compliance, Federal Education Right to Privacy Act requirements, Financial Compliance, and review of the Governance Compliance requirements.

The annual retreat, at minimum, will include federal program compliance for Title I, Title II, Title III, Title IV, and IDEA. All board members are required to participate in the annual retreat training. The board will send board representatives to the National Charter School Conference and State Charter School Conferences to participate in external board training and obtain new information which will support the objectives of a high-quality charter school. The board will set professional development goals and participate in an annual self-evaluation. Board Members and Officers will be required to participate in specialized training related to correct board meeting minutes, review and use of data, formal board reports, policy development, and internal compliance programs.

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

The board adopted a code of ethics and conflict of interest policy on August 23, 2018. Any potential conflicts are required to be disclosed to the board of directors. Board members may not vote on any matter in which they have a stated conflict of interest. Currently, we are unaware of any conflicts of interest or existing relationships. If the board becomes aware of any such conflicts of interests, immediate action will be taken to resolve the conflict in accordance with the adopted conflict of interest policy.

Each board member shall make an annual formal conflict of interest declaration including the disclosure of any known or potential conflicts of interest. Such statements shall be maintained as part of the records of the Board of Directors and made available to the schools auditors.

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

Board decisions will be made through discussion to arrive at a mutually agreed upon decision. If not possible, a vote will be taken with majority ruling. When items are not time sensitive, time will be taken to compile research and discuss options at the next Board meeting.

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

The board shall be empowered to create advisory bodies. The board shall appoint a Parent Advisory Council whose primary function is to organize parent volunteers for the school. The Parent Advisory Council shall make recommendations to the schools Lead Administrator and shall meet with the Lead Administrator each month. The Parent Advisory Council will also have times throughout the year to present to the Board of Directors. The by-laws of the Parent Advisory Council shall be approved by the board of directors of the charter school. Members of the Parent Advisory Council shall be appointed by the board on recommendation of the School Administrator.

The board maintains the authority to create standing and select committees, and will do so when appropriate.

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

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights and the process for filing a grievance. In addition, if a student is suspended or at risk for expulsion, the parents will be informed in writing of their due process

rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school, or home site if preferred by the parent. Parents can provide a written request to the Lead Administrator to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Lead Administrator, they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

Any employee who feels that they have been treated unjustly or unfairly, for any reason, has recourse to have their issue heard, per these procedures: Discuss the problem with the person or persons involved as soon as possible after the event has taken place.

If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator.

A conference will be held with the Lead Administrator, the aggrieved, and other involved parties. If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to the Lead Administrator within 10 days following the aforementioned grievance conference.

This request will be provided to the Board to seek a final resolution. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

*Note: In the event the issue is with the Lead Administrator, the aggrieved party may submit a written grievance to the board at the boards monthly meeting.

Governance and Organizational Structure of School Governing Body (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).

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

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

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company: Global Education Resources
Address: 3296 Kittering Lane
Winston Salem NC 27105
Website: globaleducationresources.com
Phone Number: 919-538-8060
Contact Person: Don McQueen
Fax: 9198509961
Email: torchlight.director@gmail.com

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix I of the specified EMO or CMO.*

GER will provide a turnkey operation which will include, but is not to be limited, to the following:

Recruitment of teachers, students, and staff
Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training.
Advise in the facility's design and furnishings of equipment for all students and those with special needs such as audiology devices, and tools required for vision/hearing screenings.
Provide the experience for the planning, development, and oversight for EC student and programs.
Conduct ongoing assessments, data collection, and analysis to refine and improve services to all students with the required emphasis for EC students.

Review federal and state legislation related to special education.
Apply for federal funds for our EC population in accordance with board mandates and applicable Federal and state laws.
Provide accurate and timely data to the Department of Public Instruction EC division including but not limited to; CECAS management, annually maintained of effort (MOE) reporting, security all EC files in accordance with federal and state law.
Provide financial investment to ensure a timely opening.

The school board understands and recognizes that it will review and approve all management company activity and hires. Global Education Resources has articulated that they view this school as an investment into the RISE Academy and will cover all over-expenditures during its first year to ensure our schools full program is in effect.

2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organizations' fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

Not Applicable

3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what are the highest and lowest performing schools of the EMO/CMO? Why are these two schools so different in overall achievement?*

The schools managed by GER have a long history of success with building,

managing, and maintaining charter schools in North Carolina. The four schools they manage have a combined history of more than 50 years. GER has demonstrated a consistent track record of student achievement, facilities management, financial stability, and compliance with all state federal, state and local ordinances. Their track record was easily accessible through the department of public instruction website, some of which has already been mentioned early in this application. Their entire academic, governance, and financial profiles can be found in Appendix A1.

All three of their schools produce academic grade proficiency averages surpassing district and state averages in the academic sub-groups of Black, Hispanic, economically disadvantaged, and ELL. The target population is predominantly composed of these subgroups. The achievement level between all three of the existing schools are comparable and provided in Appendix A1.

Alpha Academy

Alpha Academy, located in Fayetteville, was founded 20 years ago by Eugene Slocum, a managing partner of Global Education Resources. Alpha Academy possesses a state of the art facility, teaches just under 1,000 students per year, and has produced excellent academic results. His student population is over 95% economically disadvantaged and extremely diverse. The results Alpha Academy has regularly achieved with a socioeconomically disadvantaged student population that we expect our school to serve was a significant reason we chose GER.

Quality Education Academy

Quality Education Academy was one of the first charter schools to open in the state of North Carolina. Quality Education Academy continues to graduate 100% of all high school students with a 100% acceptance of those students into either college or military service.

Torchlight Academy

Don McQueen, a managing partner of GER, took over a failing charter school in 2002 with less than 14 students. Mr. McQueen rebranded the school, grew its student population, and it is now in its 16th year of operation. Torchlight Academy serves over a 90% at-risk population, a large Spanish-speaking student body, and transports nearly 80% of its approximately 500 students. Torchlight has demonstrated a resiliency and ability to respond to adversity and achieved the highest growth score among of all charter schools in the state of North Carolina in 2016.

Both schools are comparable in their achievement, and the consistency is something we expect to see at RISE Academy. Each of their schools has met or exceeded academic growth over the least two years, and five times over the last six combined markings.

4. *Describe how the governance structure will be affected, if at all, by the EMO/CMO, and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*

We are very clear and have a complete understanding that the nonprofit board of directors holds the charter and are ultimately responsible for the achievement of all goals, objectives, and academic outcomes. This board will hold Global Education Resources (GER) accountable for helping us

achieve these objectives. The fully executed service agreement attached to this application explicitly details the relationship between the Board of Directors and the management company. In that agreement, it is understood that GER is a vendor supplying services and fulfilling the desires of the board. The board maintains full autonomy and control over all aspects of the school, and charges GER with the execution and accomplishment of our goals and objectives.

Our board has obtained independent legal counsel experienced in such matters to maintain a continuum of continuity for this relationship. The RISE Academy Board will obtain an independent auditor to

evaluate financial outcomes and to modify policies and procedures when necessary. In addition, the board will seek independent third-party expert evaluation of our educational program if and when the need arises.

The board intends to conduct an annual review of outcomes that will include, but is not be limited to, academic performance, financial stability, and compliance.

5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*

GER will hire, with Board approval, all non-teaching staff, vet all applicants for all positions, and be responsible for on-time payment of salaries and wages to all staff.

6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.*

The management company has adopted the charter school goals as its own. The contract between the EMO may be terminated without cause, and that process is addressed in Article II TERM & TERMINATION, Section B of the management agreement. The entirety of the contract could not be fit into the space provided. The contract is attached.

The board will determine the efficacy of GER on an annual basis by reviewing and discussing:

The goals laid out in our goals section

Student growth through the MAP Assessment tool

Class achievement through the MAP tool

Monthly reports from the Lead Administrator, that was detailed previously

Parent Feedback

7. *Is the facility provided by the EMO/CMO? Y*

- If yes, include as Appendix J a detail of the buyout formula for the board of directors to purchase the facility, if a buyout formula or process exists.

8. *List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.*

Not Applicable

9. *Provide as Appendix K the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B reporting, or credit rating.*

Private School Conversions: *complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*
X Not Applicable

Charter School Replication: *complete ONLY if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*
X Not Applicable

Projected Staff:

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

RISE Academy will recruit and hire for the following positions for the first year of operations:

Lead Administrator (1) [aka: School Administrator, Principal]-This position will serve as the chief administrator of the school and will report to the board of directors. This employee is responsible for the day-to-day operations of the charter school.

Assistant Administrator (1)-This position will serve at the pleasure of the Lead Administrator and shall be responsible for duties assigned by the Lead Administrator including oversight of federal program, technology management, facilities management, etc.

Core Content Teachers (6)- These positions are the regular classroom teachers.

ELL Teacher (1)- Includes one ELL teacher.

Exceptional Children Teachers (1)- Run and manage EC program.

Specialists (2)-These positions are designed to support core content teachers and provide instruction in Art and Spanish.

The school will contract bus drivers, custodians, lunch services, and various other support staff as denoted in the budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. *Explain the board's strategy for recruiting and retaining high-performing teachers.*

Recruitment

The board and management company will seek out teachers that have the aptitude to creatively differentiate instruction in an active-based learning environment. Education isn't a formula, and a teacher that can adapt is critical. The school will provide professional development and instructional infrastructure to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success.

The Board will: 1) Create detailed job descriptions for each position. 2) Post job openings on the school website, social media, recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities. 3) Participate in job fairs 4) Have school Board members and leaders share recruitment activities at

national conferences and other networking opportunities. 5) Examine recommendations from Management company for review.

Retention

Our school will use research-based best practices in the retention of high-performing teachers. These include but are not limited to: 1) Creating a culture of high expectations for teachers and students 2) Evaluating teachers based on performance and offering annual salary increases based on their evaluation 3) Providing teachers data-driven feedback through class MAP growth 4) Providing rewarding professional development opportunities for all teachers 5) Engaging teachers in decision making for school 6) An intentional focus on teacher retention by including it in school goals.

2. *Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.*

The Board:

Oversees legal compliance with NCDPI and NC laws and statutes

Drafts policies (with review by legal counsel)

Makes recommendations to the Lead Administrator regarding grievances which have been brought to the Board per the grievance procedures

Makes recommendations for hiring and firing per review of Lead Administrator slate

Holds monthly Board meetings at which any staff member may be heard during the open comment period.

The Lead Administrator will serve as the liaison between the board and staff. The Lead Administrator will be a trusted advocate of the Board and will lead all staff members as their representative. There are typically no direct lines of communication between the staff and board. The exceptions are as follows.

The Staff

May submit, in writing, suggestions about the policies of the school through the Lead Administrator.

May address the Board at any open comment period at Board Meetings

May address the Board in accordance with our grievance policy

RISE Academy aims to ensure that communication is free flowing, but in a

formulated and structured manner. The Lead Administrator serves as the focal point of communication and is expected to keep the board and staffs best interest at the heart of all matters.

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

A job description outlining the duties and qualifications will be developed for each position authorized by the charter school board of directors. Positions will be properly advertised, utilizing online tools such as Indeed, Monster, and TeacherMatch. This job description will detail our education philosophy and the interview process will ensure staff member buy-in as a prerequisite for hiring.

The hiring procedures are as follows:

The Board, Lead Administrator, and management company will discuss and agree to the board procedures for both hiring and firing. Submitted resumes are reviewed by the administrative staff, the GER management company, and the Board. The Lead Administrator will make final hiring recommendations to the Board in accordance with terms of the charter.

Panel interviews will be conducted with attention to specific responses regarding teaching diverse and socioeconomically disadvantaged populations. Candidates will be required to teach a sample lesson or provide video of instruction during the interview process. Complete reference checks will be done for each employee before hiring. The criminal background check policy shall follow the criminal background check policy of the Local Education Agency.

To dismiss school personnel:

Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations.

Creation of a performance coaching plan: the goal will always be to help the employee grow and succeed.

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

Lead Administrator: range 50,000-60,000 (Will increase as school grows)

Administrative Assistant: range- \$30,00-\$40,000

6 Classroom Teachers: range \$35,000-\$40,000 Exceptional Childrens Teacher: range \$37,000-\$40,000 EC Instructional Assistant: range \$22,000-\$24,000

Special Art: range \$27,000-\$32,000

Special Spanish Teacher: range \$32,000-\$35,000 Specialist: range \$30,000-\$35,000

Substitute Teachers: \$100/day

The school shall not participate in the N.C. Teacher Retirement System or the N.C. Teachers Health Plan. The school will offer an independent health plan and retirement benefits for all employees.

6. Provide the procedures for handling employee grievances and/or termination.

Any employee who feels that they have been treated unjustly or unfairly for any reason has recourse to have their issue heard, per these procedures:

Discuss the problem with the person or persons involved as soon as possible after the event has taken place. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Principal. A conference will be held with the Principal, the aggrieved and other parties.

If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to Lead Administrator within 10 days following the aforementioned grievance conference. If no resolution can be reached, the employee must submit to the Lead Administrator a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Principals decision. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

During our schools ramping up period, some positions will need to serve multiple purposes. Some of those positions are:

Exceptional Childrens Teacher: Will also serve as the Exceptional Childrens Director during until more staff needs to be added, and as our school serves a smaller sized population. (State/LEA Funding)

Admin Assistant: Will also serve as testing coordinator. Our administrator will help organize and accommodate all students during testing. (State/LEA Funding)

Specialists: Serve as specialist teachers, but also as teaching assistants. The amount of time teaching specific subjects during the first year across all classrooms will not require all our Specialists time. During their downtime, specialists will provide breaks to teachers and assist in holding academic intervention sessions on a regular, rotating basis. (State/LEA Funding)

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

Teachers will be hired in the first year who are able and qualified to complete compliance paperwork in conjunction with the management company, per agreement. An EC instructional Assistant will be added in year 3 to assist with instructional duties.

RISE Academy will develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within the community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid in addition to Medicaid reimbursement, RISE Academy has allocated funds within the budget to meet these needs.

GER has a broad reach and presence across the state that can help attract and recruit experienced, successful teachers.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

The Lead Administrator will have a teaching and administrative license. Core Content Teachers will have at least a teacher certification. At least fifty

percent (50%) of the teaching staff will be certified teachers, as required by state mandate. The EC and physical education Teachers will possess the appropriate teaching licenses. These will be the minimum standards for the positions listed above.

The Lead Administrator

Hold a Bachelors Degree and 5 years of school administrative experience
Oversees day-to-day operations
Supervise all staff
Serve as board liaison

Administrative Assistant will serve as a general office receptionist, manage the purchase of supplies for the office and classrooms, and assist the management company in the collection of financial, licensure, and other compliance paperwork.

Food Service Staff will oversee the breakfast and lunch order counts as well as delivery of food to classrooms.

Bus Drivers will safely transport our students to and from school.

Classrooms Teachers: Classroom Teachers will plan and execute rigorous and authentic learning experiences for their students, manage classroom behavior, and nurture a positive, safe learning environment, make regular contact with families, analyze data to identify trends and gaps in learning, and adjust their instruction accordingly.

Specialists: Will have experience related directly to the specialty they are hired to teach. Our first year will recruit 2 specialists, for Art and Spanish. They will teach 30-60 minutes per day, per class, and provide teachers breaks and student intervention aid.

EC Teacher/Coordinator will work with the management company to coordinate, oversee and implement special education services for identified students; work with classroom Teachers to ensure students needs are met in the most appropriate environment.; provide pull-out or push-in services as required by a student IEP.

EC Instructional Assistant will help provide EC services to students. under the direction of the EC Teacher/Coordinator.

Substitute Teachers will cover and supervise classes when a classroom Teacher is absent. They will help supervise students that have been temporarily removed from the classroom.

Staff Evaluation and Professional Development

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

Teacher licensure and professional development documentation will be completed by the management company with the assistance of on-site clerical staff. The Lead Administrator will regularly coach, lead, and monitor teacher development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the*

school will meet the teacher certification and licensure requirements for teachers as prescribed by state law and the Every Child Succeeds Act. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Rise Academy Board of Directors has high expectations of staff performance in meeting the schools mission and obtaining its goals set for student performance. The Board is committed to supporting high quality teaching and a school culture which promotes academic rigor and success. The Board is committed to utilizing the NWEA Map assessment as the basis of staff evaluations. Accountability and evaluation will trickle down from the Lead Administrator, to teachers, to students. The growth of students will be the primary measurement for all staff. Teachers with the highest growth in their classrooms will be recognized, and their methodologies observed. These teachers will be eligible for bonuses and leadership opportunities to mentor other teachers. Lifting up and recognizing our most effective teachers is of the utmost importance for a healthy environment and overall teacher retention.

The school has budgeted approximately \$10,000 annually for professional development. In addition, the school will seek Title IIA funding for recruiting, preparing, training, and developing its teachers. Staff will be required to attend all paid trainings.

The Board will conduct an annual evaluation of the Lead Administrator which will include a review of student performance, school discipline, finances, parent relations, and compliance with governmental regulations. The Lead Administrator will be responsible for the periodic evaluation of all other staff in aforementioned manner of evaluating classroom growth.

All teachers will be required to have a personal professional development plan which sets forth specific goals and objectives required to maintain (License Renewal Plan) or obtain a North Carolina Standard II Professional Teachers License. The school will also participate in the Beginning Teacher Licensure Support Program. Teachers in their first three years as a teacher will be subject to a Beginning Teacher Licensure Support Program Policy and Procedure which will include mentoring, regular evaluation, professional training, and restrictions on non-voluntary non-teaching related duty assignments.

In addition to the ultimate measure of student growth as measured by MAPS, the schools staff evaluation program will include video review, analysis of data-driven instruction, and evaluation of relationships with students, parents, and other staff. The school has committed resources in its budget to assure that the school maintains a percentage of currently licensed teachers above the threshold for charter schools as required by state law. The schools resources commitment is further designed to meet the goal of 100% highly qualified teachers and participation in state mandated testing as required by the No Child Left Behind Act. The schools goal is to recruit, prepare, train, and retain highly qualified teachers and staff.

The schools budget reflects an annual 3% cost of living increase as a financial incentive for staff retention. The school will seek to maintain a high-quality professional environment which attracts exceptional teachers and incentivizes staff retention. The schools mission and educational

program is aggressive and requires a high quality staff. The school employ a Professional Learning Community (PLC) model of teacher and staff interaction to assure that all staff is working together towards the ultimate goal of student growth and academic excellence.

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

External Development: Staff will receive professional development training from various external entities and sources. These external sessions will vary depending on budget availability and identified areas our school needs to improve. Tentative training is scheduled with teachers from other schools associated with the management company, formal NWEA MAP training from NWEA, formal Core Knowledge training, and Teach Like a Champion seminars. These are most likely to take place at the beginning of the school year and will typically be one of the more expensive trainings.

Internal: Internal training will be conducted by teachers that have produced exceptional student growth in their classrooms, the Lead Administrator, and management company representatives. These representatives are well-versed with the needs of socioeconomically disadvantaged students, tenets of the educational program, and of the lessons learned from other schools utilizing similar practices.

Teachers will meet weekly in small groups to discuss best practices and how they measure them. This regular discussion around effective instruction and how it is measured will emphasize data-driven instruction.

The Lead Administrator will meet with all teachers on a monthly basis to discuss trends he/she has observed through classroom observations, centralized data, and student behavior. This will last 1 hour before the start of school.

New teachers will be assigned teacher mentors that have been identified through NWEA MAP growth scores. These teachers will meet bi-weekly with their mentors to discuss classroom happenings, struggles, achievements, and overall experiences.

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

The professional development plan ensures that teachers understand how to incorporate the core tenets of the school's educational program. Teachers will be required to read "Teach Like a Champion" before each year. Before the school begins, teachers have 2 weeks of teacher work days. At least half of this time will be dedicated to professional development, with the Lead Administrator having the flexibility to decide how the other 50% of the time should be spent. During this time, emphasis will be placed upon:

- Active-based learning
- Teach Like a Champion techniques
- Data-driven instruction best practices
- NWEA MAP assessments

- Differentiated instruction
- Culturally relevant pedagogy
- School culture
- Parent support
- Core Knowledge Sequence curriculum

Teachers will be made aware of the various online resource material related to Success Academy Charter Schools' active-based learning, Teach Like a Champion videos, and Core Knowledge Sequence guides. After the first year, teachers that displayed exceptional growth among their students will be given the opportunity to lead one half of a day of this professional development week. This will ensure that teachers with effective strategies are heard and learned from year after year.

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

September through April will primarily focus on how to leverage data to better academic outcomes. The NWEA MAP Growth and Skills assessments help drive our instruction, and are taken throughout the year to measure student growth and to also gauge teacher effectiveness. However, teachers must also know the types of data to collect between these assessments, so that data can drive their instruction every day.

There are multiple teacher workdays throughout the year. Every teacher workday will spend 4 hours on professional development based on trends, observations, and parent feedback that the Lead Administrator would like address.

In addition to these workdays, all teachers will gather in small groups on a weekly basis. With over 40 weeks throughout the academic school year where teachers are present and required to meet in small groups for at least 1 hour, the over 20 hours of professional development taking place at the beginning of each year, the Lead Administrators monthly coaching, and coaching across teacher work days, each teacher will receive over 70 hours of professional development each year. New teachers will receive even more, with teachers achieving high growth among their students being assigned as mentors. Mentors will be required to meet with teachers

Come May, the Lead Administrator and teachers will begin focusing on testing and testing environments. In June, staff will review, analyze, and evaluate final student growth measured throughout the year.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions G.S. 115C.218.45 carefully.

Marketing Plan

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

racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

The enrollment and marketing plan will include traditional and innovative approaches to reach our anticipated target population in the communities boarding Johnston and Wake Counties. We will send out, in both Spanish and English, half-page mailers directly to the door of potential students and their families. Our area is supported by strong media outlets which include radio, print, and television. We will use a combination of paid advertising along with public service announcements to spread the word about the opening of RISE Academy. Will also conduct interviews on both radio television and in print, asking participants to respond via our Facebook page and our website. Our Board members are community activists and have many contacts through their churches and places of work to spread the word about the new school. They are uniquely positioned to be welcomed into, and offered platforms to speak in neighborhoods among our targeted demographics, where our presence and push is already underway. We plan to make appearances with parents and supporters who speak Spanish and can draw students and families from the Latino community.

The public, especially parents and grandparents, will be encouraged to come meet the Board at various venues and events in and around the neighborhood where we plan to establish the school. We will seek public input to get buy-in from community leaders, parents and children in order to be responsive and sensitive to the needs of those we intend to serve. Parents and children will be encouraged to come together from across county lines to meet each other and to begin forming relationships in anticipation of their first days as RISE students. Families will be encouraged to bring friends and relatives to these celebrations where they will be surveyed. Parents are encouraged to ask questions, express their concerns and otherwise engage in productive dialogue about what they want in their child's school experience. These regular gatherings build community relationships and ultimately lead to more name recognition. We will also use social media to report on the success of our events and to continue inviting others. We plan to gather book bags from local retailers and fill them with school supplies to do a book bag and school supply giveaway. Promoting our school as well as local retailers that support educational choice.

We will begin a more aggressive marketing campaign in January and February as the start of school approaches and parents begin to finalize their school decision. We will continue to stay in touch with parents who've displayed an interest early on that may have forgotten about the school through the course of the year. We will also visit area daycare centers and ask to present our school concept to parents and families. We believe we can gain 30 or more students from daycare centers in our area.

Parent and Community Involvement

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

Once the charter is granted, we will already have developed much of our base

and will expand our marketing efforts, including through daycare and preschool facilities, Head Start, More At Four, and private preschools in the area. At this time, a more aggressive media campaign will begin with social media, board member and prospective parent/child radio and YouTube conversations, and print media ads. We will be holding educational social events around the cities of Garner and Clayton. One idea we are working on is hosting free track-out and holiday camps for parents who need to work during these times when school is out. This will create opportunities to interact with the community and a chance to talk about what our plans are for the new school.

We plan to provide a free summer-camp for children and families in the community to further strengthen ties to the school, which occurs just prior to opening. We will be enrolling in the Summer Food Program to provide free breakfast and lunches during the summer for struggling families. We will provide limited transportation for those families slightly outside of our immediate area to test our transportation system and perfect our plan for the upcoming school year. In addition, we have contacted other summer camp program directors who conduct robotics camps, drone camps, science camps, and the Boys and Girl Scouts of America to work in collaboration with our summer recruitment efforts. During these events, there will be a strong component of literacy built-in, introducing and testing some of the teaching models and styles we will be using.

These events will continue to develop the critical parent involvement necessary to the success of RISE Academy. Parental and community engagement is considered a lever for school improvement. DPI lists elements of a comprehensive community engagement plan and provides resources for schools:

- Regular, two-way, meaningful communication.
- Promote and support responsible parenting.
- Inform and involve family members in childrens learning so that they may play an integral role.
- Volunteering - Ensure that family members are welcome in the school.
- Advocacy and Decision Making - Include family members as partners in decisions.
- Training for family and school personnel.
- Collaborate with community agencies to provide resources to strengthen school programs, families, and student learning.
- Promote health awareness among families by addressing the need for health programs and student health services, which are linked to student learning.

RISE seeks to foster authentic, and meaningful community and parental engagement. We see parents and community stakeholders as valuable partners in the privilege of educating students. Parent involvement will begin, as outlined in the Marketing Plan above, with many neighborhood and community meetings and events designed to strengthen the RISE community bond. Attendance by families at RISE sponsored events is a critical component of building a positive school culture. The events include a variety of topics in order to provide as many families as possible with the opportunity to attend at least two events throughout the year from January - June 2019. Pep-Rallies-Night RISE: Parents are welcomed to the school between 5:30-7:30 pm to learn how they can help their child succeed academically. Some

suggested events are: Strong Start-Meet the Teacher/Helping your Child Get & Stay Organized / RISE-ing STEAM Night (How they work together) / Tricks for Reading Comprehension / Everyday <> Everywhere Math / Testing Skills and Tips. We will develop veins of communication with parents to better assist them in becoming informed advocates for their children. Building upon the foundation initiated in the Marketing Plan, we will include ancillary programs specializing in literacy tutoring. These efforts will be supplemented by mailings, texts and phone calls.

Admissions Policy

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

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

Initial Application process (Jan - Feb 2019) - Communications to local media outlets (local newspapers and radio) regarding the start date of a new school in Garner. Flyers will be distributed throughout local businesses regarding the process of a child applying to the school and contact person(s). The management company and the board will have a forum for parents and potential students to attend for information and questions regarding the school and the application process.

Selection Process (Mar. 2018) - All applications will be reviewed by the management company in accordance to NCGS 115-c.281.45 regulations and then submitted to the board for approval. A board meeting will be scheduled at the end of the month to review the management company recommendations which will open to the public.

Preliminary Planning Period (Apr. - May 2018) Our selections have been made then the management company will begin outreach to the parents on requirements and information needed for their child to attend the first day of school. The board will assist the management as needed to in this process.

Final Approval, Student Enrollment and Planning Period (June - July 2018)
) Upon receipt of all information with the recommendation of the management group for student enrollment for 2019-2020 school year, the board will review and accept or deny the recommendation. The board will meet early enough that any corrections and/or additions can be made to ensure we have met our number of students to begin the school year. The board will work closely with management group and school administration like in a consultant capacity with classroom sizes, placing teachers with student pairing and grade levels.

First 20 Days of School (Aug. - mid Sept. 2019) - The board will have their first meeting during the school year to take a snapshot of the school from the management groups perspective on how parents and students view the school and ensure correct policy and procedures are being implemented by the management in accordance with board expectations and state statutes. This meeting will be open to the public.

First Semester (Dec. 2019) - The board will review the data supplied by the management company on the progress of the school to date. Key indicators that the board will look at i.e., student attendance, adaptability of curriculum, parents assessment of school and student attitude towards learning. The meeting will be open to the public.

Open Enrollment / Enrollment Period for the 2020 - 2021 school year (Jan. - May 2020) - The board will implement the same process as the 2019 - 2020 school year plan by adding an additional grade level. If the school losing returning students, this will give us the opportunity to recruit more students to replace those that did not return. Hopefully our third-grade students will keep matriculating at the school, if not we will include that grade level in the application process as well.

Finalizing Plan and Expansion for Year Two (June to July 2020) - The board will review and approve the performance of the management group and our desire to continue to use their serves based upon the data receive about the students performance, fiscal responsibility and regulatory compliance. The facility we picked is adequate to accommodate the expansion to add 4th grade. We will work with school administration and the management group to add addition staff to accommodate the expansion and approve the process when completed.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique*

mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT Year 1 through Year 5

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Kindergarten	40	0	0	40	0	0	40	0	0	60	0	0	80	0	0
Grade 01	20	0	0	40	0	0	40	0	0	42	0	0	60	0	0
Grade 02	20	0	0	20	0	0	40	0	0	42	0	0	42	0	0
Grade 03	20	0	0	20	0	0	20	0	0	40	0	0	42	0	0
Grade 04	20	0	0	20	0	0	20	0	0	20	0	0	40	0	0
Grade 05	0	0	0	16	0	0	20	0	0	20	0	0	20	0	0
Grade 06	0	0	0	0	0	0	23	0	0	20	0	0	20	0	0
Grade 07	0	0	0	0	0	0	0	0	0	20	0	0	20	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	18	0	0
	120			156			203			264			342		

V. OPERATIONS

Transportation Plan:

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

In order to carry out the mission of the school assuring adequate transportation is vital. A significant percentage of our target students at-risk factors includes poverty. Rise Academy views assuring that no child is denied access to this school due to lack of transportation as an important goal. The school plans to meet its goal by two methods. First, the school will organize and manage a school car pool through www.carpoolworld.com. The school will coordinate efforts to facilitate shared private transportation, address supplemental insurance issues, and work with parent volunteers to assure that student get to and from school. Parent volunteers will greet car riders at pick-up drop-off daily. Second, the school will provide bus transportation for students. The school has also budgeted about \$8,000.00 for the purchase of 3-4 surplus buses. The school has budgeted \$35,000.00 for fuel cost, \$6,000.00 for maintenance, and \$20,000.00 for contracted drivers in year one. A total of about \$69,000.00 is budgeted to assure that no child is denied access to the school due to lack of transportation. The school reserved the right to use the total amount of budgeted funds to contract for transportation services. The school will provide mandatory training to any and all individuals that participate in our transportation program to facilitate a school culture that promotes academic success and mutual cooperation between students, staff, administration, and parents. The board will adopt a comprehensive transportation policy, procedure, and plan which will be published in a Parent-Student Handbook. The school will publish transportation policy, procedures, and plans on the schools website and in marketing materials to assure that during the enrollment and lottery process that parents and fully aware that transportation is available for all students that enroll in the school.

School Lunch Plan:

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

Rise Academy recognizes that nutritious meals are vital to healthy children and their performance in school. Multiple studies conclude that students which receive adequate nutrition are more alert, better behaved, and perform higher in school. A significant percentage of our target students at-risk factors includes poverty. Therefore, to carry out the schools mission the school will participate in the National School Lunch Program. The school will provide breakfast, lunch, and where appropriate an after school snack. The school will apply to become a School Food Authority (SFA) and will initially contract for vended meals. The school will assure that all meals provided comply with the guidelines set forth under the National School

Lunch Program and are appropriate as to nutrition quality and serving amounts. The school has initially budgeted \$10,000.00 as working capital. The school facilities will have designated areas for students to eat. Meals will be catered or self-serve. The school will have adequate refrigeration and food storage on site. The school will including school lunch program information in its Parent-Student Handbook, on the schools website, and in published materials used in student enrollment and lottery. We will assure that parents are fully aware that nutritious meals will be available for students that enroll in the school. The school will also promote "Wellness" as part of its school lunch program. The school will use appropriate posters to promote "Wellness," proper nutrition, exercise, and teachers will use the N.C. Health Education and Physical Education Essential Standards as part of the schools instructional program.

Civil Liability and Insurance (GS 115C-218.20):

The Nonprofit

shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- b. General Liability: one million dollars (\$1,000,000) per occurrence;
- c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- e. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
- f. Workers' compensation: as specified by Chapter 97 of the General Statutes, Workers' Compensation Law.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$3,000,000		\$1,220.00
Officers and Directors/Errors and Omissions	\$250,000		\$332.00
Property Insurance	\$500,000		\$725.00
Automobile Liability	\$1,000,000		\$181.00
Crime Coverage Minimum/Maximum Amount	\$1,000,000	\$2,000,000	\$3,057.00
Other	\$1,000,000		\$2,387.00
Total Cost			\$7,902.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared

with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

risecharter 10/01/2018

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

The schools plan to obtain a building includes paying particular attention to issues such as heat, air conditioning, ventilation, lighting, handicap accessibility, and security features. We have been working with the commercial realtor to ensure that we identify a facility that meets that criteria. We identified a 5,457 SF facility located at 547 Benson Road, Garner, NC 27529. Upon approval of the Charter Application we will enter a Triple Net Lease for the facility.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

We will lease the facility at an estimate cost of \$9.00 per SF. Comparable facilities in the area range is cost per SF for leasing from \$5.00 to \$21.00 per SF.

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

The School and the management company have been working with a Commercial Realtor to identify a facility. We currently have three backup facilities if the 547 Benson Road address becomes unavailable.

I certify that this subsection has not been copied, pasted, or otherwise plagiarized from any other charter application.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,291.06	120	\$634,927.20
Local Funds	\$2,420.00	120	\$290,400.00
Federal EC Funds	\$4,464.16	12	\$53,569.92
Totals			\$978,897.12

Total Budget: Revenue Projections Year 1 through Year 5

INCOME: REVENUE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year 5
-State ADM Funds	\$634,927	\$887,888	\$1,156,195	\$1,502,237	\$1,946,181
-Local Per Pupil Funds	\$290,400	\$377,520	\$491,260	\$638,880	\$827,640
-Exceptional Children Federal Funds	\$53,570	\$37,962	\$49,424	\$64,234	\$83,215
-Other Funds*	\$29,161	\$0	\$0	\$0	\$0
-Working Capital*	\$50,000	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,058,058	\$1,303,370	\$1,696,879	\$2,205,351	\$2,857,036

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

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

Personnel Budget: Expenditure Projections Year 1 through Year 5

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

BUDGET EXPENDITURE PROJECTIONS Personnel	Year 1			Year 2			Year 3			Year 4			Year 5		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Lead Administrator	1	\$50,000	\$50,000	1	\$51,500	\$51,500	1	\$53,045	\$53,045	1	\$54,636	\$54,636	1	\$56,275	\$56,275
Assistant Administrator	1	\$40,000	\$40,000	1	\$41,200	\$41,200	1	\$42,436	\$42,436	1	\$43,709	\$43,709	1	\$45,020	\$45,020
A - Total Admin and Support:	2		\$90,000	2		\$92,700	2		\$95,481	2		\$98,345	2		\$101,295
Instructional Personnel:															
Core Content Teacher(s)	6	\$36,000	\$216,000	8	\$37,080	\$296,640	10	\$38,192	\$381,920	14	\$39,338	\$550,732	18	\$40,518	\$729,324
Exceptional Children Teacher(s)	1	\$38,000	\$38,000	1	\$39,140	\$39,140	1	\$40,314	\$40,314	2	\$41,524	\$83,048	2	\$42,769	\$85,538
ELL Teachers	1	\$37,000	\$37,000	1	\$38,110	\$38,110	1	\$39,253	\$39,253	2	\$40,431	\$80,862	2	\$41,644	\$83,288
Specialist (Instructors)	2	\$30,000	\$60,000	2	\$30,900	\$61,800	2	\$31,827	\$63,654	3	\$32,782	\$98,346	4	\$33,765	\$135,060
Substitute Teachers	1	\$18,500	\$18,500	1	\$19,055	\$19,055	1	\$19,627	\$19,627	2	\$20,215	\$40,430	2	\$20,822	\$41,644
B - Total Instructional Personnel:	11		\$369,500	13		\$454,745	15		\$544,768	23		\$853,418	28		\$1,074,854
A+B = C - Total Admin, Support and Instructional Personnel:	13		\$459,500	15		\$547,445	17		\$640,249	25		\$951,763	30		\$1,176,149
Administrative & Support Benefits															
Health Insurance	2	\$4,800	\$9,600	2	\$4,800	\$9,600	2	\$6,000	\$12,000	2	\$6,000	\$12,000	2	\$6,000	\$12,000
Retirement Plan--Other	2	\$1,800	\$3,600	2	\$1,854	\$3,708	2	\$2,864	\$5,728	2	\$2,950	\$5,900	2	\$3,039	\$6,078

Medicare	2	\$900	\$1,800	2	\$927	\$1,854	2	\$955	\$1,910	2	\$983	\$1,966	2	\$1,013	\$2,026
Social Security	2	\$3,150	\$6,300	2	\$3,245	\$6,490	2	\$3,342	\$6,684	2	\$3,442	\$6,884	2	\$3,545	\$7,090
D - Total Admin and Support Benefits:			\$21,300			\$21,652			\$26,322			\$26,750			\$27,194
Instructional Personnel Benefits:															
Health Insurance	11	\$4,800	\$52,800	13	\$4,800	\$62,400	15	\$6,000	\$90,000	23	\$6,000	\$138,000	28	\$6,000	\$168,000
Retirement Plan--Other	11	\$1,344	\$14,784	13	\$1,399	\$18,187	15	\$2,179	\$32,685	23	\$2,226	\$51,198	28	\$2,303	\$64,484
Social Security	11	\$2,351	\$25,861	13	\$2,449	\$31,837	15	\$2,179	\$32,685	23	\$2,597	\$59,731	28	\$2,687	\$75,236
Medicare	11	\$672	\$7,392	13	\$700	\$9,100	15	\$726	\$10,890	23	\$742	\$17,066	28	\$768	\$21,504
E - Total Instructional Personnel Benefits:			\$100,837			\$121,524			\$166,260			\$265,995			\$329,224
D+E = F - Total Personnel Benefits			\$122,137			\$143,176			\$192,582			\$292,745			\$356,418
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	2		\$111,300	2		\$114,352	2		\$121,803	2		\$125,095	2		\$128,489
B+E = H - Total Instructional Personnel (Salary & Benefits)	11		\$470,337	13		\$576,269	15		\$711,028	23		\$1,119,413	28		\$1,404,078
G+H = J - TOTAL PERSONNEL	13		\$581,637	15		\$690,621	17		\$832,831	25		\$1,244,508	30		\$1,532,567

Operations Budget: Expenditure Projections Year 1 through Year 5

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		Year 1	Year 2	Year 3	Year 4	Year 5
	Administrative & Support:					
Office:	Office Supplies	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500
	Paper	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Computers & Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	Communications & Telephone	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
	Copier leases	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Student Accounting	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Financial	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Other Professional	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000
Facilities	Facility Lease/Mortgage	\$72,000	\$72,000	\$72,000	\$108,000	\$168,000
	Maintenance	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Custodial Supplies	\$4,000	\$4,000	\$6,000	\$6,000	\$6,000
	Custodial Contract	\$18,000	\$18,000	\$22,000	\$22,000	\$22,000
	Insurance (pg19)	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
	Other	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Utilities	Electric	\$36,000	\$36,000	\$36,000	\$48,000	\$60,000
	Gas	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Water/Sewer	\$12,000	\$12,000	\$18,000	\$24,000	\$24,000
	Trash	\$8,400	\$8,400	\$8,400	\$9,600	\$12,000
Transportation	Buses	\$8,000	\$3,000	\$3,000	\$12,000	\$12,000
	Gas	\$35,000	\$35,000	\$40,000	\$40,000	\$40,000
	Oil/Tires & Maintenance	\$6,000	\$6,000	\$8,000	\$8,000	\$8,000
Other	Marketing	\$20,000	\$10,000	\$10,000	\$10,000	\$10,000
	Child nutrition	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Travel	\$1,000	\$1,000	\$1,000	\$2,000	\$2,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	K - TOTAL Administrative & Support Operations	\$324,600	\$309,600	\$329,100	\$394,300	\$468,700
	Instructional:					
Instructional Contract	Staff Development	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

Rise Academy

Classroom Technology	Software	\$6,000	\$6,000	\$10,000	\$10,000	\$10,000
Books and Supplies	Instructional Materials	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000
	Curriculum/Texts	\$5,000	\$5,000	\$5,000	\$10,000	\$10,000
	Copy Paper	\$5,000	\$5,000	\$5,000	\$8,000	\$8,000
	Testing Supplies	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
	L - TOTAL Instructional Operations	\$43,000	\$43,000	\$47,000	\$60,000	\$60,000
	K+L = M - TOTAL OPERATIONS	\$367,600	\$352,600	\$376,100	\$454,300	\$528,700

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	Year 1	Year 2	Year 3	Year 4	Year5
J - TOTAL PERSONNEL	\$581,637	\$690,621	\$832,831	\$1,244,508	\$1,532,567
M - TOTAL OPERATIONS	\$367,600	\$352,600	\$376,100	\$454,300	\$528,700
J+ M =N TOTAL EXPENDITURES	\$949,237	\$1,043,221	\$1,208,931	\$1,698,808	\$2,061,267
Z - TOTAL REVENUE	\$1,058,058	\$1,303,370	\$1,696,879	\$2,205,351	\$2,857,036
Z - N = SURPLUS / (DEFICIT)	\$108,821	\$260,149	\$487,948	\$506,543	\$795,769

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

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

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

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

Provide the break-even point of student enrollment.

Student enrollment goals were set based upon a review of U.S. Census data from the target area, public and private school enrollment data, review of student performance data, student discipline data, and direct feedback from residents of the target area. We estimate that the demand for a high quality educational choice is greater than our enrollment goals. Therefore, our enrollment goals were set with an abundance of caution. We considered start-up cost and the commitment of resources to get this school started. We believe there is a greater demand for this school than the enrollment goals we set based upon the above. A total of 75 students is the breakeven point and will meet the schools fixed cost.

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

The Board will establish contingency plan which includes various budget scenarios. Contingency plans will include scaling back the entire operation, line item budget reductions, forgoing non-critical expenditures, and other agreed upon options. The Board reserved the right to terminate the project if enrollment is not sufficient to support opening the school.

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

No.

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

The student to teacher ratio is 15 to 1.

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

The management contract with Global Education Resources, LLC includes the provision of student accounting, financial services, custodial services, and

exceptional children support services. Selection of external contracts for large purchases will be based upon the schools procurement policies and procedures. Competitive bidding will be used as required by law. The Board will adopt procurement policies and procedures which meet the requirement of G.S. 143-48 et seq., Federal Child Nutrition Program requirements, and other applicable laws.

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

We made a careful effort to assure the budget aligns with the schools mission, curricular offerings, transportation plans, and facility needs. This budget adequately provides for teacher coverage of the schools curriculum, assessment, and academic programs. The student to teacher ratio in 15 to 1. The budget provides adequate funding for facilities and transportation. The budget process involved a full discussion of the all operational elements of the school including the at-risk status of students.

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

The schools general fund balance is a minimum of 3% of annual revenue. The school will develop the general fund balance by frequent budget review, practice of austerity measures, and discipline spending.

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

The management company will up-fit the facility, including furnishings and refrigeration, and lease to the charter school under a triple net lease. The charter school is only responsible for the monthly lease payments which are budgeted. The school has investigated a leasing arrangement for a copier and provided for the same in its budget. The management company will provide \$50,000.00 for working capital to assure the schools cash flow needs are met.

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

Furniture and Refrigeration will be provided through the management company. (Letter from the Management Company Attached).

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

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

The Board will receive professional development and training in the five components of an effective internal control system including the control environment, risk assessment, control activities, information and communications, and monitoring. The Board will consult with an independent legal counsel, and a certified public accountant approved by the Local Government Commission. The Board will review publications from the N.C. State Treasurer, Local Government Commission, and the N.C. Department of Public Instruction related to internal controls. After a comprehensive review, the Board will develop and adopt an Internal Control Policy and Procedure which includes adequate requirements for segregation of duties, safeguarding of assets, and accurate and adequate recordkeeping. The Board will establish an internal monitoring and compliance program. The Board will further maintain adequate insurance coverage of the types and in the amounts that are reasonably necessary to protect the schools assets. The Board will regularly monitor the system it sets up and the system will be annually reviewed by an Independent Auditor/Certified Public Accountant as a part of the Single Audit requirements for public charter schools.

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

There are no known related party transactions at this time.

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

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