



# 2022 NC CHARTER APPLICATION



NC Public Charters

## Organization Information

Organization Name \*

Riverside Leadership Academy

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Telephone

Fax

Address

Unit/Suite

Zip Code

City

Oxford

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State

North Carolina

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2022 NC CHARTER APPLICATION  
NC Public Charters





2022 NC CHARTER APPLICATION  
NC Public Charters



Primary Contact Name \*

Amy Hobgood

Opening Year \*

2024

Is Management Organization Used

Yes  No

Management Organization Name

Primary Contact Relation To Board \*

Board Chair

Primary Contact Email \*

amyhobgood@gmail.com

Management Organization Contact Name

Management Organization Phone

Primary Contact Phone \*

9196034559

Management Organization Email

Primary Contact Address \*

7045 Mountain Road

Unit/Suite \*

Zip Code \*

27565

City \*

Oxford

State \*

North Carolina





## 1. Application Contact Information

### Q1. Name of Proposed Charter School

Riverside Leadership Academy

### Q2. Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

- The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

919-603-4559

### Q3. Geographic County in which charter school will reside

Craven County

### Q4. LEA/District Name

Craven County Schools

### Q5. Zip code for the proposed school site, if known

28560 or 25862

### Q6. Was this application prepared with the assistance of a third party such as a consultant or [Charter Support Organization \(CSO\)](https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsish9el7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlsish9el7BC8rRkMVLthGg%3d%3d&ptid=amIgtZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

- Yes
- No

### Q7. Give the name of the third-party consultant or CSO:

Charter Success Partners

### Q8. Describe any fees provided to the third-party person or CSO as reflected in the budget.

No fees were provided to Charter Success Partners for their consultation on our application.

### Q9. Provide a full detailed response of the assistance provided by the third-party consultant or group while preparing this application and when the assistance will end:



Charter Success Partners provided their expertise on our budget and advised on certain aspects of our operational plans. Upon charter approval from the NCDPI, we plan to enter into contract with Charter Success Partners for operational services.

**Q10. Projected School Opening Month**

August 2024


**Q11. Will this school operate on a year-round schedule?**

- Yes (Year-Round)
- No


**Q12. Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5.**

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

**Resources**

|   |
|---|
|  |
| Enrollment Summary Tabl...  |

**Applicant Evidence :**


|   |
|---|
|  |
| RLA Enrollment Summary ...  |

Uploaded on **4/26/2022** by  
**Jennifer Adler**

**Q13. Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.**

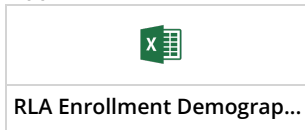
Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

**Resources**

|   |
|---|
|  |
| Enrollment Demographics...  |



Applicant Evidence :



RLA Enrollment Demograp...

Uploaded on **4/26/2022** by  
**Jennifer Adler**

**Q14. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.**

Riverside Leadership Academy decided to open K-7 because of the demand from middle school families, the desire to keep siblings together, and the number of students necessary to fund the amount of teaching positions we would need to keep class sizes small. We plan to grow a grade level each year, until we reach full enrollment with grades K-12 in year 6. We are enrolling 60 students per grade, with an average class size of 20 students each, in order to create a tight-knit community where each student feels supported.

**Q15. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- I certify
- I do not certify

**Q16. Explanation (optional)**

## Section



Lisa Weaves

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

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

### Q17. Organization Type

- Non-Profit Corporation
- Municipality

### Q18. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

### Q19. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 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.

- Yes
- No

### Q21. Name of Registered Agent and Address:

Dee Taylor

217 Neuchatel Ct

New Bern, NC

28562



Q22. **Federal Tax ID**

Riverside Leadership Academy has not yet obtained the 501(c)(3) status. We are aware 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.

**Section**



Lisa Weaves

**Ratings**

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



### 3. Acceleration

Per State Board of Education policy CHTR-013 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-013&Sch=10399&S=10399&C=CHTR&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

Q23. Do you want your application to be considered for acceleration?

- Yes
- No

### Section



Lisa Weaves

#### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 4. Conversion

Q38. Is this application a Conversion from a traditional public school or private school?

- Yes
- No

## Section



Lisa Weaves

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 5. Replication

Per SBE policy CHTR-016 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-016&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>), the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants.

Q55. **Is this application being submitted as a replication of a current charter school model?**

- Yes
- No

## Section



Lisa Weaves

Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.





## 6. Alternative

\*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 the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, 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 ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

### Q84. Do you want your application to be considered for an Alternative Charter School?

- Yes
- No

## Section



Lisa Weaves

### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 7. EMO/CMO

Q86. Does the Charter School plan to contract for services with an “educational management organization” or “charter management organization”?

- Yes
- No

### Section



Lisa Weaves

#### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 8. Mission Purposes, and Goals

### 8.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

**Q101. Please state the mission statement of the proposed charter school (35 words or less)**

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

Through project based and leadership curriculums, Riverside Leadership Academy develops confident, community-focused, future ready leaders. Students thrive from meaningful connections between families, school staff, and community members curated by involvement of all stakeholders.



Lisa Weaves

Comments :

It is not clear what is curated or why.

**Q102. Please state the vision statement of the proposed school.**

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.



Students at Riverside Leadership Academy will take on leadership roles and responsibilities in the classroom, their home, and their community. Their confidence in public speaking, care for the school and home environments, courage in leading their own lives and making a difference in the lives of others will speak to the education they have received at RLA. During their time at RLA, Project Based Learning will equip them to find the answer to a challenging problem or question through sustained inquiry, in an authentic manner, and with key knowledge and understandings aligned with the NC Standard Course of Study. To answer a driving question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies, and habits of mind are often known as “21st-century skills,” because they are prerequisites for success in the 21st-century workplace. At least four times a year, students will produce a public product and reflect on their learning, highlighting the soft success skills that RLA's use of PBL also provides.

With protected time during the school day for project work, our Multi-Tiered System of Support, and our pull-out for Academically and Intellectually Gifted students, our student population will continually make strides in their academic growth. We will offer honors classes in middle school for math and language arts, as well as high school level courses for those ready to accelerate. We will offer Honors and Advanced Placement courses in high school. Our school will have a partnership with the NC School of Science and Math for virtual courses. As part of the Career and College Promise program in NC, our school will work to partner with Craven Community College, where dual enrollment courses are offered on our campus and at the CCC campus. Dual enrollment courses allow students to earn high school credit while simultaneously earning college credit. During their senior year, students will be accepted into a college or technical program of their choice.

Students that follow the Occupational Course of Study in high school will have an opportunity to complete work hours with several local businesses. No matter what their post-graduation plans consist of, students will have the skills to meet any challenges with aplomb.

Our students' social and emotional well-being will be fostered in conjunction with their academic growth. From the school's opening, we will have a counselor and a dual school psychologist/military liaison (SPML) on staff. Additional mental health positions and counselors will be added as the school grows. Our counselors and SPML will work with students on a regular basis and implement Responsive Classroom as our social emotional learning (SEL) programs at each level. To ensure the health and safety of our students, every member of our staff will be certified in CPR, Mental Health First Aid, and Child Sexual Abuse and Trafficking Prevention. Our students will consistently interact with their peers and adults to problem solve challenging situations.

Riverside Leadership Academy will also have a unique Personal Adult Advocate (PAA) program. Each student will be provided a PAA who serves as a liaison, advocate, and champion for the student. In the younger grades, this adult will typically be their homeroom teacher. In high school, students will have a consistent PAA for all four years. The advocate is a contact for the student and family for all school-related issues. The PAA will make individual contact with families at least once per month to give updates on social, emotional, and educational matters. Each family will receive a call before the school year begins to answer any questions prior to the start of the school year. The PAA build meaningful relationships with the families and are able to be the student's cheerleader through all of the year's challenges and successes helping the student to thrive.

Service to each other and to our community is an important part of our school's culture since we are developing confident,



community focused, future ready leaders. Therefore, students will be required to meet a minimum number of community service hours in order to be promoted to the next grade level (K-2: 5 hours, 3-5: 7 hours, and 6-12: 10 hours). Several of these hours will be completed as part of the Project Based Learning process. Since many of the relevant issues' students try to solve are community based, PBL and this requirement allows our students to serve the community and in turn, develops relationships with local community members.

Each family is also required to complete service hours. However, these Parent Involvement Hours must be in service to their child's educational experience. RLA's families are expected to volunteer for various opportunities on our campus (volunteering in the classroom, participating in school activities, participating in parent organizations, attending meetings on campus, attending school productions, etc.). We believe children do best with a village behind them and, therefore, will do everything we can to engage with parents and community members as partners in education.

Over the course of their educational careers, students will learn to set and achieve personal goals, seek to volunteer their time for the betterment of their communities, and study and open themselves to diverse cultures and lifestyles.



Lisa Weaves

**Comments :**

Required service hours for families can be discriminatory. Would like more details on how the school will protect families that are unable and children that do not have families.

**Q103. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) ([https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\\_115C/GS\\_115C-218.45.pdf](https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf)).**



Riverside Leadership Academy strives for a diverse student body where our targeted population at least matches, if not exceeds, the demographic breakdown of the Craven County and Carteret County LEAs.

According to the Statistical Profile webpage for the State Board of Education/Department of Public Instruction, if we intend to pull 68% of our students from Craven County and 32% from Carteret County, we will should have the following racial and ethnic composition for our student body:

|                                  |        |
|----------------------------------|--------|
| White                            | 57.04% |
| Black                            | 19.24% |
| Asian or Asian/Pacific Islander  | 3.5%   |
| Hispanic/Latino                  | 12.08% |
| American Indian or Alaska Native | .22%   |
| Native Hawaiian                  | .40%   |
| 2 or More Races                  | 7.52%  |

It is estimated that 30% of families in the two LEAs are economically disadvantaged and qualify for Free and Reduced Lunches.

We anticipate having an EC population of 14%.

Our targeted demographics includes 4% EL students.

**Q104. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?**



Out of the 25 Craven County Schools LEA, none exceeded growth in 2019. 14 met growth and 6 were low performing. None of the elementary schools earned an A in 2019, 4 earning a B, 7 earning a C, and 3 earning a D. None of the middle schools earned an A either. 1 earned a B, 1 a C and 3 a D. The two early college high school earned an A. Of the other 3 high schools, 1 earned a B and 2 earned a C.

While 54% of high school students in the state are enrolled in A.P. course, only 29% of Craven County high school students are. 26% of those students pass the A.P. exam compared to 49% of the state.

There are several components of our educational model that will meet the needs of our target student population. To provide equitable access, we will have a weighted lottery, reserving 30% of our seats for students who qualify for the Free and Reduced Lunch Program. We will also offer free and/or reduced lunches to those who qualify and have a stockpile of breakfast and snack items so that these students can perform the best without a hungry stomach.

We will not require that students take the AP exam if they desire to take an A.P. class while teaching it with PBL and workshop techniques will allow it to be differentiated so that more students may benefit from college level classes.

To help all our students succeed, we will have 4 EC teachers in year 1 and grow to 6 EC teachers by year 6, keeping the EC teachers caseloads around 16-18 students each. Our small class sizes with an average of 20 students in each and dedicated TAs in K-1 will ensure that our EC students receive the attention they deserve. Our building will be ADA compliant so that our students will be able to move freely without undue burden or space limitations. Our EL students will be served by our SIOP trained teachers.

Project Based Learning has been shown to strengthen the skills of all students – not just high achievers. Having PBL projects will provide real-world context for the learning and provide students with hands-on practice of concepts versus rote memorization. All subjects will be taught using a workshop model. Reading will be done in small guided reading groups, allowing for differentiated texts at the students reading guided level. The focused instruction ensures adequate mastery for a range of student skills. The same is true in math where differentiated guided math groups help students build confidence and learn skills and strategies to solve increasingly challenging problems. Voyager Academy in Durham and Falls Lake Academy in Creedmoor both pull students with a wide range of skills from several LEAs and use PBL and similar guided workshops. Their scores outperform the state percentages as well.

**Q105. 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).**

The total projected enrollment of Riverside Leadership Academy will be 780 students in grades K through 12. RLA will achieve total enrollment in year 6 of operation with an enrollment of 60 students per grade level.

Craven County's Average Daily Membership is 12,470 for those grades served. Since we anticipate 68% of our students enrolling from Craven County, we would be enrolling 4.25% of their ADM.

We anticipate 32% percent of our students will be from Carteret County whose total enrollment for grades K through 12 is 7,854. We will be enrolling 3.18% percent from the LEA.



Q106. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?





One of the differences between Riverside Leadership Academy and the schools that currently serve the targeted population is that all teaching will be executed through Project Based Learning with fidelity. Projects at RLA will take many forms. Some will integrate several subject areas, connecting multiple fields of thought, and spanning several weeks. Others will be contained within a single discipline and may last only two weeks. All, however, will offer rich educational experiences engaging children in meaningful work that matters to them with tasks and inquiries designed to meet educational standards. For example, in a first grade math class, the educator will teach a concept that directly relates to the skills students need to answer their essential question and complete their project. If the students are creating and selling books about endangered species to raise funds for a wildlife organization, they need to be taught how to add and subtract money. They are learning those lessons in alignment with the project, giving them a purpose for their work. Meaningful PBL has several key components:

- A need to know providing an authentic reason for learning
- A driving question focusing investigations and provide purpose and challenge
- Student choice among options for learning and presentation
- 21st century skills including collaboration and critical thinking
- Opportunities for inquiry and innovation
- Opportunities for achieving best work through feedback, revision, and reflection
- Public exhibition of work

Through these experiences, students will practice and develop habits of mind and characteristics of life-long learners including persisting, thinking flexibility, striving for accuracy and precision, questioning and posing problems, creating, imagining and innovating, and thinking interdependently.

Many of the schools in the local LEA have had to cut their arts classes, especially their theater arts classes. Riverside Leadership Academy will offer a plethora of arts electives in dance, theater, visual arts, and music. These classes will also be taught through Project Based Learning with the different levels of students working together to stage productions of plays and musicals.

We will use a workshop and small group model in all our classes. In reading workshop, students will read a variety of texts individually and in groups to ensure that they gain adequate exposure to a range of texts and tasks. In small guided reading groups, the teacher provides differentiated instruction at the student's reading guided reading level. In writing workshop, students write across genres to produce authentic products. The focus for instruction each year ensures that students gain adequate mastery of a range of skills and applications. Through individual writing conferences with the teacher, students are given specific feedback about what they are doing well and what they can improve. In math workshop along with differentiated guided math groups, students learn to think like mathematicians and use math skills and strategies to solve problems.

At RLA, we care greatly about our students' social-emotional success and the connections they form with their peers and the adults in the school. One of our unique programs at Riverside Leadership Academy is our Personal Adult Advocate (PAA) program. Each student is provided a PAA that serves as a liaison, advocate, and champion for the student. In the younger grades, this adult is typically their homeroom teacher. Once students enter high school, students have a consistent PAA for all four years. The role of the advocate is to be a contact for the student and family for all issues regarding school. The PAA makes individual contact with families at least once per month to give updates on social, emotional, and educational matters. Each family receives a call before the school year begins to answer any questions prior to the school year beginning. Adults build relationships with students and are able to be cheerleaders for students



through all of the year's challenges and successes.

We will use Responsive Classroom (RC) as our system of classroom management and social emotional learning curriculum from kindergarten through twelfth grade and truly take the time to build the relationships need for success in the classroom and school. RC's main goal is promoting optimal student learning and creating a caring community of students and staff. It is a research-based program that shows students learn best when they feel safe, challenged, and happy. The main components of RC are Morning Meeting, Hopes and Dreams, Rule Creation, Guided Discovery, and Logical Consequences. In the lower grades, during the first six weeks of school, students spend time learning the rules, routines, and procedures that will foster our students as independent learners and will help our classrooms run smoothly. Morning Meeting is an opportunity to connect with classmates and build a strong classroom community. During Morning Meeting, students will gather on the carpet and have time to greet each other and share any news they might have. In addition, students will work together to create a set of classroom rules that encourage responsibility and kindness. When children are involved in setting the standards for their classroom behavior, it is more meaningful to them. Guided Discovery allows students to explore new materials and classroom activities in an organized fashion, under the guidance of the teacher. The use of Guided Discoveries will help to make sure that students know how to properly care for materials in their classroom. Sometimes students make choices that are not acceptable. When this happens, we will use Logical Consequences; we will respond to the student's misbehavior in a way that encourages the student to correct the situation and learn from their mistakes without losing their dignity.

Middle school teachers will work to build an academic community during the first four weeks in much the same way using RC resources geared towards adolescents. Once our students enter ninth grade, they will take Freshman Seminar: This is an academically based course taught by each full-time teacher that will offer students instruction in study skills, organization strategies, goal setting, and time management techniques. Students will focus on topics ranging from adjusting to high school life to planning for their future. These Freshman Seminar cohorts will become the student's homeroom class and their Frshman Seminar teacher will become their PAA for the remainder of their high school career.

If needed and recommended by their PAA, seniors can take Senior Seminar. This course is designed to allow students to work independently on their Senior PBL, begin the college admission process with critical feedback, and improve goal setting with the instructor on an individual basis. This course will give students the opportunity to work through the research process with the instructor, discerning credible sources, and integrating sources into a research-based paper to accompany the Senior PBL. It will also allow students to budget their first year of college or first year of post-graduation and other important first-year college or work-related topics.

Our school psychologist will also be our Military and Community Liason. The person in this position will not only do the required screenings and testings required for our students, but also counsel those students whose parents are in the military and may have been or may be deploying. They will also talk with seniors who plan to join the military upon graduation. With a school so close to military bases, we recognize that many of our students will face unique emotional needs and that their families might need additional community support. We are prepared to provide that for them.

Riverside Leadership Academy is also going to be a K-12 school at full enrollment. We will have all of our students on one campus. This is unlike the schools in the LEAs that keep the grade spans completely separate. Having a contiguous campus helps our families with one drop-off site, allows older siblings to pick up younger siblings after school, and .gives students a sense of continuity

Service to each other and to our community is an important part of our school's culture. Students are required to meet a



minimum number of community service hours in order to be promoted (K-2: 5 hours, 3-5: 7 hours, and 6-12: 10 hours). Many of these hours are completed as part of the Project Based Learning process. Many of the relevant issues' students try to solve are community based which allows our students to serve the community and in turn, develops relationships with local community members.

Each family is also required to complete service hours. However, family service hours must be in service to the school. Families are expected to volunteer for various opportunities on our campus (volunteering in the classroom, participating in school activities, participating in parent organizations, attending meetings on campus, attending school productions, etc.). We believe that it takes a village to raise a child and therefore do everything we can to engage with parents and community members as partners in education.

**Q107. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results**



Riverside Leadership Academy's Board of Directors has been hard at work generating support for the school. We have formed a relationship with Lenoir Community College to guarantee that one of the local community colleges will partner with RLA to offer Career & College Promise courses to our high school students (see Appendix O). We have developed a relationship with the board of New Bern Civic Theater who looks forward to partnering with us as we plan our student productions. We've had offers from local businesses like Nautical Star Coffee Company and Carolina Bagel and Deli for gatherings and fundraisers. We also spoke to over a dozen local businesses that cater to families so that they are aware of Riverside Leadership Academy. The businesses agreed to let us display our flyers and to make them available to their customers.

We have assessed demand for the school through several avenues:

- Facebook groups:
  - As our board was forming, we wanted to assess demand for the school and ensure that the mission we believed in had a place in New Bern. We joined several Facebook groups: New Bern Good News; Relocate New Bern, NC; New Bern, North Carolina; and New Bern/Havelock Moms group. We posted in those groups asking what people thought of the schools in Craven County, what they would want to see in a new school, and what interest they would have in helping out with forming a new school. The comments, messages, and meetings that resulted from these posts have helped spread the word about RLA and helped shape its mission and vision. We also connected with realtors in the area who are now aware of our building and land needs.
- Flyer Drop-off:
  - As mentioned above, we spoke to at over a dozen local business about RLA and either hung up fliers or left them on the counter for their patrons. We were able to talk with customers and spread the word about RLA.
- Survey:
  - 42 respondents took our survey.
    - 36% of respondents said that they felt neutral about their current school options; 29% of responses were unhappy; 21% were very unhappy.
    - 95% of respondents said they think that residents of Craven County and the surrounding areas would benefit from Riverside Leadership Academy; 4.8% (2 respondents) were unsure.
    - 35.7% would be very likely to send their children to a school like RLA; 31% would be likely; 31% would be somewhat likely (need to learn more); and 2.4% (1 responded) would be unlikely.
    - 42.9% of respondents have 2 infant to middle school-aged children in their care; 33.3% have 1 child; 11.9% have 3 children; 2.4% have 4 children; 7.1% don't have children in their care, but know of children who would benefit from RLA.
    - 19 of the respondents have children not yet in school or in preschool; 3 in kindergarten; 7 in first grade; 5 in second grade; 6 in third grade; 4 in fourth grade; 5 in fifth grade; 3 in sixth grade; 4 in seventh grade; 4 in 8th grade; 7 in ninth-twelfth grade; and 2 don't have children but know of children who would benefit from RLA.
  - 106 people have signed up for our interest list via the survey and Schoolmint: the Online Enrollment System.
    - This interest list will help families stay informed about RLA's progress. Families also had to create an account to sign up on Schoolmint. When Open Enrollment begins, these families will already have an account and will be able to quickly and easily apply.
- Facebook and Instagram:
  - 93 people have liked our Facebook page and 30 people have liked our Instagram page. This allows us to engage with families on social media, update them about events and the status of the school. When they interact with the page, their friends will be able to see the activity and learn about RLA.
- New Bern Rotary Luncheon:
  - We were invited guests of the New Bern Rotary and had lunch with the Rotary members. As a result of this meeting, we were able to network with many community and business leaders. We have had follow up conversations with House



Representative Tyson, talked with Brenda Blanco, the city clerk of New Bern who provided us with the history of the different sections of New Bern, and connected with Public Radio East about advertising opportunities.


- Craven County Spring Fling:
  - We had a table and interactive exhibit at the Craven County Spring Fling where we talked to approximately 170 families who were interested to know more and meet our board of directors.
- Picnic at the Park:
  - We hosted a Meet and Greet at Kidsville Playground where we talked to parents and caregivers about our school. Not only were we able to give fliers and information to interested families, we were able to hear their educational goals for their children.
- Coffee Chat with RLA
  - We hosted coffee hour at Nautical Star Coffee Company. We had the opportunity to talk to families about our programming. We also spoke to several people in the education field who stopped in to hear more about charter schools and how we would operate.

**Q108. Attach Appendix A: Evidence of Community/Parent Support.**

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

**Applicant Evidence :**

|   |
|---|
|  |
| Appendix A with Evidence ...  |

Uploaded on **4/29/2022** by  
**Jennifer Adler**



Lisa Weaves

**Comments :**

Letters of support from stakeholder organizations are always helpful.

**8.2. Purposes of the Proposed Charter School**

**Q109. Select one or more of the six legislative purposes the proposed charter will achieve, 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:**

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



- Hold schools accountable for meeting measurable student achievement results.
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
- Improving student learning.
- Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
- Encourage the use of different and innovative teaching methods.

Q110. Provide a brief narrative to coincide with **each** applicable legislative purpose(s).



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

RLA will create new professional opportunities for teachers through its comprehensive professional development plan, training them in Project Based Learning, Responsive Classroom, the workshop and small group instruction model. Teachers will work collaboratively to plan Project Based Learning units, rubrics, and models that will become the standard by which projects are planned and executed. Six teachers (2 from each grade span), nominated and elected by their coworkers, will also serve on the Teacher Advisory Council (TAC). Similar to our Parent Advisory Council (PAC), TAC will meet with the lead administration at least monthly and more frequently as needed to serve as an advocate for the staff, relaying any concerns, ideas, or questions, and then reporting back to the staff in a meeting private from school leadership.

**Hold schools accountable for meeting measurable student achievement results**

RLA will implement its educational plan with fidelity. This plan will utilize a data-driven approach to teaching and learning. It will incorporate research-based materials and instructional methods, enabling all students to make yearly progress to meet grade-level expectations for proficiency and growth. For example, students in grades K-2 will participate in iReady assessments in the areas of reading and math and Dibbles assessments in reading. Results of these assessments, along with classroom assessment data will be used to create small groups for instruction. The data will also determine which students participate in our Title I Reading Specialist program, our math interventionist groups, our MTSS intervention groups, and our extension groups. Our groups are flexible and students move in and out of groups depending on student need.

Students in grades 3-8 will participate in End of Grade assessments and final exams for all core subjects. This data along with iReady data and classroom assessment data is used to inform instruction for classroom groups and intervention groups. EVAAS data for teachers is also used to help determine teacher placement to ensure we maximize teacher strengths to meet student needs. High school students participate in End of Course Assessments, PSAT, PreACT, and ACT exams, as well as AP exams, Final Exams, and the ASVAB. With such a wide range of data for high school students, teachers and administrators can combine classroom observations with student assessment results to adjust instruction to meet student needs. MTSS intervention groups are created using this data, along with HS course planning and teacher placement. Teachers use data to better align instruction with ACT results and PSAT results. All grade level teacher data is used to help determine Professional Development opportunities to better meet our students' needs.

All teacher evaluation data will be uploaded into NCEES to provide open communication with the LEA and state, but RLA will also administer evaluation tools via iForms or a similar app to measure teacher effectiveness as it relates to student growth and our specific academic and social curriculum. These collective reports will be shared with the Governing Board to help the Board review and assess student achievement. RLA will strive for a consistent & fair evaluation of each student. K-5th grade report cards will be standards based, reflecting student performance as well as indicators of success for expected grade level performance. 6th-12th grade report cards will use a ten-point grading scale. All report cards will describe the students' current levels of mastery in expected grade level content areas. Home reports will also include performance assessment data as it becomes available, such as the mClass Assessment. All scores will be available through the NC Accountability program (ABC Reports, NC Report Cards) as required by Read to Achieve, and also on the school website, through newsletters, and during on-site conferences. Our school calendar has been created to include fall and spring parent-teacher conference days.



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

Currently there are no other public charter schools in Craven County; the only charter school in the area is Arapahoe Charter School in Pamlico County, 30 minutes away from our proposed location. They also have a waitlist for their students. By being the first public school of choice in Craven County, we are expanding the types of educational opportunities available within the school system.

A cohesive K-12 school with small class sizes allows for opportunities that don't exist at the other schools. For example, our students will have a Personal Adult Advocate (PAA) who will serve as a liaison between the school, family, and student. In the lower grades, the student's homeroom teacher will be the PAA, but high school students will have the same advocate who follows them through all four years of their high school career. The PAA updated parents monthly with the student's obstacles and successes in school.

RLA students will also foster community involvement with a yearly requirement of community service hours. The accrued hours are tracked from kindergarten through senior year at which time the students receive a record of the all the community service they have completed during their entire school career!

Many schools in Craven County have ended their arts programs - having a school with performance arts classes will expand the students' choices in how they portray their creativity. We will also use Project Based Learning as our method of instruction in all classes, providing real-world application to student learning.

**Improving student learning.**

RLA not only teaches its students; it teaches them how to learn. Our first six weeks of school for our elementary aged students, our first four weeks of school for our middle schoolers, our freshman seminar, and our senior seminar, all help equip our students with the skills they need to successfully learn at the different stages of their educational careers.

Our classrooms will have desks with flexible seating and sensory modifications such as bouncy bands, wiggle seats, or pedals under the desks. There will be stations for learning, allowing students opportunities to move around the room. Not only will we provide free and reduced lunches, we will also have a snack cabinet for grab and go breakfasts or snacks for our kids who need something extra in their stomachs to concentrate.

Project Based Learning provides students with real world problems based in their community. By making the lessons applicable to the students' world, they have increased buy-in to their academics. The workshop model and training in decoding assessment data enables teachers to meet the individual needs of all students by allowing them to practice grade-level expectations with individual leveled resources. Students will practice reading and writing with text selections aligned to their guided reading level of proficiency, thus allowing teachers to differentiate instruction and meet the needs of all students.

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

Through its use of Project Based Learning, Responsive Classroom, and guided, leveled workshops, the school is uniquely designed to meet the needs of all students. Project Based Learning gives students voice and choice, increasing their learning opportunities by allowing them to follow their interests and have their work differentiated for them. Additionally, RLA has time built into the daily schedule for either remediation or enrichment, serving both at-risk and gifted students. We will offer a plethora of courses at the honors and AP levels, as well as have a partnership with the local community





college. We will also offer foundation classes for our struggling learners.

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

The leadership team will build connections and skill development across disciplines by creating a space for cross-content projects, shared understandings of standards, and community building. Training is also provided to help leaders and teachers understand and work with the measures of student learning. Prior to opening, all teachers will participate in training tailored to the needs of the school. We will also have ongoing professional development throughout the year, to ensure that teachers develop a specialized skill set in delivering grade-level standards-based projects to activate prior knowledge and measure student growth. Teachers will be encouraged to engage their students' curiosity through essential questions and meaningful projects.

### 8.3. Goals for the Proposed Charter School

Q111. 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.



Riverside Leadership Academy's Board of Directors has established goals in the areas of operations, academics, finance and governance to outline the expectations for RLA's first 5 years of operations. They are as follows:

| Area       | Type                                  | Goal   | Measured By  |
|------------|---------------------------------------|--|--|
| Operations | Average Daily Attendance Goal         | RLA will have an average daily attendance goal of 95% in years 1-5.  | monthly and ongoing PowerSchool reports  |
| Operations | Student Enrollment Goal               | RLA will become an enduring institution entrenched within the community, evidenced by 98% target enrollment for the first year and 100% target enrollment for years 2-5.   | PowerSchool data   |
| Operations | Parent Involvement Goal               | RLA will build a school culture of committing to our mission by having parents annually involved in at least 10 hours on-site of their child's school experience.  | Parent Involvement Tracker (Google Form maintained by admin assistant)   |
| Operations | Active Citizenship Goal               | RLA will build a culture of committing to our mission by having 100% of students grow empathy and leadership by completing required community service hours each year (K-2 students will earn 5 hours per year; 3-5 students will earn 7 hours per year; 6-12 students will earn 10 hours per year). | Data Tracker maintained by students and families and verified by Personal Adult Advocate                               |
| Finance    | Budget vs. Actual Expense Report Goal | RLA will meet 95% budget expectations in the first year and, thereafter, will operate within a budget, maintaining a 5% yearly surplus set aside to build a reserve fund.  | contracted financial services monthly and annual budget reports<br>financial auditor reports<br>budget surplus amounts |



|            |                             |   |  |
|------------|-----------------------------|---|--|
| Governance | Board of Directors Goal     | RLA will maintain a strong Board of Directors with a minimum of 5 members from diverse backgrounds who are annually involved in at least 5 hours of on-site school events.  | attendance at 3rd party sourced board trainings<br>attendance at board meetings<br>attendance at school events |
| Academic   | Academic Growth Goal        | By year 5, 90% of our students will demonstrate academic growth.  | EOG/EOC data<br>mClass data<br>MTSS tracking system and documentation provided by teachers                     |
| Academic   | Overall Academic Goal       | RLA will exceed the overall proficiency scores of the local LEA and NC students by 3% in reading, math, and science by year two. Each year after, the percentage will continue to rise. By year five, RLA will exceed the overall proficiency scores by 5%. | Benchmark assessment data<br>NC EOG growth assessment data<br>NC EOG tests and NC accountability model         |
| Academic   | Project Based Learning Goal | RLA will build a school culture of committing to our mission by having 100% of our teachers trained in Project Based Learning implementation and 100% of our students engaged in Project Based Learning in year 1 and onward.                               | attendance at PBL trainings<br>teacher lesson plans and PBL rubrics<br>Presentations of Learning               |

Q112. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?



It is the responsibility of the Riverside Leadership Academy School Board to provide oversight and support that requires and enables RLA to meet all of its goals set forth for the first five years and beyond as listed above. Therefore, the Board of Directors will consistently assess RLA's mission and the work RLA does to achieve it. The Governing Board will hold monthly, open meetings. At these meetings, the lead administrator will present reports inclusive of enrollment, academics, compliance, fundraising efforts, community relations and more. The Board will review the lead administrator's assessment of data relating to student academic achievement which includes benchmark assessment data, student performance on EOC/EOG testing, mClass, and other pertinent academic performance data. The Board and the lead administrator will compare student performance with the local LEA and state averages with the goal of consistently outperforming both entities.

Teachers and students will also be invited and regularly attend board meetings to share projects, articulate unique features of the learning environment, and celebrate student successes. During this time, board members will see specific artifacts representative of the educational program. Coupled with the board's goal of at least 5 hours on-site annually at school events, the board will be able to see how RLA is working toward developing confident, community focused, future ready leaders.

The board will also work cooperatively with its contracted service providers to ensure fiduciary responsibility. RLA's board will receive and review monthly financial statements to ensure that expenditures are consistent with RLA's financial goals. The board will contract with an independent financial services provider to ensure appropriate segregation of financial duties and reporting. Each year the board will review the audits and set appropriate budgets that utilize the school's revenue and resources to meet the previously identified goals. They will discuss long term financial goals and make appropriate budgetary decisions that will help the school achieve these goals. Any changes to the operating budget will require board approval.

RLA's Board will review survey data collected each spring as well as academic data to measure RLA's success and provide feedback that will be used to create a School Improvement Plan aligned to the North Carolina Continuous Improvement Model. Board members will also review student retention and enrollment growth to determine the academic program's effectiveness. The Board will execute changes where necessary and continually assess the program metrics to determine the efficacy of the school's education program. The Board of Directors will continually participate in a continuous improvement process to ensure advancement.



## Section



Lisa Weaves

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 9. Educational Plan

### 9.1. Instructional Program



Q113. 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

Riverside Leadership Academy will follow a Project Based Learning instructional framework to deliver instruction across subject areas. Students complete projects over an extended period of time that require them to solve real world problems or answer complex questions while incorporating grade level standards. Their knowledge and skills are demonstrated by developing a product and presentation for an audience. This allows students to take responsibility for their own learning. Content knowledge is assessed throughout the project process. Students are given individualized, differentiated instruction in the areas of literacy and math through small group instruction in grades K-8. Flexible grouping is used based on student assessment data.

| Instructional Method  | Subject Area           | Grade Levels | Targeted Student Population | Assessment Strategies  |
|---|------------------------|--------------|-----------------------------|--|
| PBL   | All Subjects           | K-12         | All Learners                | Content Rubrics<br>Collaboration Rubrics<br>Presentation Rubrics                 |
| Guided Reading using the Science of Reading, Foundation Lessons | Literacy               | K-5          | All Learners                | mClass Assessments, iReady Assessments, Running Records, Foundations Assessments |
| Socratic Seminar, Disciplinary Literacy Skill Instruction       | Literacy/Content Areas | 6-12         | All Learners                | iReady Assessments, Pre-ACT, ACT and SAT   |
| Math Talk   | Math                   | K-12         | All Learners                | Classroom Assessments  |
| Math Workshop, Guided Math                                      | Math                   | K-8          | All Learners                | iReady Assessments   |

Q114. Will the proposed charter school serve a single-sex student population?

Yes



No

**Q118. 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.**

Riverside Leadership Academy will have small class sizes in grades K-12 with a ratio of 20 students to 1 teacher. Kindergarten, first, and second grade will each have two teacher aides assigned to each grade level starting in year one to help the classroom teacher work with each child where they are. RLA's K-2 teachers will focus on the whole child. These children will learn through play with limited screen time. The K-2 classrooms will include student tables for group and center work with a gathering area rug for whole group instruction, morning meeting, and dismissal. The students will be heterogeneously grouped in small clusters at tables to promote language interaction and social/emotional skill development. K-2 students will be able to attend a special class once per day and participate in recess daily.

Our 3rd-5th grade classes will remain self-contained and continue to heterogeneously group students in small clusters at desks so that the classroom can be easily reconfigured for different activities. These grades will also focus on station work. Since students will be placed in flexible groups for reading and math instruction, stations will be set up in order to utilize the NC ReThink Ed Station Rotation model of instruction. Students will engage in activities related to their project work, differentiated content area work that is both online and hands-on, and small group instruction with the teacher. Students in grades 3-5 will be able to attend a special class once per day and participate in recess daily.

Students in grades 6-8 will rotate between two core teachers throughout the day. One teacher will teach reading and social studies and the other will teach science and math. Teachers will be experts in their content area. Students will also participate in two elective courses per day. Students will transition between classroom settings.

Older students may require flexibility in seating to accommodate instructional style and specific class activities. Therefore, in the middle and high school, students will have single-person desks appropriate for independent learning and an appropriate testing environment, but the desks can be easily configured for collaborative activities and tasks necessary in Project-Based Learning.

High school students will operate on a 4 block semester schedule. Students will work with their high school counselor to select courses that support their post graduation goals. Honors level and AP courses will be available for students, as well as courses through the local community college through the NC College and Career Promise program.

**Q119. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.**





Riverside Leadership Academy's foundation is a data-driven model of instruction; we have researched a variety of core curriculum materials to promote increased academic achievement. We will provide curriculum directly aligned to the mission of the school and the NCSCOS. We will provide the curriculum needed to promote and support the workshop model of instruction in reading, writing, and math to improve student performance. RLA will select grade level fiction and non-fiction text selections to meet ELA standards (as part of the Science of Reading). We will use Foundations Phonics or a similar phonics program in conjunction with the Science of Reading with our beginning readers. We will use Ready Math which is part of the iReady program. Lessons are tied to the individual skills that iReady identifies as the student's level and need. It evaluates the students and then gives specific small lessons. All of our classes will provide whole group instruction, then small group and individualized time. These materials are all research-based and have been approved by the state of North Carolina.

All assessment materials will measure ongoing progress in literacy, including inventories, running records, conferencing, as well as oral and written comprehension. Performance assessments have the potential to play a powerful role in accelerating learning. Therefore, all students will participate in the expected NC Beginning of Grade (BOG), End of Grade (EOG) and End of Course (EOC) tests for accountability purposes. Our teachers' goals will be driven by their class baseline data and individual student data and aligned to the present levels of their students' performance. RLA will have intervention materials and leveled readers for small groups and MTSS, such as the Fountas & Pinnell Leveled Literacy Intervention Kits and supplemental curriculum materials for ELL and EC students, such as Wilson Reading. Teachers will get feedback from leadership based upon the progress and gains for their class of students throughout the year during benchmarking and at the end of the year standardized assessments. We will set initial and sequential goals for academic performance for all students and subgroups. After baseline assessments are administered, site based leadership will coordinate with the staff to determine school-wide performance goals to measure the effectiveness of the educational program based upon student learning outcomes. Teachers and Personal Adult Advocates will share progress with parents through progress reports, report cards, conferences, and homework folders.

The PBL projects will have a driving question, be planned with the end in mind, and aligned to the NCSCOS standards in each subject area. The Buck Institute for Education's PBL 101, PBL in the Elem. School, and PBL for 21st Century Success will be used as resources and guides for K-12 projects.

Responsive Classroom nurtures empathy by offering children an opportunity to take care of others and build sense of community within the classroom. With the RC Middle School approach, they apply the defining characteristics of RC developmental responsiveness with the goal of promoting strong academic and social emotional skills: engaging academics, positive community, and effective management to the unique needs of adolescents.

All of these pieces of Riverside Leadership Academy's curriculum choices develop confident, community-focused, future ready leaders whose learning is tailored to their individual levels and who will show growth each year.

**Q120. 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.**



One of the primary instructional strategies that teachers will need to master is creating a community in the classroom. To do this, elementary and middle school teachers will be trained in the Responsive Classroom. High school teachers will also attend the middle school Responsive Classroom training and will receive additional support from the counselor and school psychologist in preparing their freshman seminars and senior seminars. These processes have been shown to result in fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction.

The workshop model will help students become proficient and avid readers, expressive writers, and critical thinkers. Students will have protected blocks of time for instruction & application. This includes explicit instruction in all content areas utilizing research based curriculum resources aligned to the NCSCOS and a technology-enriched component for student access to a wide variety of textual resources to demonstrate their learning. The lessons begin with a whole group mini-lesson with the learning objective. Anchor charts developed by the students and teacher during the lesson are utilized as a teaching tool. During the "mini-lesson," teachers set the purpose for learning and scaffolding for students. Teachers open the lesson with an explicit explanation of the expected student learning objective ("I Can" statements). After the mini-lesson, students work in small groups as they rotate through literacy or math work stations. Work stations are designated for specific learning purposes, designed to provide appropriate materials to help students work independently or collaboratively while meeting literacy and math goals. While students are engaged at the work stations practicing the strategies or objectives they've just been taught, the teacher provides guided/direct instruction to a small group of students, differentiated for their instructional level. During Writing Workshop, teachers will conference with students to meet the individual needs of students by assessing their understanding, re-teaching those who need additional support, and challenge those who are ready to "go deeper" into content mastery. Small group instruction may look different across subjects and grades, but all teachers will be expected to master this instructional strategy and apply it in their classrooms.

Teachers will receive instruction in the research-based tactics and strategies supported by the Science of Reading. The Science of Reading is focused on "preventing and remediating decoding weaknesses in students in all grades...provid[ing] educators with the tools and knowledge to teach all students (not just those who learn easily) to read. Teachers will also work together to achieve alignment on academic vocabulary so there is consistency from grade to grade, avoiding what Donyell Dickey calls the "Schizophrenia of Education."

Teachers will also be expected to master the execution of Project Based Leadership projects. Teachers will be effective at using the 8 essentials necessary to implement effective Project Based Learning projects. These essentials of PBL include Student Voice/Choice, challenging problem/driving question, sustained inquiry, critique/revision, authenticity, public product, reflection, and key knowledge/success skills. Teachers will also be able to link these projects with the local community to give students the opportunities to positively impact their community through project work.

By implementing these instructional practices our targeted student population will benefit as they will be able to contribute their unique perspective to the learning environment. Students will be full stakeholders in the community and be encouraged through these specific instructional strategies to take ownership of their learning. Research suggests that by allowing students to have a significant stake in the learning community it will improve their engagement and achievement. Students will also experience real world applications of their curriculum through their PBL instruction. Student achievement will increase as students will realize the relevance of their instruction and make consistent connections with the curriculum and the world outside of the classroom.

**Q121. Explain how the proposed instructional plan and graduation requirements will ensure student**



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readiness to transition from grade to grade and to the next grade span upon program completion.



Riverside Leadership Academy elementary and middle school students will participate in the NC Accountability model and Read to Achieve. We will also implement a variety of assessments (mClass (K-3), NC DPI Math assessments and math tasks (K-2), NC Check-ins for reading (4-8) and math (3-8), BOG reading for 3rd grade, EOG/EOC's, and RLAs internal assessments) accurately measuring student achievement and readiness for promotion to each subsequent grade level. Some internal assessments will include Project-Based Learning rubrics for each standards-based project. A compilation of these measures of student learning will create a true picture of the students' independent mastery of reading, writing, math, and project work.

The reading passages, anchor texts, and units of study (including fiction, non-fiction, poetry, informational text) books include science and social studies content to encourage a cross-curricular approach to teaching. The inter-disciplinary curriculum model means that students are asked to transfer and build upon what is taught in one subject area while working in another area. We believe this has enormous power to accelerate student learning and increase student academic and social/emotional growth.

The interdisciplinary curriculum is about application, transference, and assessment-based learning. RLA will administer the beginning, mid-year, and end-of-year math assessments and math tasks available on the DPI websites and Tools4Teachers, as we intend to include the scope and sequence for math instructions. RLA will supplement the math program with manipulatives, materials, online math site licenses, such as IXL and iLearn, and other resources to measure student proficiency and growth in math.

At the high school level, RLA will apply the NC Accountability model as the foundation of our assessment model. In conjunction with the NC mandated testing we will apply strategic forms of formative assessment throughout the school year including Benchmark testing. We will administer these assessments three times a year to measure student proficiency throughout the school year. Quarterly each student will receive performance based report cards that indicate student proficiency in the standard course of study.

Students in grades K-2 are required to complete 5 community service hours per year. Students in grades 3-5 are required to complete 7 community service hours and our 6-12th grade students are also required to earn 10 community service hours a year (double if they are in an honors society). Completing the community service requirements allow students to showcase their speaking and listening skills, while also becoming keenly aware of the needs of the community.

In all grades, our PBL projects will have detailed rubrics that measure student performance based on the standard course of study and the PBL learning objectives. Each project has a culminating event where the students present their work to an authentic audience. This process requires students to defend their learning and make connections between their final products, the standard course of study, and the PBL learning objectives. As students move through the grade levels, projects become more sophisticated and require an increased level of student voice and choice. Each year students work on projects that impact the community in a positive manner, tying in community service and project work. During the students' senior year, students will be asked to independently plan and implement a final project. The project will showcase the students' written and oral communication skills. Students will also have the opportunity to investigate a subject that the students feel passionate about. Each year students will have opportunities to reflect on their learning and present their learning to an authentic audience. In addition, students develop mastery of their leadership skills including public speaking, collaboration, and voice and choice.

Students will also participate in iReady assessments periodically throughout the school year to measure their grade level proficiency and growth in the reading and math from kindergarten through ninth grade. This data along with EOG/EOC



testing proficiency, classroom performance (achieving a proficiency rating), participation in Presentations of Learning (POL), and the assessment of each student's project work in their portfolios will determine promotion from grade level to grade level. Also the implementation of our Mutli-Tiered System of Support (MTSS) will provide appropriate interventions for students who are targeted as being "at risk". This will ensure that any student who falls behind will be provided with the necessary interventions to make up any proficiency gaps before transitioning to the next grade level.

**Q122. Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.**

While we will try to closely align our calendar with the local LEA's to be mindful of our families with siblings at surrounding schools, there will most likely be differences because, in order to have a calendar that coincides with the tenets of our mission and education plan, we need to ensure that our semesters and testing periods aligned with those of the local community college. Doing so will allow our qualifying high school students to participate in the College and Career Promise and become future-ready leaders who have a jumpstart on their college degree with the College Transfer Pathway (CTP) or their careers with the Career and Technical Education (CTE) Pathway.

Our education plan calls for teachers versed in Project-Based Learning, Responsive Classroom, and team teaching. To ensure our teachers are prepared to give their best from the first day with students, we've planned for ten teacher workdays prior to the start of school. Aside from time for professional development and other beginning of year tasks, these ten extra days allow time for teachers to contact their advisories, establishing the meaningful connections between families and staff members.

Our academic calendar will be based on 1025 instructional hours. Each year, an additional 30 hours of instruction will be built into the calendar to account for school closings due to weather or other acts of nature. This cushion of days allows for minimal disruption when school is closed; make-up days do not need to be added to the calendar at the last minute unless the 30 instructional hours (5 days) are exceeded. Families are better able to plan for work schedules and vacations.

We also build in Riverside Leadership Academy mental health days once per quarter. This break in the middle of the quarters allows the entire school community (teachers, students, parents) a reprieve from the day to day stresses and encourages healthy habits. Our school counselors provide examples of activities that can be considered beneficial for mental health. There are also teacher workdays once per quarter designated for professional development and teacher tasks, helping our teachers retain a work-life balance.

**Q123. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.**



Each school day at Riverside Leadership Academy will be seven hours and fifteen minutes. Depending on the mandates of our traffic study, our school day will begin at 8:00am and end at 3:15pm.

RLA will offer 90 minutes of instruction for math and reading in the elementary grades. All other subjects at the elementary level will be an average of 50 minutes each. Middle school courses will be 50 minutes long. High school courses will be on the block schedule with 90 minute classes for 4 periods a day.

Our daily schedule also allows for students to participate in Project Based Learning and receive support as needed. Students at all grade levels will have built in intervention time in the daily schedule. This time will allow for remediation, acceleration, and/or project work.

Q124. Describe a typical day for a teacher and a student in the school's first year of operation.



Mr. Ellis is a high school math teacher. He arrives at school at 7:30. His day usually doesn't begin until 7:45. However, today is Mr. Ellis's day to tutor his students before the school day begins. He turns on his classroom lights and sets up his laptop. Then he quickly rushes to the teacher work room to make a cup of coffee. As he returns to his room, he sees a small group of students heading to him for tutoring. After a quick greeting, the students enter the room and take out their intervention folders. Mr. Ellis and the students pick up on the interventions he has planned for Math 3 together at a table. Mr. Ellis tracks the students progress and celebrates success. The students work with Mr. Ellis until 8:10am and then head to their lockers to prepare for their day.

Mr. Ellis welcomes his 1st period students for Math 3. Students get out their project folders and sit with their Project Based Learning cooperative groups. Mr. Ellis reminds students of their driving question "How can the Junior Math 3 and Physics students create cheat guides for 4th graders playing Angry Birds so the students win every game?" In math, the students will be working with their groups to do the calculations of the trajectory of the catapults that they created in physics class. Students take out their data from the tests of the catapults. Mr. Ellis does some example calculations with the whole group and then asks students to work with their data doing the same process. He rotates around the room to assist student groups that get "stuck". Students work in groups for 45 minutes. Mr. Ellis then asks students to put away their calculations and begins some math discourse on how students can relate the math they are currently working on to a 4th grader's understanding of "Angry Birds" the video game. After a deep and meaningful discussion, groups take some notes on ideas for their project. Mr. Ellis calls the group together one last time before the end of class and asks students to do a 3 minute reflection on today's learning and group accomplishments in their project folders.

It is time to change classes. During Mr. Ellis's second period AP Statistic class, he models multiple examples of probability questions and the class discusses the process for solving each. Mr. Ellis then provides students with a real world question and asks students to work in groups at their tables to solve the problem. Student groups work out problems and share solutions on the white boards around the room. Deep discussion regarding choice of solution is had by students and facilitated by Mr. Ellis. At the conclusion of the lesson, Mr. Ellis asks students to write and solve one question and ask one question as an exit ticket upon leaving his class. Students hand in the papers to Mr. Ellis on the way out the door.

Mr. Ellis has lunch with his group of PAA students. He serves as their personal adult advocate. Mr. Ellis spends this time interacting with students and learning about their lives. He knows how important this relationship building time is for his students and engages in conversations to learn more about his students. At the conclusion of lunch the students move to their SAIL (Students Achieve with Individualized Learning) intervention block.

Today is Monday, so all students report to first period intervention time. This means that his first period students will be returning to his room for individualized learning time. Mr. Ellis will be helping a group with interpreting functions and then assessing their progress. All the while some of his more advanced learners will be using some of their geometry skills to design some set pieces for the theatre arts class. A third group of students will be working on Khan Academy to graph polynomials. They will chart their progress in their SAIL time Google docs.

At the end of intervention time, students move to third period and Mr. Ellis has planning time. Today, Mr. Ellis prepares for an upcoming IEP meeting and records his data from his earlier classes. Mr. Ellis will also research alternative ways to teach polynomials to his students in hopes of reaching more learners. Planning time goes quickly and it is time for Mr. Ellis's 4th period class.

Mr. Ellis has another section of Math 3 during 4th period. He picks his group up where they left off yesterday in their project work. He goes over some common themes in their learning reflections from last week and quickly gets students



back on task with their projects. The remainder of 4th period looks similar to first period.

The final bell rings and it is time for dismissal. Mr. Ellis has parking lot duty this quarter and heads outside to monitor traffic in the student lot. He wears his reflective orange vest and stands at the exit of the parking lot ensuring no traffic enters during dismissal. Today is a nice day with no rain in the forecast. Traffic duty goes quickly and Mr. Ellis returns to his classroom. He takes a few minutes to reflect on his day and make adjustments for tomorrow's lessons. He has an IEP meeting in a few short minutes so he has a snack and heads to the conference room with his data notebook and computer. At the conclusion of the IEP meeting, Mr. Ellis returns to his room to lay out the materials for the next day and heads home for the day.

Sally is a 3rd grade student. She arrives at school via carpool. She is greeted in the line as a staff member opens her car door signaling that it is safe for her to exit the vehicle. She is wished a good day by the staff member and she heads inside the building. Sally is greeted by name as she enters the building by her administrator. As she travels down the hall, she sees a friend that is also in 3rd grade. They decide to walk together to their classroom. Sally's teacher is at the door to greet Sally and her classmate. They exchange good mornings and Sally heads directly to her table to put down her chair and unpack for the day. She places her lunch box and her water bottle in her cubby. Her coat and bookbag are hung on her assigned hook. She turns in her homework folder to the designated basket and returns to her seat at her table. Sally looks to the board for today's "quick write" prompt. Today she will respond to the following prompt in her writing journal " My favorite activity to do on a hot day is..." Sally quickly gets to work on her writing while other students are entering the room and unpacking. The tardy bell rings shortly after and the morning announcements begin. Sally and her classmates stand for the Pledge of Allegiance. Students return to their seats and listen intently as the announcements are completed. Students get back to work on their "quick write" while their teacher takes attendance and makes any further morning announcements. Students are then asked to share their quick write responses with the class. Volunteers take turns going to the front of the room to share their thinking and writing with their peers. During this time students know that they are to use their presentation soft skills and practice speaking clearly and making eye contact with their audience.

It is now time for ELA. Sally joins her entire class on the carpet for a read aloud by her teacher. Her class is currently investigating their driving question "How do we, as third graders, communicate to our community the importance of choosing renewable resources over nonrenewable resources, whenever possible, and making energy efficient choices in our daily lives?" Today's read aloud is a non-fiction text where students will receive a mini-lesson on text features and learn about renewable and nonrenewable resources. At the conclusion of the mini-lesson and read aloud, students move into stations where they receive individualized instruction in small groups based on reading assessment data. As part of their station rotations, students also work with their PBL group to write a script for their public service message. Students then participate in a writing lesson where students learn about adjectives and how to use them to give great details in their writing. Students are asked to work with their PBL groups to add some adjectives to their Public Service Announcement. At the conclusion of the ELA block, Sally and her classmates enjoy a quick snack before moving into place for Science.

During Science class, students continue to learn the difference between renewable and nonrenewable resources and make a list of examples of each. This information is very important for their project research and trip to the Craven County Waste Industries department later in the month. Following the Science lesson, students travel to specials.

Today is Sally's favorite special- Library! Sally is excited that today she gets to check out two books and take them home to read. She will be looking for new Cam Jansen books today. When library is over, Sally's class takes a quick trip to the restroom and then returns to the classroom to prepare for lunch.





Following lunch, Sally and her classmates have SAIL time. During this time, students receive individualized instruction. Sally has been receiving enrichment activities to excel her math achievement. Now it is time for math. Math is Sally's favorite subject. In math, students are looking at multiple ways to model less or greater than. Sally's math group will be comparing tonnage of waste data collected from Craven and three other surrounding counties. At the conclusion of the lesson, Sally and her classmates are asked to complete an exit ticket.

Its transition time once more. Sally loves Social Studies class. Students are currently learning about the responsibilities of citizens. The teacher facilitates group discussion in relation to the Driving question. Groups mark their newly learned information on their project process chart and reflect on their learning.

It is time for Sally to head home for the day. Sally rides the bus home in the afternoon. She is excited wrap up another great day at RLA!

**Q125. Will this proposed school include a high school?**

- Yes
- No

**Q126. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.**

Once our high school students complete the Future-Ready core requirements they will possess the skills necessary to succeed in college and their desired careers. Students at RLA will follow a prescribed curriculum through the various grade levels. Each grade level will have a social studies, English, math, and science teacher to deliver instruction for the core subject areas. Each High School core teacher will also teach an elective course in their discipline to provide elective course options for our students. In their 12th grade year, students will be required to complete a yearlong independent project where they explore their passion to make a positive impact on their community, make connections that can help them after high school, and explore a chosen field of interest. The project will consist of a final public presentation of learning.

**Q127. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.**



To earn credit hours high school students must receive 60 or higher on the 10-point grading scale for their final grade in each course. The final grade will be a combination of the semester grades and the final exam. The semester grade is determined through project grades, along with other categories of student assessment. Teachers will tie all project rubrics to PBL learning objectives and the standard course of study. Each student's proficiency level will be translated to a number grade. All grades and course completion information will be entered into Powerschool, the preferred student information system.

Students' Personal Adult Advocate (PAA) will also guide them in completing their graduation checklist and consistently discuss the Future Ready core requirements with students and their parents. Grade point averages will be calculated on a 4.0 scale. We will use the following scale to convert student final course grades to GPAs:

| Percent  | Letter Grade | 4.0 Grade Scale |
|----------|--------------|-----------------|
| 100-97   | A+           | 4.0             |
| 96-93    | A            | 4.0             |
| 92-90    | A-           | 3.7             |
| 89-87    | B+           | 3.3             |
| 86-83    | B            | 3.0             |
| 82-80    | B-           | 2.7             |
| 79-77    | C+           | 2.3             |
| 76-73    | C            | 2.0             |
| 72-70    | C-           | 1.7             |
| 69-67    | D+           | 1.3             |
| 66-63    | D            | 1.0             |
| 62-60    | D-           | 0.7             |
| Below 60 | F            | 0.0             |

Students who take honors/A.P. classes will receive additional weight. Students will receive .5 for honors classes and 1.0 for AP courses. RLA will use the weighted GPAs to determine class rank.

RLA will use Powerschool to create student transcripts.



**Q128. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).**

Our high school students will follow the Future Ready Core Course Requirements for graduation. In addition to those requirements, all seniors must complete a yearlong independent study. This project pairs students with community members, forging meaningful connections which will help our students in the next phases of their education and/or careers. If seniors need extra support and time during the school day to complete this project, they can be recommended for Senior Seminar. This course is designed to allow students to work independently on their Senior PBL, begin the college admission process with critical feedback, and improve goal setting with the instructor on an individual basis. This course will give students the opportunity to work through the research process with the instructor, discerning credible sources, and integrating sources into a research-based paper to accompany the Senior PBL. It will also allow students to budget their first year of college or first year of post-graduation and other important first-year college or work-related topics.

Project Based Learning prepares students for their post-secondary education and future careers by providing opportunities for students to apply their leadership skills in real-world scenarios. Within each PBL unit, alongside the Standard Course of Study objectives, students are also learning collaboration, communication, creativity, voice and choice, and perseverance.

By completing the required community service hours, our students develop their empathy, hone their responsibility, and broaden their circles. Whether our students choose to stay in the area or explore beyond their hometowns, they will be community-focused stakeholders who advocate for what they and other people need.

**Q129. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.**

We believe our North Carolina adopted model of Multi-tiered Systems of Support (MTSS) will offer support for our students who are falling behind. RLA will have "SAIL" or "Self Actualized Individualized Learning" remediation time embedded in our daily schedule from kindergarten all the way through 12th grade.

We will also utilize block scheduling which, among other benefits, makes credit recovery during the school year possible for those students who were not successful the first time they attempted a course required for graduation. If students do not want to repeat a class during the academic year, we will also offer a summer credit recovery option.

Credit recovery, however, is a last resort. Embedded in RLA's mission and tenets is the belief that when a cohort of concerned and committed people come together to help students, the students feel empowered to succeed. Through our Personal Adult Advocate (PAA) system, each student will have a staff member who helps them track their grades and graduation requirements, encourages them to seek the additional help they need, and acts as a liaison between the student, their family, and their teaching, creating a safety net to prevent any student from slipping through the proverbial cracks by not being seen or heard. Our School Psychologist-Military Liason will do home visits for any senior at risk of not graduating and meet with the parents and student to help the student get back on track to graduate.




**Q130. Attach Appendix C: 9-12 Core Content Electives** Provide a visual description of what courses (both 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.

Please see the attached document for a full description of our 9-12 Core Content Electives. Some of the elective classes listed will only run if 10 or more interested students sign up for them. These classes will be taught by the core content teachers. Certain honors level courses such as honors level psychology are not listed here because students will be able to take classes through our partnership with Lenoir Community College. LCC offers virtual options and will send a "travel teacher" if 10 or more students are willing to take the class.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 6

Applicant Evidence :


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|  |
| Appendix C_ 9-12 Core Co...   |

Uploaded on **4/28/2022** by  
**Jennifer Adler**

**Q131. Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).** One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

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Applicant Evidence :

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| Appendix B- Curriculum O...   |

Uploaded on **4/29/2022** by  
**Jennifer Adler**



Q132. **Attach Appendix D: Yearly Academic Calendar** (minimum of 185 instructional days or 1,025 hours)

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Applicant Evidence :


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| Appendix D RLA 24-25 Cal...   |

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**Jennifer Adler**

Q133. **Attach Appendix E: Daily and Weekly Schedule** Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

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Applicant Evidence :

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| Appendix E- Weekly and D...   |

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**Jennifer Adler**

## 9.2. Special Populations and "At-Risk" Students

Q134. **Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.**



All Riverside Leadership Academy students will participate in district and state assessments including: NC Math Check-ins, iReady Assessments, EOGs in reading, math, and science, and EOCs. RLA expects all students to work towards a higher level of proficiency on their end-of-year assessments. For example: students will improve achievement levels 1-2, 2-3, 3-4, 4-5; that they will maintain within the expected achievement levels at or above grade levels of 3, 4, or 5; or demonstrate more than one year's growth within achievement levels 1 or 2 as indicated by the developmental scale score of the Assessments.

At-risk students may include those below grade level expectations, those with frequent tardies or absences, those with excessive behavior referrals or those who demonstrate other symptoms of concerns. RLA will identify at-risk students through the NC Child Find program and by implementing a focused Multi-Tiered Student System of Support model (MTSS) team to assess and address the students' needs and to provide ongoing support as deemed appropriate. The MTSS model is a data-based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs. It utilizes learning rates across time to inform important instructional decisions. We will have a systematic approach at each elementary, middle, and high level. Our systematic approach at the high school will include a 20-30 minute period every school day designated for strategic interventions to address the needs of our "at risk" students.

Our MTSS program will move through the following tiers:

Elementary School Tier 1: Core, Universal Instruction & Supports. General academic and behavior instruction and support will be provided to all students in all settings. The workshop model approach to instruction lends itself to differentiated instruction since reading, writing, and math instruction is conducted for whole group, as well as small group instruction at the students' individual instructional level. This method of instruction is good for all students.

Elementary School Tier 2: Targeted, Supplemental Interventions and Supports. This tier will provide more targeted instruction and interventions and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Elementary School Tier 3: Intensive, Individualized Interventions & Supports. This is the most intense tier of instruction and intervention based upon individual student need. It is provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports. It includes increased time, narrowed focus, and reduced group size.

All academically "at-risk" students will be placed on a Student Success Plan (SSP) maintained by the MTSS Team of administrators, teachers, parents, instructional leaders, and counselors. They will address the student's need for additional support for students below level or failing to make gains. The SSP will document all current levels of performance on assessments and will be a tool for ongoing progress monitoring. RLA's master schedule is designed to provide protected MTSS instructional time with a minimum of 30 minutes for interventions and support. Teachers will incorporate the areas of deficiency stated in the SSP into their MTSS block.

Teachers will be trained in MTSS in order to understand their responsibility to provide alternative forms of instruction, curriculum, and assessment to remediate students and help them progress towards grade-level proficiency. Teachers will have access to research-based intervention materials and activities to provide remediation in reading, writing, and mathematics, such as Leveled Literacy Intervention Kits K-8 developed by Fountas and Pinnell and Number World. Behavioral interventions will be implemented for at-risk students whose behavior is negatively impacting their learning. Point cards, task cards, and behavior contracts will be used as needed. RLA's goal is to meet the needs of each student where they are, supporting their development, growth, and progress.



Middle and High School Tier 1: Core Differentiated Instruction: In this tier students receive differentiated instruction in their regular core classes. Teachers will use data to assess each student's ability and adapt their instruction to meet their individual needs. The objective of this tier is to provide interventions at the classroom level to ensure that all students receive this level of support. This level of intervention should meet the needs of 80% of our students. If students are not successful at this level more intensive intervention is required in tier 2.

Middle and High School Tier 2: Supplemental Instruction. In this tier students receive instruction that is supplemental to their regular core instruction. Once students are identified, they will participate in the strategic interventions during the 20-30 minute MTSS period. Each grade level will collaborate to determine what skills, concepts, or curriculum objectives need to be remediated and develop a plan for the students based on their ability. The objective of this tier is to provide interventions on top of the differentiated core instruction that specifically meets the needs of the identified students based on formative data analysis. Approximately 15% of students will consistently benefit from this level of intervention. If students are still not successful after receiving this additional level of interventions they will move to tier 3.

Middle and High School Tier 3: Intensive Interventions: Students who participate in Tier 3 will benefit from small group intensive instruction in conjunction with the interventions of tiers 1 and 2. Students will receive small group instruction from a curriculum specialist with the objective of targeting and closing any gaps in proficiency. This instruction will not replace students' regular core instruction but will be in addition to it. This tier should service about 5% of our student population. Students who are not successful under this level of intervention will be considered for eligibility to receive exceptional children services.

Similarly to the plan at the elementary school level, in addition to the MTSS program, RLA will provide other intervention strategies to support students who are considered "at risk". We will employ online educational resources to address student needs. We will also include personalized student success plans that apply research based interventions to address the specific needs of each student. Grade level teams will develop these plans and communicate their importance to all of the necessary stakeholders. Meetings will take place periodically to assess student progress. This team will determine if more intensive interventions are necessary or if the applied interventions are appropriate.

**Q135. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.**



All five of Riverside Leadership Academy's board members have experience working with special populations.

- Our board chair is an acting charter school executive director. She has daily interactions with all students, including those who comprise special populations. She has 23 years of experience in public education in North Carolina.
- Our vice chair has worked in the public school system for 11 years during which she attended IEP and 504 meetings and implemented accommodations in the classroom. She has been a part of her school's MTSS regarding students at risk of dropping out. Additionally, she developed the honors Theatre Arts program from Craven County Schools where she taught honors English and Theatre Arts classes. She currently provides accommodations for 504 plans at that community college where she now teaches.
- Our treasurer is an acting charter school administrator who has daily interactions with students of special populations. As a middle and high school teacher, he incorporated IEP and 504 accommodations in his classroom daily.
- Our secretary mentors at-risk students at the Little Willie Center in Greenville, NC where she has served on the Board of Directors for three years. She tutors at-risk students and coaches them in life skills.
- Our fifth board member is a parent whose child received services under their IEP. She is, therefore, familiar with the laws concerning students with disabilities, advocating for those students, and attending IEP meetings.

**Q136. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:**

- 1. Methods for identifying EL students (and avoiding misidentification).**
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.**
- 3. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.**
- 4. Means for providing qualified staffing for EL students.**





Riverside Leadership Academy will provide opportunities and interventions for EL learners, supporting them in the classroom with the objective of improving their overall language skills.

1. Students entering RLA must complete a home language survey per NC-GCS-K-000 (16 NCAC 6D.0106). If the student's primary language is not English, RLA will administer the WIDA-ACCESS Placement Test. All testing and services are guided at the state level by the NCDPI Curriculum & Instruction Division. A committee comprised of the parents, the EL liaison (either our EL certified teacher or an SIOP trained teacher), and a teacher will meet to enter the student into an approved EL program.

2. The school will employ specific instructional programs, such as Houghton Mifflin Harcourt's "On Our Way to English" curriculum and ACCESS English resources, ensuring academic success and equitable access to the core academic program for our EL students. An EL certified staff member, known as the EL Liaison, will provide instructional staff with strategies for meeting the additional needs of EL students. Some of these approved methods for supporting instruction supported through LEARN NC are providing alternative instruction whenever the class lessons are extremely difficult for the EL student; arranging small discussion and talking activities that permit students to practice verbal skills; utilizing additional techniques, such as cueing, modeling elicitation, and chunking; utilizing graphic organizers such as webbing and semantic maps; modifying lesson objectives according to the language level of the EL student; using manipulatives to help students visualize the math concepts; allowing students to use computational aids such as number lines, counters, and computation charts. We will provide equitable access to services needed, and ensure provisions and accommodations are made for the student. The workshop model approach to instruction with PBL and technology resources will naturally assist these students in any grade level (as outlined above when describing the MTSS model). Literacy support will be offered for these students and the core program will be inclusive of EL appropriate tests that offer students a chance to demonstrate appropriate progress and growth as they move towards mastery of expectations.

3. The MTSS meetings as described for students failing to make academic progress will be used to monitor the progress of the EL students. An EL liaison will provide teachers with instructional strategies needed in the classroom to support the EL and internal benchmark data will be disaggregated to determine learning gains and academic progress for these students. An SSP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability to achieve high standards of proficiency and to comprehensively communicate in English. In addition, all EL students will be referred to Tier 2 of MTSS where the MTSS Team will meet to discuss interventions and strategies to support the EL student's continued academic success. The EL strategies will be documented in lesson plans, in the SSP, in the EL folder. The effectiveness of these EL strategies will be determined by the teacher observations, student achievement, and progress on RLA benchmarks, and assessments, EOG/EOC assessments, administrative classroom walk-throughs, and daily checks from EL resource teacher. EL students who continue to make academic gains and show a minimum of "basic" performance levels on NC EOG's shall meet the criteria to begin exiting the student from the EL program.

4. Riverside Leadership Academy intends to hire teachers with EL certification to match the needs of our students. However, if that is not possible, especially in Year 1, RLA will provide SIOP (Sheltered Instruction Observation Protocol) ([https://www.savvas.com/index.cfm?locator=PS2rWo&acornRdt=1&acornRef=http%3A%2F%2Fwww%2Esavvas%2Ecom%3A80%2Fsiop&cmpid=7010W000002LCPzQAO&utm\\_source=Google&utm\\_medium=cpc&utm\\_campaign=7010W000002LCPzQAO&utm\\_content=SIOP%20Model&gclid=Cj0KQCjwplmTBhCmARIsAKr58cyVs2iHV8ZdoB6tdPPkaA9-73o4hRs9b6jTkdcw8GxABajY5C\\_as\\_saAtDyEALw\\_wcB](https://www.savvas.com/index.cfm?locator=PS2rWo&acornRdt=1&acornRef=http%3A%2F%2Fwww%2Esavvas%2Ecom%3A80%2Fsiop&cmpid=7010W000002LCPzQAO&utm_source=Google&utm_medium=cpc&utm_campaign=7010W000002LCPzQAO&utm_content=SIOP%20Model&gclid=Cj0KQCjwplmTBhCmARIsAKr58cyVs2iHV8ZdoB6tdPPkaA9-73o4hRs9b6jTkdcw8GxABajY5C_as_saAtDyEALw_wcB)) Model training for at least 1 teacher in each grade level.

**Q137. Explain how the school will identify and meet the needs of gifted students, including the following:**

**1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**



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2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.



Riverside Leadership Academy will provide an academic program where all students are motivated to achieve their ultimate potential. This includes students who are identified as Academic and Intellectually Gifted.

We will identify these students by using a variety of formative assessment data collected by our teachers and administrators. This includes benchmark assessment data, classroom performance, and proven Cognitive Abilities tests. At the elementary school level, incoming students will be identified as AIG through the use of records from their previous schools. For kindergartners or previously enrolled students, criteria includes superior academic achievement as demonstrated on BOG, EOG, EOC, NC Math Check-ins, and iReady assessment scores. Teachers and parents of students identified as gifted candidates may also complete Renzulli checklists that identify academic and behavioral indicators for AIG students. With parental consent, students who meet the criteria will receive a gifted screening (OLSAT). A certified, trained specialist will administer the test; the AIG team composed of AIG certified teachers will analyze the results. Students who meet criteria will be recommended to our AIG program after having an initial "placement for services" meeting with our AIG Team. Incoming students will be identified as AIG through the use of records from their previous schools. Annually any student who is deemed a candidate for AIG status will have the opportunity to be evaluated. Teachers and administrators will closely monitor our AIG students' progress through their individual development plan. We also monitor their performance on formative and summative assessments. We will use this assessment data to ensure their continued academic growth.

1. Once the screening process is completed and students identified, RLA will create Individualized plans for each student based on their giftedness. These plans will provide specific strategies that allow the student to participate in enrichment activities that accelerate the student's learning. These include but are not limited to Science Olympiad, Math Superstars, Geography Bee, Spelling Bee, National Honor/Junior Honor Society, and the use of other digital academic resources that provide content based on the student's ability level. Our workshop model naturally lends itself to enrichment and differentiation at all of the highest levels of Bloom's Taxonomy. Students will have access to higher levels of fiction & non-fiction texts, technology infused instruction, small group instruction at their level in reading, writing, & math, and challenging PBL projects. In a review of research on gifted students in the regular classroom, Johnson and Ryser (1996) describe five overall areas for differentiation: modifying content, allowing for student preferences, altering the pace of instruction, creating a flexible classroom environment, & using specific instructional strategies. The Workshop model and PBL components are natural supports for an AIG student. They each allow students to "go deeper" into their instructional level. Students will have the ability to determine their level of depth based on the detailed rubrics provided. Each rubric will explicitly state what is required of the student to receive an assessment of distinguished, accomplished, proficient or developing. Each level will be differentiated by the depth of knowledge shown by the student and their proficiency at making the necessary connections between the project and the objectives within the standard course of study. Also all PBL projects provide an element of student choice and voice. This will allow AIG students to make decisions about their own learning based on their interests and motivations. In their core classes, middle and high school identified students will be grouped homogeneously in their Language Arts and Math classes. These ability groupings will allow teachers to teach each class based on their level and meet their individual needs. In the the higher level classes teachers will be able to accelerate AIG students by providing activities, readings, and assignments that push them to maximize their ability.

2. The AIG Team will meet with the AIG provider, the parents and the students to set appropriate goals which may be academic, social or emotional at their core. All gifted students will have measurable goals to meet and demonstrate higher level critical thinking skills, the opportunity for presentations of culminating projects and benchmark assessments of specific goals set for each individual child. AIG students will have the opportunity for curriculum compacting in the general classroom in order to have extended time on their hands-on learning projects. Norm-referenced and criterion-referenced test data will be used to measure grade level performance progression. Portfolios and authentic projects will be incorporated into their daily instruction to ensure that all gifted students stay engaged and on task. We will provide



opportunities for AIG students to compete in local, state, and national competitions including, but not limited to: Science Olympiad, The Spelling Bee, The National Geographic Geo Bee, & Lego Robotics competitions. They will have field experiences as part of their enrichment opportunities. All students with a differentiated educational plan are monitored annually by the AIG Team to determine the appropriate service delivery options for the following year to increase progress towards established, and updated goals for performance.

### 9.3. 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 education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

#### Q138. Identification and Records 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.

Riverside Leadership Academy will be in complete compliance with the Individuals with Disabilities Education Improvement Act, the federal Child Find mandate, and Section 504 of the Rehabilitation Act. We will ensure that all students receive a free and appropriate education.

RLA will identify students who have previously been found eligible for EC services/protected under Section 504. The first step in the process will be to identify students who qualify for the Special Education program. During the enrollment process administration will review the records of our incoming students from their previous schools to determine if previous IEPs or 504 plans exist. Once identified we will contact the student's parents and previous school to obtain more documentation in regards to the IEP or 504. The EC teachers and administration will then review the records and coordinate a plan to make sure it is applied in the school setting appropriately. These teachers will use the Comprehensive Exceptional Children Accountability System to update, revise, and track each individual student's IEP. This program is used widely in school districts across North Carolina. Administration will designate a member of the faculty as the 504 coordinator. This employee's job will be to update and maintain 504 plans for all students with existing plans.

#### Q139. 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. Include how the school will avoid misidentification of special education students.



For students who have not been previously identified to receive special education services, RLA will have a plan to locate and evaluate these students.

Teachers will use classroom observations, formative assessment data, and other evaluations to identify students who are suspected of having a disability. Teachers, administration, and parents will join together to create an individualized Student Success Plan (SSP) that will provide interventions at the classroom level with the goal of addressing any deficiencies the student may have. After approximately 4 weeks these interventions will be assessed. If the team determines that the interventions put in place were successful, then the plan will continue and the student's success will continue to be monitored.

If the initial interventions are not successful the team will move to more intensive research based interventions under the Student Assistance Program (SAP). If these more intensive interventions do not contribute to improved student achievement it may be determined that the student will need to be evaluated for Special Education services.

RLA will utilize the services of a licensed Psychologist to administer the various evaluations that identify learning disabilities. Based on the written evaluation of the Psychologist, the IEP team will determine if the student qualifies for Special Education services. If it is determined that the student qualifies, an IEP will be written and implemented immediately. If it is determined that the student does not qualify for Special Education services he/she may or may not be referred for 504 services.

**Q140. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:**

1. Requesting Records from previous schools
2. Record Confidentiality (on-site)
3. Record Compliance (on-site)

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| 1. Requesting Records from previous schools | Record request forms will be used to request records from previous schools. Once the enrollment manager receives this signed form from the parent, it is faxed to the previous school. If the records are not received in a timely manner, a follow-up process is followed with documentation of contact attempts.   |
| 2. Record Confidentiality (on-site)         | Separate files are maintained for EC records and 504 Plans. These files are accessible only by authorized individuals in accordance with state and federal policy. Student records are maintained in locked cabinets in a secure area of the school. We will comply with the Family Educational Rights and Privacy Act (FERPA) and state policies related to reading, inspecting, and copying a student's educational records. All school employees will receive training, at least annually, related to the confidential nature of student records. EC files will be organized with the most current IEP forms on top and previous years' forms arranged chronologically in descending order, with initial placement documentation at the bottom of the file. |
| 3. Record Compliance (on-site)              | RLA's EC Facilitator will receive training on the use of the Compliance Checklist published by DPI. This will be used as a self-evaluation tool. Should areas of non-compliance be noted, the school will take necessary steps to correct them.  |



**Q141. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.**

Riverside Leadership Academy's overall instructional plan will support the needs of students with disabilities. We will provide a variety of interventions for all students including core differentiated instruction, small group instruction, leveled Language Arts and Math classes based on ability, and a comprehensive system of support (MTSS) that provides intentional time for remediation. We will also use digital resources for supplementary instruction. Students who need additional support will have access to digital resources where necessary.

**Q142. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?**

Riverside Leadership Academy will provide a variety of resources, supports, and strategies to ensure all students, including those with disabilities, are provided with the support necessary for their success. Students with disabilities will be provided with specific accommodations and modifications depending on the severity of their disability. To fulfill these requirements we will provide the necessary classroom spaces to execute "pull out" and self-contained instruction. We will serve most students in the general education setting using an inclusion model. This model allows students with disabilities to participate in classes with their non-disabled peers. In these classes an Exceptional Children's teacher co-teaches the curriculum with the regular education teacher to provide support for all students. These methods will be utilized to guarantee that students with disabilities are provided with a free and appropriate public education (FAPE) in the least restrictive environment. Professional development will be provided to teachers and other staff as necessary to help meet the needs of students with disabilities.

**Q143. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).**

We will comply with state policy NC 1501 to ensure that students with disabilities receive a FAPE. A full continuum of services will be provided to meet the needs of enrolled students. Decisions related to addressing the needs of students with disabilities will be made through the collaboration of a team. For students with an IEP, this team will consist of the student, if appropriate, parents, EC provider(s), general education teachers, and the LEA representative. For students with a 504, a team of no less than three individuals who know the student, have knowledge about the student's disability, and are knowledgeable about instructional aids/accommodations form the collaborative decision-making team.



**Q144. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.**

Exceptional Children's teachers will serve as case managers for each student's individual IEP. They will be responsible for communicating the goals of the IEP to the necessary stakeholders and ensure that all accommodations and modifications are applied. Teachers will be responsible for collecting formative assessment data and other information involving the student's academic progress. School administration will be responsible for providing the necessary resources and facilities to guarantee both regular education and Special education teachers can fulfill their responsibilities. Parents will receive quarterly progress reports that will outline student progress towards their IEP goals. EC staff will deliver these reports in conjunction with their quarterly report cards.

**Q145. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.**

Riverside Leadership Academy will hire highly qualified Special Education staff and personnel to ensure compliance with state and federal requirements. We plan to hire 4 EC teachers in year one, 5 in years two and 3, and 6 in years 4 and 5. These individuals will collaborate with regular education teachers to provide appropriate support in their classes. They will also execute "pull out" and small group instruction as necessary. We will also contract with appropriate certified and licensed professionals to provide services required by our students' IEPs. This would include but not be limited to speech, occupational, and physical therapy. These professionals will be responsible for providing evaluations, and participating on IEP teams to develop appropriate accommodations and goals for student development.

#### 9.4. Student Performance Standards

**Q146. Describe the student performance standards for the school as a whole.**

Riverside Leadership Academy will have high standards and expectations for our students in all areas pertaining to our mission. Our students' proficiency rates in reading, math, and science will exceed the state and LEAs average. Through the implementation of the iReady reading diagnostics, we will expect that a significant amount of our students will have Lexile levels that are at or above grade level. Through Benchmark assessments we will measure core subject area proficiency and expect that our students are on grade level. We expect that our high school students will perform above district and state averages on the English II, Math I, and Biology EOCs. We also track our High School students ACT performance and other college readiness metrics in relation to state and district averages. Any student who is not on grade level in any category will receive targeted interventions through our MTSS program. Teachers will work with administration to analyze this assessment data to improve instruction, and remediate subject area concepts where necessary. We will also evaluate students based on their proficiency in the learning objectives associated with the Common Core/NC Essential Standards and PBL. Students and parents will receive detailed reports quarterly identifying where each student meets, exceeds, or falls below grade level expectations.

**Q147. 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.**



In addition to any state or federally mandated tests, Riverside Leadership Academy will use the additional evaluation tools and assessments to drive instruction and improve the curriculum over time. Some of these evaluation tools and assessments include:

- iReady K-8 as a math and reading diagnostic at the beginning, middle, and end of the year to determine students' levels and growth
- NC Check-Ins for elementary, middle, and high school to evaluate how well students are learning the state standards in ELA, science, and math
- NC ENSI for screening and progress monitoring the most critical numeracy concepts in K-5
- CogAT (Cognitive Abilities Test) for AIG screening at 3 grade and beyond

Other formative, baseline, and summative assessments include: spelling inventories, running records, explicit writing rubrics, PBL rubrics, participation in presentations of learning, Developmental Reading Assessments, reading comprehension passages, math skills inventories and checklists, K-2 Skills Checklists, community service hours, and Oral Reading Fluency Checks.

In time, evaluations of student mastery on common grade-level standards provide valuable early warning information and feedback. Teachers can adjust instruction based on student performance. The data will be used to develop Personalized Learning Plans and SSPs to ensure students are on track to master the required standards. The data will also be used to guide the students' SAIL time. The data will be analyzed in a timely manner to determine action steps for student improvement or adjust school-wide initiatives. RLA's balanced assessment system will contribute to a common understanding of the assessment tools and data needed to continually make informed instructional decisions and ensure learner needs are not ignored or subject to ineffective assessment measures.

Participation in PBL presentations and the community service hours will also help us assess student learning in skills like voice and choice, public speaking, questioning, and reflection. They will help us improve our curriculum to help us achieve our mission, benefiting our students.

**Q148. 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.**





Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. RLA will use various indicators to determine performance levels, including multiple measures using appropriate grade level assessments and teacher judgment. Teacher judgment factors may include, but are not limited to: previous retentions, observations, checklists, student portfolios, classroom assessments, and current grades. If a student is in danger of retention, the teacher, parent, and lead administrator will work together to ensure a plan to prevent retention. EOY and EOC state assessments in reading, math, and science provide more evidence for evaluating student performance. Third grade students who do not pass the end-of-grade assessment for reading are subject to additional requirements under the state's Read to Achieve law. Students in grades 6 -8 are required to achieve a grade of "D" or higher in ELA, math, science, and social studies in order to be promoted to high school. Students in grades 6 and 7 who fail a subject will have the opportunity to participate in course recovery. Students in 9-12 are required to earn a grade of "D" or higher in each class to receive credit. If it is a course needed for graduation, students who fail a subject will have the opportunity to retake it if their schedule allows or participate in credit recovery. Unless a special education student is on an alternative curriculum per the student's IEP, that student is held to the same policies in effect for general education.

Promotion criteria is communicated to parents through the distribution of the Pupil Progression Plan at the start of the school year. Parents are kept informed of their child's progress formally in writing twice quarterly: once via a progress report at mid-quarter, and secondly via a report card distributed at the end of each quarter. Parents are also notified of their child's assessment scores after each test administration. They will have access to their child's grades through progress reports, report cards, and PowerSchool. They may schedule conferences and contact the teacher as necessary and they will speak to the PAA on a regular basis. After the first indication that a student is below grade level and may be "at-risk" for retention, the teacher develops an SSP, which is signed by the students parents or guardians. The SSP is updated in writing at least quarterly, with progress communicated more frequently in an informal manner. The ultimate decision for promotion or retention is made by the lead administrator.

**Q149. 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 students at risk of dropping out.**



In addition to the standards required by NC Department of Public Instruction, Riverside Leadership Academy will have three additional graduation requirements: Freshman Seminar, community service hours, and the senior year Independent Project.

If students enter RLA after 9th grade, we will try to find a similar course in their transcripts that meets the objectives of the course such as enrolling them in CFNC. If one can't be found, they will take the class their junior year.

Our 12th grade students will need to complete an individual yearlong community service project. In completing this project students will use the skills amassed during their time at RLA to identify an area where they can add value to their community. This means that students will find a need or cause within their local community and use their expertise and leadership skills to contribute to the need/cause they identified. The final project will consist of a research paper, a final product, and a public presentation that documents each student's learning throughout the project. This project will have an elaborate rubric and students will have to exhibit their project and defend their learning at the final Presentation of Learning (POL) their senior year. This culminating project will be required in order for students to meet their graduation requirements.

Our seniors must also complete their 10 hours of community service that are required every year. As with previous years, if the hours are not completed during the academic year, they must be completed during the summer.

At-risk students will be required to meet the minimum requirements outlined previously. These students will have the ability to complete alternative assignments to recover credit as deemed necessary by the lead administrator and other pertinent school employees. We will utilize our MTSS program to intervene for any student who falls behind or is at-risk of not meeting graduation requirements. Through the MTSS program, we will utilize strategic individualized interventions to provide support for at-risk students. We also have our Senior Seminar class. Students at risk of dropping out will be recommended for Senior Seminar where they will receive additional time and support working on their independent study and any recovery credits necessary. The 12th grade Senior Seminar teacher and their Personal Adult Advocate will guide the students through the school year and assure students are meeting deadlines, mastering certain skills, and achieving the learning objectives of the PBL pedagogy.

## 9.5. School Culture and Discipline

**Q150. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.**



Riverside Leadership Academy will lead students on their quest for academic success. Our students will achieve academic and social emotional growth because they will have a schoolwide system of support cheering for them. The school climate, the quality, and character of our school is the responsibility of all education stakeholders who will create a strong sense of community.

Our school's norms, values and expectations support all students feeling socially, emotionally and physically safe, which results in reduced bullying, increased student engagement and enhanced student outcomes. Research demonstrates when students have a strong connection to their school, including positive relationships with peers and adults, academic achievement increases, behavior improves and dropout rate decreases. Riverside Leadership Academy strives to develop a socially inclusive school climate, which depends on our adults and students working together to create authentic communities where every gift is valued and every member's contribution is integrated into a vision for the betterment of our school.

Parents, families or legal guardians will be welcomed into the school through structures that encourage and facilitate their presence. RLA will have policies that actively encourage attendance on campus and to school events. Reciprocal community involvement is an integral part of our culture at Riverside Leadership Academy. Our students will volunteer in their communities and community members will be guest speakers, presenters, and volunteers at Riverside Leadership Academy.

**Q151. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.**



Riverside Leadership Academy will create and implement this culture from day 1 to day 185. As the years progress, the culture will become a cornerstone of what the school is known for.

To achieve effective support, we will keep small class sizes (classroom size average is 20) to keep our student-teacher ratio low. Through our Personal Adult Advocate (PAA) system, teachers are assigned about 10-15 students to be advocates for the students, focusing on their social/ emotional development and acting as a liaison to their parents, administrator, other teachers, and community members. All PAA will make contact with their students before school starts, letting them know they are welcome and valued and trying to ease any apprehension the students may have about school. When a student enters mid-year, they will be assigned a PAA who will visit them and their parents at home and greet them on their first day. If they are in the elementary school, a classroom buddy will be assigned to them. If they are in the middle or high school, a member of the student council or student justice council will meet them between classes to help them find their way.

Our staff will be trained in Responsive Classroom with ample time to plan how to integrate the strategies into their classrooms. In Responsive Classroom, during the first few weeks of school, students and staff discuss their hopes and dreams and establish the rules and routines for the school year. Each morning begins with a Morning Meeting. Morning Meeting gives children a consistent time and place to explore and practice social skills. It also nurtures empathy by offering children an opportunity to take care of others and build sense of community within the classroom. With the RC Middle School approach, they apply the defining characteristics of RC developmental responsiveness with the goal of promoting strong academic and social emotional skills: engaging academics, positive community, and effective management to the unique needs of adolescents. We also have remediation time built into elementary, middle and high school schedules to allow for tutoring/ additional help during school hours; providing equal opportunity for all learners.

RLA's multiple student, teacher, and parent organizations provide multiple structures, programs, and/ or initiatives that attend to student social/ emotional non-cognitive learning throughout the year. Bullying Prevention, Red Ribbon week and pep rallies are all school-wide initiatives to expose students to different aspects of safety and school spirit that enhance overall school climate. Student-led Conferences (SLCs) are also school-wide, but also bring the community and educational stakeholders together. There will be clubs and athletic teams offered year-round to engage students outside of academics. There will also be a robust performing arts community since we will offer dance, music, visual arts, and theater arts. We will have a schoolwide play and musical that will be open to all students.

Parents, families and legal guardians of all backgrounds are actively involved in their children's learning and school experiences. The Board recognizes the critical role parents play in the education of their children and their involvement in the school and its programs and encourages their involvement in all aspects of their child's education." SLCs involve parents and families to present how each student has grown over the last semester. We will have a School Improvement Team (SIT), Parent-Teacher Association (PTA), Teacher Advisory Council (TAC), Student Council, and Student Justice Council (SJC). All of these organizations will guarantee that the administration has a pulse on the community and can work as a team with the different populations of the school to bring everyone together.

**Q152. Provide a brief narrative that delineates 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 regard 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.



Riverside Leadership Academy strives to create an atmosphere promoting respect, self-control, empathy, equity, and confidence. Therefore, how student conduct is governed is an important part of RLA.

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| <p>1. Practices the school will use to promote effective discipline.</p> | <p>Teachers and staff will spend time familiarizing students with the rules and routines necessary to create a respectful classroom climate and culture, ensuring everyone can learn and that the classroom operates safely and efficiently. By establishing an ongoing curriculum in self-control, social participation, and mutual respect, the Responsive Classroom approach accepts the potential of children to learn these things. RC proactively helps children practice appropriate attitudes and behaviors rather than reacting to inappropriate ones. There are logical consequences implemented for rule breaking so students learn from the experience. RLA will implement the discipline plan to support our mission of academic and social development for all students by providing a logical consequence that seeks to remediate and change negative behavior, not punish it.</p> <p>To help students learn what is expected of them, our Code of Conduct (COC) will be provided to families prior to the school year. Students and parents will sign that they have read, understood, and agree to our behavioral expectations. The COC outlines and defines the infractions that may lead to in-school consequences and, if necessary, suspension and expulsion.</p> |
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2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students

Class II Infractions: Code of Student Conduct violations that may be handled by school employees at school through imposition of limited ISD disciplinary consequences, but are more frequently handled through short-term or long-term OSS, depending upon the severity of the infraction. Board action at the recommendation of the Lead Administrator is often needed for the appropriate imposition of consequences. Such infractions include – but are not necessarily limited to – the following:

1. **Unauthorized absences and tardies:** Students are to be in attendance at school every day when school is in session, in the class or classroom where they are assigned, on time, unless authorized by a school employee to be elsewhere or excused by the school administration for illness or other approved reason for absence. ***Leaving campus without authorization is a violation of this policy; “skipping” class, either on- or off-campus, is also a violation of this policy.***
2. **Physical or verbal harassment:** All students are expected to treat all other students and all school employees with respect and polite courtesy at all times while on the RLA campus and while engaged in any school-sponsored activities and/or events off-campus as well. Anything less is considered harassment and will not be tolerated, but will instead be subject to disciplinary consequences. Written notes, postings on social media, e-mails, and other examples of harassment that occur off-campus or outside of school time but create disturbances at school and/or disrupt the school environment will be handled in exactly the same manner as if they occurred at school.
3. **Gambling:** No student shall participate in gambling, betting money, wagering anything on the outcome of a game, contest or other event or participate in any unauthorized event, action or statement that relies on chance for the monetary advantage of one participant at the expense of others. This includes exchanging items of value as well as currency and extends to keeping score for later settlement.
4. **Bullying:** Physical, verbal, written, mental, or emotional harassment, including racial slurs and hate speech, that creates serious stress and/or significant distress on the part of any student or school employee is classified as a Class II offense. Students found in violation will be suspended out of school and required to undergo counseling prior to return to classes.
5. **Threatening or aggressive behavior:** No student shall create or engage in any communication by electronic, verbal, photographic, or written means, or by signs, gestures, displays or other acts that are or convey, suggest, or promote a message that is aggressive or threatening to any school employee, visitor, or fellow student while on campus, while engaged in any school-related event or activity off-campus, or while not at school but which finds its way back to create disruption at school. No student shall engage in any behavior or conduct or commit any act that could reasonably result in or cause physical injury to any student or other person. **NOTE: It shall be considered a *Class III Violation* if a student engages in behavior, conduct or actions that could reasonably result in or cause physical injury to a school employee.**
6. **Communicating threats:** No student shall communicate any threat of force or violence in any form to or about any student or other person. **NOTE: It shall be considered a *Class III Violation* if a student communicates any threat of force or violence in any form to or about a school employee.**
7. **Violence:** With possible exceptions depending upon the grade level of the student(s) involved and the severity of the offense, engaging in any form of violence will result in out-of-school



suspension or permanent expulsion. This includes, but is not necessarily limited to: fighting, hitting, striking, kicking, shoving, scratching, biting, blocking, emitting bodily fluids upon, using force upon, or passing or throwing objects, items or fluids at a student or other person who is not a school employee. A student who is assaulted may use reasonable force in self-defense but only to the extent necessary to free himself/herself from the assault and notify proper school authorities. A student who exceeds this reasonable force may be disciplined even though he/she may not have provoked the fight. NOTE: **It shall be a *Class III Violation* if a student commits an assault upon a school employee. It shall be a *Class III Violation* if a student commits a sexual assault upon a student or school employee. It shall be a *Class IV Violation* if a student commits an assault upon any person that causes serious injury. It shall be a *Class IV Violation* if a student commits an assault upon any person involving the use of a weapon or other object that could reasonably be considered a weapon.**

8. **Hazing:** Requiring any student to wear abnormal dress or costume on campus, annoying another student by playing abusive or ridiculous tricks on him or her, intimidating, frightening, scolding, berating or harassing the student or subjecting him/her to personal indignity or personal injury. NOTE: **It shall be a *Class III Violation* if hazing is committed by any means that result in physical contact or sexual harm to any person.**

9. **Inciting and Instigating:** Any student who participates in any gossip or verbal campaign, whether at school or not, which encourages any student to harass, bully, or fight with another student, or which leads to a fight between other students, is guilty of this Code of Student Conduct provision and shall be suspended out-of-school. This is particularly true of the incredibly destructive "he-said, she-said" conversations common on too many school campuses.

10. **Indecent exposure:** Any exposure of body parts that are private will be considered indecent and will result in an automatic out of school suspension.

11. **Sexual conduct:** No student shall engage in any actual sexual conduct on campus or while engaged in any school-sponsored event or activity off-campus.

12. **Theft or damage to property:** No student shall steal or attempt to steal school property or the private property of any individual, organization or entity or knowingly be in possession of stolen property. No student shall damage or attempt to damage any school property or the private property of any individual, organization or entity. NOTE: **It shall be a *Class III Violation* if any student robs any person.**

13. **Combustible Materials / Devices Causing a Noise or Disturbance:** Unless specifically authorized by the Lead Administrator, no student shall possess any material, item or substance or use any material, item or substance in a manner that causes or is capable of or reasonably likely to cause a noise or disturbance, is or is reasonable likely to be combustible, is capable of or is reasonably likely to start or result in a fire or explosion, or in fact, starts a fire or causes an explosion.

14. **Use of Counterfeit Items:** No student shall use any counterfeit item to obtain or attempt to obtain money, property or services. NOTE: **It shall be a *Class III Violation* if the counterfeit item is a counterfeit drug, medication, or illegal substance.**

15. **Extortion:** No student shall engage in extortion, defined as the use of one's position or power to obtain property, funds or patronage.

16. **Unauthorized possession or use of medications or foreign substances:** No student shall possess or administer any medication to his/her own person except as provided in the RLA medications policies. No student shall administer any non-prescription medication to any other





person. No student shall insert a foreign substance into the food or drink of another person with the intent to injure or harm or that, in fact, injures or harms the other person or causes an adverse reaction including, but not limited to, alteration of the mind, hallucinations, sleep or euphoria.

17. **Unwanted and/or inappropriate personal contact:** Students that have physical contact with another individual without the consent of the individual is considered unwanted and/or inappropriate.

18. **Possession of or sharing of pornographic material:** Pornographic materials include any presentation of sexual behavior in books, pictures, films, or other media solely to cause sexual excitement. Students who share or are in possession of such materials, in print or digitally, will be in violation of this code of conduct. **NOTE: It shall be a Class IV Violation if the pornographic materials involve individuals under the age of 18. Law enforcement will be notified.**

19. **Repeated Class I Infractions:** Repeated Class I infractions which, in the opinion of the Lead Administrator, have reached the point where continued ISD and short-term OSS are ineffective. In most of these cases, the Lead Administrator will bring a recommendation for board approval of long-term OSS.

**Class III Infractions:** Code of Student Conduct violations that may occasionally be handled through short-term OSS, but which sometimes result in the involvement of law enforcement and most often carry automatic long-term OSS consequences requiring Board action upon recommendation of the Lead Administrator depending upon the severity of the infraction. Such infractions include – but are not necessarily limited to the following:

1. **Threat of violence toward school employee:** Any communications, behaviors, conduct, or actions that threaten force or violence or could reasonably result in or cause physical injury to a school employee. **NOTE: It shall be a Class IV Violation if a student commits an assault upon any person that causes serious injury.**

2. **Sexual assault:** Unwanted physical contact of an overtly sexual nature on any person, student or adult. **NOTE: It shall be a Class IV Violation if a student commits rape on any person, student or adult.**

3. **Counterfeit substances:** No student shall possess, use, or distribute counterfeit drugs, medications, or illegal substances.

4. **Disorderly conduct:** No student shall engage in disorderly conduct or encourage any other student to engage in such conduct or behavior. Disorderly conduct includes, but is not limited to, any communication, act, conduct, or behavior of a physical, written, verbal, or electronic nature, or the use of passive resistance, noise, threat, fear, intimidation, coercion, force or violence that interrupts, interferes with, or prevents an orderly and peaceful learning environment or disrupts any lawful function or mission or process of any school or activity, causes or is reasonably foreseeable to cause a material or substantial disruption of the school environment or activity, endangers or is detrimental to or is reasonably foreseeable to endanger or be detrimental to the health or safety of the student or others or that causes or is reasonably foreseeable to cause a fight or create a hostile learning environment.

5. **Explosion or attempted arson:** No student shall use any material, item or substance in any manner in an attempt to cause or start a fire or explosion or in a manner that could reasonably cause or start a fire or explosion. **NOTE: It shall be considered a Class IV Violation if any student intentionally sets a fire on any school property, burns any school property, causes any school property to be burned, or intentionally causes an explosion on school property.**



6. **Breaking and entering school property:** No student shall force his/her way onto RLA property or into any RLA building or room through the breaking or disabling of any security system designed to keep unauthorized persons out.

7. **False fire alarm:** No student shall deliberately "pull", initiate or make a false fire alarm.

8. **Gang activity:** No student shall engage in any act that furthers gang or gang-related activities.

9. **Repeated Class II Infractions:** Repeated Class II infractions which, in the opinion of the Lead Administrator, have reached the point where continued short-term OSS are ineffective. In most of these cases, the Lead Administrator will bring a recommendation for board approval of long-term OSS or permanent expulsion.

**Class IV Infractions:** Code of Student Conduct violations which carry mandatory involvement of law enforcement and automatic Lead Administrator recommendations for long-term OSS consequences requiring board action. Such infractions include – but are not necessarily limited to – the following:

1. **Weapons:** No student shall possess, use, or distribute any of the following:

1. Firearms.

2. Any explosive objects, devices, or materials.

3. Any weapon, or any object or material which is usually identified as a weapon or which can be used as a weapon (except common educational tools, such as pens, etc.).

4. Anything which masquerades as a weapon, a firearm, or explosive, even if essentially harmless.

5. [This section shall not apply to a weapon used solely for educational or school-sanctioned ceremonial purposes or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the Lead Administrator.]

2. **Drugs and/or controlled substances:** No student shall possess, use, consume, transmit, distribute, sell, exchange or be under the influence of any drug or controlled substance. No student shall distribute prescription medication or consume medication that has been prescribed to someone else. No student shall possess, use, consume, transmit, distribute, sell, exchange or be under the influence of any chemical, chemical compound or product with the intention of using it or enabling another student to use it to bring about a state of exhilaration or euphoria or otherwise alter the student's mood or behavior. Drug paraphernalia are also prohibited. [This section shall not apply to personal medications that are held and/or used with authorization in accordance with RLA medications policies.]

3. **Assault with serious injury:** It shall be a Class IV Violation if a student commits an assault upon any person other than a school employee which causes serious injury while on RLA property or while engaged in any school-sponsored event or activity off-campus.

4. **Assault with weapon:** It shall be a Class IV Violation if a student commits an assault upon any person involving the use of a weapon or other object that could reasonably be considered a weapon while on RLA property or while engaged in any school-sponsored event or activity off-campus.

5. **Robbery:** Taking another person's money or possessions by force or threat of force.

6. **Rape:** It shall be a Class IV Violation if a student commits rape upon any person while on RLA property or while engaged in any school-sponsored event or activity off-campus.

7. **Arson, explosion or possession of incendiary devices:** It shall be considered a Class IV Violation if any student intentionally sets a fire on any school property, burns any school property, causes any school property to be burned, or intentionally causes an explosion on school property.



|  |  |
|--|--|
|  | <p>8. <b>Bomb threat or hoax:</b> No student shall, by any means of communication, make a report, knowing or having reason to know the report is false, that there is located on any school premises a device designed to cause damage or destruction by explosion, blasting or burning. No student shall place on any school premises with the intent of perpetrating a hoax, any device that would appear to a reasonable person to be a bomb or similar instrument capable of causing injury or damage.</p>   |
| <p>3. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.</p> | <p>No person at our school shall be discriminated against in any education program, activity or other related service based on race, color, religion, gender, sex, age, national origin or disability. We will adhere to all federal and state laws regarding discipline of all students, including students protected under IDEA &amp; 504 legislation. If a student with a disability receives a suspension that exceeds 10 days or is suspended more than 10 days throughout the school year a Manifestation Determination hearing will be required. The purpose of this hearing is to make sure students with disabilities do not receive discriminatory disciplinary actions for behaviors that result from their disabilities. Once a child with a disability has been removed from their current placement for a total of 10 school days in the same school year, we will provide, necessary services.</p>  |
| <p>4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.</p>   | <p>The lead administrator may impose a short-term or long-term suspension when a student willfully engages in conduct that violates a provision of the COC authorizing such consequences. For short-term suspensions, the student will be provided an informal hearing including the basis for the accusations and the opportunity to respond to the charges. The principal may impose a short-term suspension without providing the student a hearing if the presence of the student creates a direct and immediate threat to the safety of other students or staff, or substantially disrupts or interferes with the education of other students or the maintenance of discipline at the school. The Board will provide the student a hearing before imposing a long-term suspension. The lead administrator will give notice to the student's parent of the long-term suspension recommendation. Long-term suspension hearings shall be conducted in accordance with state law, providing procedural due process.</p> |

**9.6. Certify**

Q153. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No



Q154. **Explanation (optional):**

In the preparation of this application, Riverside Leadership Academy researched and sought advice from other charter schools in the state with similar educational models. Some parts of this subsection are modeled from those schools with the permission from the school's Board of Directors.

## Section



Lisa Weaves

### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

### Comments :

There is not a lot of detail here to assess the educational program. This is not necessarily negative. There is a balance between developers that are so strident and prescriptive that once the school is open and facing problems, there is no way to rethink and recover. The best charter school developers, though, are the ones who just know how to "do school", build a solid foundation of high-quality teachers, and run. All indications point that way. There is evidence the applicant understands the law, required processes, and standards. There are mentions of most of the high-quality curriculum and assessment resources and all the best pedagogy and classroom management practices, yet they do not claim they will use all of them, all the time, but use what works, when needed. This is not a bad strategy, but it does require good teachers. If the school can hire the best teachers, or provide the internal support needed to grow new teachers into excellent teachers, the strategy as outlined can work. Without that, the model might need to become more prescriptive since individualized education and PBL are hard to do individually, but together, for new teachers, might be too much.



## 10. Governance and Capacity

### 10.1. School Governing Body

Q155. Organization Street Address (if you have one)

- On the Organization Information page, you already provided the mailing address.

217 Neuchatel Ct

New Bern, NC

28562


### 10.2. Governance

The private nonprofit corporation or municipality 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.


Q156. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

#### Resources

|   |
|---|
|  |
| Initial Members of the No...  |

#### Applicant Evidence :

|   |
|---|
|  |
| Initial Members of the No...  |

Uploaded on 4/23/2022 by  
Jennifer Adler

Q157. Describe 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 Riverside Leadership Academy Board of Directors will ensure the mission of the school is continually upheld and will provide clear, measurable objectives for the school's administration including working with RLA's faculty to evaluate the education program. The board will also provide the lead administrator with annual measurable goals relating to the various aspects of the educational plan and assist with creating action steps to attain these goals.

The Board of Directors' main responsibilities include:

- maintaining a pragmatic and fiscally responsible budget that is reviewed monthly;
- determining financial allocations as necessary;
- regulating the budget to maintain a minimum 5% surplus that ensures the school's financial independence for the future;
- procuring a facility;
- hiring key personnel;
- evaluating the lead administrator;
- monitoring programs/services, and maintaining a safe and secure learning environment;
- ensure school compliance with all local, state, and federal laws.

Riverside Leadership Academy's board will recruit, hire and supervise the lead administrator for the school.

1. It will publicize the vacancy utilizing national educational recruiting sites, charter school conferences, job fairs, job posting websites, and local college teaching programs to identify high-quality candidates.
  - After identifying at least 3 qualified candidates, the Board will conduct interviews and determine the lead administrator based on their administrative experience, integrity, and commitment to student achievement.
  - The Board will give priority to candidates with leadership experience specifically in charter schools.
  - They will also seek candidates who have the propensity for maintaining the original mission of the school and sustaining the educational programs already established.
2. The lead administrator will be directly supervised by the Board of Directors and subjected to an annual performance review. They will report to the Board at the monthly meetings to track progression towards annual goals and the implementation of the school's unique education program.

**Q158. Describe the size, current and desired composition, powers, and duties of the governing board.**



|                                     |   |
|-------------------------------------|---|
| <p>Size and Current Composition</p> | <ul style="list-style-type: none"> <li>• Riverside Leadership Academy's board is currently comprised of five members.</li> <li>• RLA's founding members offer diverse personal and professional experiences: education, military service, real estate, and finance, for example.</li> <li>• Most of our board members have served or currently serve on the board for other nonprofits in their community.</li> <li>• Despite their broad backgrounds, all seek to bring a quality school of choice to Craven County that will help its students thrive.</li> </ul>   |
| <p>Desired Composition</p>          | <ul style="list-style-type: none"> <li>• At any time, there will be no less than five and no more than nine members. The Board will fix the exact number of members, within these limits, by Board resolution or amendment of the RLA Bylaws.</li> <li>• Upon opening, RLA will recruit two additional board members who believe in the mission of the school and who will complement the skill set of the current board.</li> <li>• RLA will be intentional about maintaining a balance of community members and parents who represent the make-up of New Bern and the surrounding neighborhoods.</li> </ul>   |
| <p>Powers</p>                       | <ul style="list-style-type: none"> <li>• Board Chair, principal officer of the organization:             <ul style="list-style-type: none"> <li>◦ sets the agenda for each meeting</li> <li>◦ leads the meeting</li> <li>◦ appoints all subcommittees.</li> </ul> </li> <li>• Vice Chair:             <ul style="list-style-type: none"> <li>◦ executes the chairman's duties when the chairman is not present</li> </ul> </li> <li>• Secretary:             <ul style="list-style-type: none"> <li>◦ keeps minutes for each meeting</li> <li>◦ keeps a copy of the charter and bylaws with amendments for reference at said meetings</li> <li>◦ gives notice of the meetings</li> <li>◦ communicates board decisions with school stakeholders</li> </ul> </li> <li>• Treasurer:             <ul style="list-style-type: none"> <li>◦ keeps adequate and correct accounts of the board's properties, receipts, and disbursements</li> <li>◦ makes the accounts available at all times for inspection by other board members</li> <li>◦ handles deposits and withdrawals on behalf of the board</li> <li>◦ prepares any financial reports needed.</li> </ul> </li> </ul> |



|        |  |
|--------|--|
| Duties | <ul style="list-style-type: none"><li>• All board members have agreed to uphold the mission and vision of the school and serve in its best interest.</li><li>• The Board is required to attend monthly board meetings, participate in the decision making process, partake in professional development, and engage with the school community.</li><li>• Additionally, members will serve on committees.</li><li>• All newly elected board members will receive a "New Board Member Training and Orientation" prior to beginning service.</li><li>• Extensive debate will precede each vote and votes will pass with a majority in agreement.</li><li>• The board will annually evaluate the performance of the school's lead administrator.<ul style="list-style-type: none"><li>○ The lead administrator's evaluation will be based on the measurable goals pre-determined by the Board. These SMART goals will be directly aligned with the mission of the school.</li><li>○ The Board will determine if the school and administration met expectations, exceeded expectations, or did not meet expectations at the annual performance review.</li></ul></li></ul> |
|--------|--|

Q159. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.





Our Board Chair is currently the executive director of Falls Lake Academy Charter School. In her role, she has experience establishing curriculum, building a strong leadership team, working directly with the governing board of directors, using data to guide instruction, evaluating and coaching teachers and staff members, and engaging parents and the surrounding community. She came into a school that had good ideas and developed the structures to put them in place. This includes developing the Parent Advisory Council down to the minutia of daily schoolwide procedures. She worked with the board and staff on goal setting and put together the School Improvement Team and the first School Improvement Plan, the ELL Plan, the Communication Plan, Technology Plan, and Capital Plan.

Our Vice Chair is a former high school teacher who now teaches at the community college level. She has years of experience in curriculum, instruction, engagement, assessment, and parent/community engagement. She is currently pursuing an Ed.D in Higher Education. Her coursework includes curriculum studies (fall 2021), leadership (fall 2021), student development theory (spring 2022), law, policy, and governance (fall 2022), social foundations (fall 2022) and finance and budgeting (spring 2023).

Our treasurer is a current charter school administrator. He has extensive experience in leadership, curriculum development, instruction, and community engagement. As a retired military veteran, he has experience in leadership and board/administration governance involved with following the structure of federal, state, and Department of Defence regulations. He was Production Superintendent, overseeing 100+ maintenance personnel across five different aircraft frames. As a military leader, he served on different boards including the Top 3 (referring to the top three ranks of the military): a volunteer board put together to administer community service. He also served as chair and vice-chair of Airforce Sergeant Association.

Our secretary has been a PTO member for the past 9 years. She is a member of the Portrait of the Graduate program which is an NC design program that is focusing on collecting the skills, hopes and aspirations NC students would like to have achieved by the time they graduate. She has also hosted a weekly show for the past year that focuses on the community involvement of Craven County Schools. She is actively involved in solutions to issues at the local district level. She also sits on the Superintendent's advisory council in Craven County.

**Q160. Explain how this governance structure and composition will help ensure that**

- 1. The school will be an educational and operational success;**
- 2. The board will evaluate the success of the school and school leader; and**
- 3. There will be active and effective representation of key stakeholders, including parents.**



1. At each monthly board meeting, the Board will review committee reports, finance reports, lead administrator reports, and service provider reports. These reports plus first hand experience being a part of the school will help ensure that it is an educational and operational success.

2. The Board will annually evaluate the performance of the school's lead administrator based on the mission-aligned SMART goals pre-determined by the board. The Board will determine if the school and administration met expectations, exceeded expectations, or did not meet expectations at the annual performance review.

3. Riverside Leadership Academy will be intentional about having a balance of community members and parents serve on the board to ensure diversity and equity. We will provide board orientation for all newly elected board members and require them to participate in professional development aligned with the mission of school. We will also post monthly board meeting minutes on the school website and all board meetings will have an "open to the public" session where comments and questions from the public will be accepted. In addition, our Parent Advisory Council (PAC) is comprised of a parent from each grade-level, nominated and elected by other parents, who will meet with a school administrator each month to share concerns and questions from the parent body. The PAC representatives advocate for the parents and brings the administrations responses back to them. Together, the administration and PAC work to meet the needs of all families at RLA.

**Q161. 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?**



|   |   |
|---|---|
| <p>Founding Board Recruitment and Selection</p> | <p>Friends and family of Amy Hobgood, our board chair, reached out to her with a desire for a tuition-free school of choice in the area. The only options besides Craven County schools are private schools. Falls Lake Academy, the charter school where Hobgood is the executive director, has a service provider contract with Charter Success Partners. Hobgood requested CSP's help in recruiting and selecting a diverse board that mirrors the demographics of New Bern.</p> <p>Charter Success Partners then began recruiting board members by placing posts in several New Bern community groups and on-line. Interested parties completed an application asking them to address the skills they would bring to the board, their vision for an ideal educational environment, and their beliefs about the role of N.C. charter schools among other questions. They also needed to attach their resumes and references. Selected applicants met with the board chair and were selected based on the strength and skills they would bring to the board.</p>  |
| <p>Future Board Vacancies</p>                   | <p>Applications for board member positions will be accepted on-line year round via the school's website. However, in the event of a vacancy, the Board will notify the public via the school's website and social media outlets. Board members may also share the information on their personal social media platforms. After at least two weeks of posting the vacancy, board members will individually rank the strengths of the applicants based on their responses to the application. At least the top three applicants will be invited to participate in interviews with the Board. The board will then meet to determine a viable replacement. The selected individual will serve out the remaining term of the previous board member and will be eligible for a full term when the shortened term has been completed. This will all be in accordance with the bylaws of Riverside Leadership Academy. If it is necessary for a board member to be replaced, provisions will be made so that the replacement candidate receives the necessary professional development and training to adequately serve.</p> |

Q162. Describe the group's ties to and/or knowledge of the target community.



Our board chair is originally from Craven County. She attended Craven County schools, beginning in elementary school and graduated from Havelock High School in 1995. Her parents and siblings still reside in the area with many ties to the community.

Our vice chair has been a resident of Craven County for the past 15 years and an educator in Craven County Schools for 10 years. For her entire tenure in Craven County, she has been active in the community theaters. She developed youth theater programs with local theaters, and is currently serving on the newly established youth educational theatre committee at New Bern Civic Theatre.

Our secretary has been a resident of Craven County for the past 9 years. She is a very active community member who has worked with educators and board members to address concerns. The concerns and successes are mentioned weekly on her Parent Talk show. She has been an active member of PTO and New Bern Athletic club.

Our other board member co-founded a nonprofit, Young Urban Professionals of ENC, that serves the target community. This nonprofit visits marginalized communities and teaches young professionals how to open and maintain their businesses. The nonprofit also provides mentors, funding, and grant opportunities to the professionals. She is also a well known community leader: she serves as alderman for Ward 2, is the mayor pro-tempre, and is an activist in New Bern, volunteering for several non-profits in the area.

**Q163. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.**

Riverside Leadership Academy will meet no fewer than eight times annually. Meetings will be held monthly in accordance with school's bylaws. The Board will also hold an annual retreat each year. The dates, times, and locations of the meetings will be posted on the school website. The Board will schedule additional meetings as necessary and notify the public of the meeting dates at least 48 hours before they begin.

**Q164. 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.**



| Timetable | Training/Development Topics  | Participation Requirements  |
|-----------|--|---|
| Ongoing   | New Board Member Orientation: Why Schools Need a Board, Accountability, Organizational Chart, Governing VS. Managing, Fiduciary Responsibility, Meeting Priorities, and Background of School. *All new board members will also be required to read the board policies and Articles of Incorporation prior to beginning their term. | New Board Members will complete this onboarding prior to their first board meeting. |
| August    | Annual Board Training: <ul style="list-style-type: none"> <li>• Board Member Roles and Responsibilities</li> <li>• Robert's Rules of Order</li> <li>• Financial Reports / Fiscal Responsibility</li> <li>• Audit Overview</li> </ul>   | Entire Board  |
| September | Charter Agreement Review   | Entire Board  |
| February  | Performance Scores/Achievement Data Training   | Entire Board  |
| March     | Evaluation/Reflection of Board Effectiveness   | Entire Board  |
| May       | Annual Board Retreat: PD aimed at areas of improvement identified in March's evaluation / Goal Setting   | Entire Board  |
| July      | Attendance at the NCAPCS annual conference   | Not required, but strongly encouraged   |

Q165. 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.



|  |   |
|--|---|
| <p>Ethical standards and procedures for identifying and addressing conflicts of interest</p> | <p>Riverside Leadership Academy will uphold the highest standards of ethics and morality. These standards are aligned with the Code of Ethics for NC Educators created by the North Carolina Department of Public Instruction. Board members will also abide by all local, state, and federal law. Any action that is deemed unethical can be subject to review by a subcommittee determined by the Board Chair or Vice Chair. Based on their findings this subcommittee can recommend the removal of the involved board member. If a board member is removed, they will have the opportunity to appeal the decision within a two week time frame. This appeal will be resolved by a third party arbiter pre-selected by the board.</p>   |
| <p>Any existing relationships that could pose actual or perceived conflicts</p>              | <p>Riverside Leadership Academy's current board members have been strategically selected to avoid any actual or perceived conflict of interest and have no financial interest in the school.</p>  |
| <p>Specific steps to avoid any actual conflicts and to mitigate perceived conflicts</p>      | <p>All board members are expected to disclose any potential conflict of interest pertaining to any aspect of RLA. As a part of their orientation, board members will sign a conflict of interest statement that will require them to disclose any actual or perceived conflicts of interest. These potential conflicts of interest could include a financially beneficial relationship with vendors or consultants, acceptance of gifts or favors, business affiliates receiving financial benefits from RLA, and the sharing of confidential information regarding students or staff. If an actual conflict of interest exists, the involved board member will be able to provide insight about the topic at hand but will recuse themselves from any vote. The vote will then take place amongst the remaining board members. If consistent conflict of interests occur, the involved board member will be excused from the decision making process and may be asked to relieve themselves of their duties as an active board member.</p> |

Q166. Explain the decision-making processes the board will use to develop school policies.



All decisions made by the Riverside Leadership Academy Board will first consider what is in the best interest of the students. Decisions will also align with the school's mission and vision. When developing policy, board members will consider a variety of perspectives from different stakeholders and gather all relevant data including policy precedents and local, state, and federal guidelines. When necessary, policy drafts will also be reviewed by the board's legal counsel. RLA's best practice will have policies receive a first reading and discussion at a board meeting. Board members will discuss the policy for an appropriate amount of time in an open forum in which key staff and other relevant stakeholders will have the opportunity to participate. If the policy is one of the topics that falls under topics consistent with GS 143.318.11, the board will discuss their individual opinions and work towards a collective solution in closed session. Ideally, when following these steps, it will achieve full agreement between board members. When full agreement can't be reached, policy decisions will be made by a majority vote. Once the vote has been taken and the policy approved, the policy will take place in accordance with the timeline outlined by the board. Even in dissent, board members will support all policy decisions made by the board of Directors to relay a unified front.

**Q167. 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.**



| Advisory Bodies/Councils /Associations | Roles and Duties  | Reporting Structure   |
|--|---|---|
| School Improvement Team (SIT)          | Made up of an administrator, teachers, parents, high school students (year 3 or 4), and community members to bring all voices together for equity and inclusion when planning how to help RLA fulfill its mission. The SIT will analyze data regarding school culture and academic performance to develop a strategic plan for improvement. The plan will be taken under advisement by the lead administrator and Board.  | The lead administrator will bring school improvement plan to the Board of Directors for approval. It is then submitted as part of their Performance Framework Submission. |
| Parent-Teacher Association (PTA)       | Made up of parent volunteers and 1 teacher per grade span, the PTA will help execute school-related community events, coordinate fundraising and volunteer opportunities, and provide support teachers in areas like lunch coverage, trip chaperones, and presentation of learning and support. This group aids in the creation of positive school culture and climate.   | The president of the PTA will report to the lead administrator. They will submit their budget and present to the Board of Directors once a year.                          |
| Parent Advisory Council (PAC)          | Made up of a parent from each grade level nominated and elected by their peers, the PAC meets monthly with an administrator to bring up questions, ideas, concerns, or suggestions sent to them by other parents. This group is responsible for representing their grade level and advocating for parents of that grade level. Parents are also responsible for reporting minutes back to parents. The group problem solves together with administration to meet the needs of all families of Riverside Leadership Academy. | The grade-level representatives report to the lead administrator and back to other parents. The lead administrator will include a PAC update in its monthly board report. |
| Student Justice Council (SJC)          | Made up of middle and high school students who have applied and were selected by their teachers and administration, SJC meets with a teacher or administrator monthly to discuss the health of the school climate and provide ideas for achieving the school's mission. The council's objective is student empowerment - students own every aspect of the learning community.   | The administrator or teacher serving as the faculty representative will report to the lead administrator once a month.  |





|   |  |  |
|---|--|--|
| Student Council (SC)  | Made up of students nominated by teachers and their peers and elected by other students, the SC will meet under the supervision of a staff member while they plan events aimed at strengthening school culture such as pep rallies, celebrations of academic achievement, and community involvement.   | The SC will report to the staff member and a member of administration, as necessary.           |
| Junior National Honor Society (JNHS) and National Honor Society (NHS) | Made up of students selected based on criteria from the national organization ( <a href="https://www.njhs.us/">https://www.njhs.us/</a> and <a href="https://www.nhs.us">https://www.nhs.us</a> ) will meet with a staff member to provide community service inside the school and out in the community. Students will be expected to mentor younger children, provide peer tutoring, and assist in school leadership roles. | The staff member serving as advisor meets with the principals or lead administrator as needed. |

Q168. Discuss the school's grievance process for parents and staff members.



In the case of **parent grievances**, it is expected that any parent with an issue should try to resolve the issue by using open communication with the teacher. This means that if a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is their student's teacher.

If the parent is not satisfied with the teacher's response, they should then set a meeting with the building administrator. At that meeting, the teacher, student, administrator, and parent must be present and the issue at hand will be fully discussed.

If the parent wishes to pursue the matter further, they may then meet with the Lead Administrator. Similarly, if a parent disagrees or has an issue with a policy or procedure at the School, the parent should set a meeting with the Lead Administrator.

If the parent feels that their issue is still a concern after meeting with the Lead Administrator and the issue meets the definition of a grievance set forth below, the parent may initiate the grievance procedures as described below.

A grievance will only be heard if the complaint has been filed within fifteen days of the meeting with the Lead Administrator. The fifteen-day deadline may be extended at the discretion of the Lead Administrator.

1. After meeting with the parties, the Lead Administrator should render a decision within five school days.
2. If the parties are not satisfied with the decision of the Lead Administrator, and the grievance meets the definition set forth above, the parent must submit a letter in writing stating the School policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The parent/student should make all efforts to include any details about the event that may be helpful in the decision making process. The written letter should be submitted to the Lead Administrator and to the Chair of the Board of Directors. If the Lead Administrator is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair.
3. The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board at the next meeting, if the next Board meeting is two weeks or more from when the grievance was received by the Board in writing (the Board can also choose to hear the grievance at the next Board meeting if the next meeting is less than two weeks from when they received the written grievance).
4. The Board will notify the parent/student of the date and time they will hear the grievance.
5. After the hearing, any decision of the Board will be communicated to the Lead Administrator and the parent who filed the grievance within five school days. The Board's decision concerning the grievance is final.

In the case of **staff member grievances**, it is usually desirable for employees and their supervising administrators to resolve problems through free and informal communication. However, should such informal processes fail to satisfy the employee, then any employee or group of employees may initiate and petition a formal grievance according to the following process:

1. All grievances shall be in writing and the written statement of grievance shall remain the same throughout all steps of the grievance procedure.
2. A formal written statement of grievance must include the following information:
  - the name of the employee or other individual whose decision or action is at issue or against whom the grievance is filed;
  - the specific decision(s), action(s) or physical condition at issue;
  - any Board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the grievant believes has been misapplied, misinterpreted, or violated; and
  - the specific resolution desired.



3. The employee(s) shall present the initial grievance in writing to his/her/their immediate supervisor(s) or the supervisor('s/s') designee(s).
4. The official who receives the statement of grievance shall conduct any investigation of the pertinent facts and/or circumstances before rendering a decision. The official may call a meeting with the grievant and/or with any other party or witness(es) related to the grievance. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days following receipt of the grievance.
5. If the grievant is dissatisfied with the official's response, the grievant may appeal the official's decision to the next level. The levels of grievance and appeal are as follows:
  - Teacher > Principal > Lead Administrator > Board of Directors.
  - Such appeals must be received by the official at the next level of appeal – in writing – within 5 days of receipt of the official's response to the grievance. The official at the appeal level who receives the appealed grievance decision shall follow the same steps as outlined in this policy for address of an initial grievance with respect to the appeal, except that when the appeal reaches the level of the Board of Directors, the following steps and processes shall be followed:
    - Grievant may submit the appeal (in writing, within 5 days following receipt of the appealed decision) to any member of the Board of Directors.
    - The Board member who receives the appeal shall share the grievance appeal, including all pertinent statements contained within the written statement of grievance and appeal, with all other members of the Board by confidential e-mail or by sealed copies.
    - The Board may either consider the appeal in its next regularly-scheduled meeting, or the Board chair may convene a called meeting of the Board to consider the appeal.
    - The Board may or may not, at its sole discretion, convene a Board Hearing pursuant to board policy. If a Hearing is called, the provisions of that policy will be followed in the remainder of procedures with regard to disposition of the grievance and appeal.
    - If the Board decides not to call a Hearing, it shall consider the statement of appeal, the statement of grievance, and the decision of the official whose decision is being appealed and render its decision, which shall constitute a Final Administrative Decision. Such decision will be communicated to the grievant and to the official whose decision was appealed – in writing – within 5 days following the Board's decision.

#### GENERAL REQUIREMENTS

1. All parties in interest in any grievance filed shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.
2. No reprisals of any kind shall be taken by the Board or by an employee against any party in interest or other employee on account of his/her participation in a grievance filed and decided.
3. Each decision shall be in writing, setting forth the decision and reasons therefore, and shall be transmitted promptly to all parties in interest.
4. The Board and administration shall cooperate with the grievant(s) and his/her/their representative(s) in the investigation of any grievance and shall furnish the grievant with information pertinent to the grievance without cost to the grievant or the employee against whom the grievance is filed.
5. Should, in the judgment of the Principal, the investigation or processing of any grievance require the absence of the grievant(s) from regular assignments, such absences shall be excused without loss of pay or benefits.
6. All meetings and hearings conducted pursuant to the grievance shall be private.
7. The Board will consider requests to hear grievances from a group of grievants, but the Board and officials have the discretion to hear and respond to grievants individually.
8. Appropriate records of all grievances and their dispositions shall be maintained in accordance with state and federal law.



**Q169. Attach Appendix G Organizational Chart**

- 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

**Applicant Evidence :**

|   |
|---|
|  |
| Appendix G-RLA Organizat...   |

Uploaded on **4/29/2022** by  
**Jennifer Adler**



Lisa Weaves

**Comments :**


Most schools say they will utilize a leadership team, but seldom is it reflected in an organizational chart. Appreciate the effort to truly display the cultural and community expectations in the org chart.

**Q170. Attach Appendix H Charter School Board Member Information Form and Resume**

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

**Resources**

|   |
|---|
|  |
| Charter School Board Me...  |

**Applicant Evidence :**

|   |
|---|
|  |
| Appendix H- Charter Scho...   |

Uploaded on **4/29/2022** by  
**Jennifer Adler**



Lisa Weaves

Comments :

Very seldom do board questionnaires actually reflect the school. Strong board with common vision.

Q171. **Attach Appendix I**

- 1. Charter School Board Member Background Certification Statement and
- 2. Completed Background Check

for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources

|                            |
|----------------------------|
|                            |
| Charter School Board Me... |

Applicant Evidence :

|                              |
|------------------------------|
|                              |
| Appendix I- RLA Board Bac... |

Uploaded on **4/28/2022** by  
**Jennifer Adler**

Q172. **Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality 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.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Applicant Evidence :

|                              |
|------------------------------|
|                              |
| Riverside Leadership Acad... |

Uploaded on **4/23/2022** by  
**Jennifer Adler**

Q173. **Attach Appendix K Articles of Incorporation or Municipal Charter**

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the



NC Department of the Secretary of State.

- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :

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| Appendix K- Articles of Inc...  |


Uploaded on **4/19/2022** by  
**Jennifer Adler**

### 10.3. Staffing Plans, Hiring, and Management


Q174. **Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

Resources

|   |
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|  |
| Staffing Chart Template.xlsx  |

Applicant Evidence :

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| RLA Final Staffing Chart Te...  |

Uploaded on **4/28/2022** by  
**Jennifer Adler**

Q175. **Staffing Plans, Hiring, and Management** Explain the board's strategy for recruiting and retaining high-performing teachers.



To develop the future ready leaders who will thrive from the meaningful connections with school staff, Riverside Leadership Academy will depend on the quality of the teachers employed there. Therefore, RLA will take great care in the recruiting and retaining of high-performing teachers.

To recruit high-performing teachers, the school will:

- create detailed job descriptions that outline teacher responsibilities and duties
- offer a competitive salary with the option of participating in a retirement plan and healthcare system
- post job opportunities on the school website, Applicant Tracking, Teachers to Teachers website, job search sites, and within local universities
- participate in teacher job fairs
- employ personal networks and connections to identify individuals with specific skill sets aligned to RLA's mission and vision

The lead administrator will be responsible for the hiring process. In year 2, the process will become collaborative with a team faculty assisting with interviews. In order to retain the high qualified teachers, RLA will use specific strategies including the following:

1. empowering teachers regarding curricular decisions; giving them a voice in the decision making process
2. utilizing teacher talents in order to foster their leadership abilities
3. creating a culture and climate that requires collaboration and teamwork
4. providing professional development opportunities that allow teachers to grow as educators
5. provide ongoing feedback on teacher performance

**Q176. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.**



Riverside Leadership Academy has not yet identified its principal/lead administrator.

The responsibilities of the lead administrator will include, but not be limited to, the following:

- serving as a liaison between school staff and the school board;
- providing exemplary leadership to all members of the school community
  - maintaining positive communication with RLA families, ensuring they are partners in their children's academic and social development and are aware of performance and achievement results and initiatives;
  - facilitating positive faculty dynamics;
  - and providing dynamic leadership to all staff and students to maintain a positive, structured, achievement-oriented, and enjoyable school culture.
  - overseeing and facilitating the development of all the school's administrators;
  - holding all staff accountable for upholding high standards of achievement;
  - achieving performance growth in alignment with the school's mission and values;
  - overseeing the recruitment, selection, evaluation, supervision, retention, and dismissal of school staff;
  - planning, facilitating, and ensuring the professional development of all school staff;
  - overseeing the school's educational programming to ensure student achievement and provision of services in compliance with the school's charter and in alignment with local, state, and federal regulations;
  - ensuring strong consistency and efficacy in the school's instructional and social programming;
  - researching and sharing effective curricular and instructional practices from and with other schools;
  - overseeing school-wide strategic planning and problem-solving;
  - working with administrative leadership and instructional staff on all curricular, instructional, assessment, and professional development to ensure that data drives instructional practices;
  - working with administrative leadership and instructional/student support staff to foster consistency in enforcing school-wide discipline policies; and
  - collaborating with school staff to maximize the ability of the school to support students' academic and socio-emotional development.

The qualifications for Riverside Leadership Academy's lead administrator are as follows:

- master's degree in education and will have obtained (or be willing to pursue) at least a master's degree in educational leadership and/or school administration
- minimum of 5 years of classroom experience with evidence of exemplary student growth and/or achievement
- a minimum of three years of prior school leadership experience, with experience at a charter school being highly preferred
- flexible and highly organized
- strong analytical and problem-solving skills
- trained in Project Based Leadership and familiar with social emotional learning strategies
- must believe and effectively convey that all children can succeed and that each child deserves to be provided with equitable access to a high-quality education

Riverside Leadership Academy will identify and hire the lead administrator during the RTO process (i.e. year 0). To recruit the lead administrator, RLA will follow similar strategies that it will use when recruiting teachers, including, but not limited to:

- create detailed job descriptions that outline lead administrator responsibilities and duties
- offer a competitive salary with the option of participating in a retirement plan and healthcare system
- post job opportunities on the school website, Teachers to Teachers website, job search sites, and within local universities





- participate in teacher job fairs
- employ personal networks and connections to identify individuals with specific skill sets aligned to RLA's mission and vision

**Q177. Attach in Appendix O the School Leader's Resume** If the school leader has been identified, include the school leader's one-page resume in Appendix O.

**Applicant Comments :**

We have not yet identified our school leader; however, Appendix O includes our Start-Up Budget and Partnership Letters.

**Applicant Evidence :**



Uploaded on **4/29/2022** by  
**Jennifer Adler**

**Q178. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.**

Riverside Leadership Academy will set the policy consistent with the mission of the school. The lead administrator will report directly to the Board and be responsible for implementing said policies. School employees report directly to the lead administrator. Additionally, the lead administrator is responsible for all recruitment and hiring, with board approval, of all employees at the school. The director will also be responsible for evaluating, and terminating all teaching and support personnel. All employees will be "at will" and will be terminated or retained annually based on the summative assessment by school administration.

**Q179. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**



Riverside Leadership Academy is committed to recruiting and retaining highly-qualified, high-performing teachers who inspire their students' learning and create a sense of community. RLA is committed to the equal treatment of all individuals and will not discriminate against any individual based on race, color, gender, sexuality, ability, age, religion, or national or ethnic origin.

1. In order to apply, interested candidates will submit an online application consisting of:

- educational background and eligibility information, including certification status;
- work history;
- short responses to questions that will reflect their understanding of RLA's mission;
- three references; and
- a resume attachment

2. A member of the school leadership team will review the applications. Applicants identified as a strong match based on their qualifications and current needs of the school will be invited to interview.

3. After a successful first interview, candidates applying for teaching and instructional support positions will be invited to the campus to:

- tour the school
- speak with existing teaching staff
- implement a model lesson to RLA students

■ In Year 1, candidates will present their model lesson to available members of the school leadership team or submit a video of a high-quality lesson that they have previously taught

4. If the school leader wishes to move forward with the applicant, they will check the candidate's references via phone. If references are satisfactory, the school leader can offer a conditional letter of employment, pending their completion and passing of a comprehensive background check, teaching license verification, and board approval.

5. When step 4 is complete and everything returns satisfactorily, the candidate will be offered a contract that outlines the position, the duties, and the yearly salary.

- The contract does not bind the candidate to an employment term. Hired employees may terminate their employment "at-will" by giving a minimum of two weeks' notice.
- RLA may terminate employees "at will" at any time, with or without notice, provided that such a termination is not in violation of any labor laws.

The lead administrator will be responsible for the hiring, evaluation, and termination of all staff, with insight from the board of directors as necessary. Any staff member that does not fulfill the duties of their role will be placed on a Performance Improvement Plan (PIP). This includes the lead administrator, as evaluated by the board of directors. If the expected improvement is not shown, the lead administrator will not renew the employee's contract. In the case of any illegal activity, the board will conduct an impartial investigation and determine the best course of action.

**Q180. Outline the school's proposed salary range and employment benefits for all levels of employment.**



We have reviewed the Craven County Schools Pay and Classification Plan and built our salary structure to be competitive with the local LEA. We have established the following ranges and averages by positions after considering the competitive rates in other nearby LEAs. All staff will receive benefits, including 6% employer contribution into retirement plan. Full time staff will also be eligible for a healthcare plan.

| Position   | Minimum | Average | Maximum |
|--|---------|---------|---------|
| Principal/School Leader (Lead Administrator)   | 70,000  | 85,000  | 90,000  |
| Assistant Principal (Assitant Administrator)   | 50,000  | 65,000  | 75,000  |
| Dean(s) of Curriculum and Instruction  | 45,000  | 55,000  | 65,000  |
| Core Classroom Teachers (Core Content Teachers)  | 35,000  | 42,500  | 60,000  |
| Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.) (Elective/Specialty Teachers) | 35,000  | 46,500  | 65,000  |
| Student Support Positions (School Psychologist and Military Liaison) (Counselor)                                   | 40,000  | 54,000  | 60,000  |
| Specialized School Staff (Transportation)  | 8,000   | 10,800  | 15,000  |
| Teaching Aides or Assistants (Teacher Assistants)  | 15,000  | 20,000  | 30,000  |
| School Operations Support Staff (Clerical)   | 25,000  | 35,000  | 45,000  |

Q181. Provide the procedures for handling employee grievances and/or termination.



Riverside Leadership Academy encourages all staff members to communicate any grievances with their school leader. Administration will have an open door policy to allow this dialogue. If a staff member has a grievance that cannot be resolved informally, they will follow the following procedures:

1. The staff member shall communicate their grievance with the lead administrator in writing within five days of the incident. The lead administrator will return communication with the person filing the grievance within 48 hours. This communication will include information about how the situation has been resolved or to set up a conference with the individual bringing the grievance. If the grievance involves the lead administrator, the written grievance shall be directed to the Board Chair.

2. If the situation is not resolved through communication with the lead administrator, a conference will be scheduled with the person filing the grievance, the individual accused of wrongdoing, and administration. The lead administrator will serve as a mediator and allow both parties to share their perspective. At the end of the conference, the lead administrator will provide both parties with a decision based on the information gathered. If either party disagrees with the lead administrator's decision they will have the opportunity to appeal directly to the Board of Directors.

3. The party requesting an appeal will make a written complaint to the Board describing the nature of the grievance. The lead administrator will provide objective data that was discovered during their investigation. The Board will schedule a hearing 14 days from receiving the written appeal request. At the appeal hearing, all parties involved will have the opportunity to state their case. After hearing the testimonies, the panel will discuss the matter in private and come to a decision. Within 30 days of the hearing, the panel will communicate their decision with the party filing the appeal. The Board's decision regarding the matter will be considered final unless the Board deems that further investigation by an outside party is warranted.

4. In the event that a terminated employee wants to appeal that decision, they will need to appeal to the Board of Directors following the grievance procedure outlined above.

**Q182. Identify any positions that will have dual responsibilities and the funding source for each position.**

Riverside Leadership Academy does not have any positions with dual responsibilities.

**Q183. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.**

We anticipate that our EC population will represent approximately 14 percent of our student body. In year one that would be close to 67 students. In order to have adequate staffing for those students, we will employ 4 full-time EC teachers, giving them a case load of 16-17 students each. In year two, we will add a fifth full-time EC teacher. In year 4, when we expect to have 100 EC students, we will add a sixth EC teacher. Therefore, in year 5 when we anticipate having 108 EC students, the case load per EC teacher will be 18 students. We will have at least 1 teacher trained in SIOP ([https://www.savvas.com/index.cfm?locator=PS2rWo&acornRdt=1&acornRef=http%3A%2F%2Fwww%2Esavvas%2Ecom%3A80%2Fsiop&cmpid=7010W000002LCPzQAO&utm\\_source=Google&utm\\_medium=cpc&utm\\_campaign=7010W000002LCPzQAO&utm\\_content=SIOP%20Model&gclid=Cj0KcQjwplmTBhCmARIsAKr58cyVs2iHV8ZdoB6tdPPkaA9-73o4hRs9b6jTkdcw8GxABaJY5C\\_as\\_saAtDyEALw\\_wcB](https://www.savvas.com/index.cfm?locator=PS2rWo&acornRdt=1&acornRef=http%3A%2F%2Fwww%2Esavvas%2Ecom%3A80%2Fsiop&cmpid=7010W000002LCPzQAO&utm_source=Google&utm_medium=cpc&utm_campaign=7010W000002LCPzQAO&utm_content=SIOP%20Model&gclid=Cj0KcQjwplmTBhCmARIsAKr58cyVs2iHV8ZdoB6tdPPkaA9-73o4hRs9b6jTkdcw8GxABaJY5C_as_saAtDyEALw_wcB)) in each grade level for our EL students and seek to higher staff with EL certification. We will also seek to higher teachers with their AIG certification and encourage our staff to earn their AIG certification.

**Q184. 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).



2022 NC CHARTER APPLICATION  
NC Public Charters



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| Role | Responsibilities | Qualifications |
|------|------------------|----------------|
|------|------------------|----------------|



|                           |  |   |
|---------------------------|--|---|
| <p>Lead Administrator</p> | <ul style="list-style-type: none"> <li>• Maintaining positive communication with RLA families, ensuring they are partners in their children’s academic and social development and are aware of performance and achievement results and initiatives;</li> <li>• Facilitating positive faculty dynamics;</li> <li>• Providing dynamic leadership to all staff and students to maintain a positive, structured, achievement-oriented, and enjoyable school culture;</li> <li>• Overseeing and facilitating the development of all the school’s administrators;</li> <li>• Holding all staff accountable for upholding high standards of achievement;</li> <li>• Achieving performance growth in alignment with the school’s mission and values;</li> <li>• Overseeing the recruitment, selection, evaluation, supervision, retention, and dismissal of school staff;</li> <li>• Planning, facilitating, and ensuring the professional development of all school staff;</li> <li>• Overseeing the school’s educational programming to ensure student achievement and provision of services in compliance with the school’s charter and in alignment with local, state, and federal regulations;</li> <li>• Ensuring strong consistency and efficacy in the school’s instructional and social programming;</li> <li>• Researching and sharing effective curricular and instructional practices from and with other schools;</li> <li>• Overseeing school-wide strategic planning and problem-solving;</li> <li>• Working with administrative leadership and instructional staff on all curricular, instructional, assessment, and professional development to ensure that data drives instructional practices;</li> <li>• Working with administrative leadership</li> </ul> | <ul style="list-style-type: none"> <li>• Masters degree in education and will have obtained (or be willing to pursue) at least a master’s degree in educational leadership and/or school administration</li> <li>• Minimum of 5 years of classroom experience with evidence of exemplary student growth and/or achievement</li> <li>• Minimum of three years of prior school leadership experience, with experience at a charter school being highly preferred</li> <li>• Flexible and highly organized</li> <li>• Strong analytical and problem-solving skills</li> <li>• Trained in Project Based Leadership and familiar with social emotional learning strategies</li> <li>• Must believe and effectively convey that all children can succeed and that each child deserves to be provided with equitable access to a high-quality education</li> </ul> |
|---------------------------|--|---|



|                                    |   |  |
|------------------------------------|---|--|
|                                    | <p>and instructional/student support staff to foster consistency in enforcing school-wide discipline policies; and</p> <ul style="list-style-type: none"> <li>• Collaborating with school staff to maximize the ability of the school to support students' academic and socio-emotional development.</li> </ul>   |  |
| Dean of Curriculum and Instruction | <ul style="list-style-type: none"> <li>• Exemplifying the values of our mission and striving to ensure equity for our students and their families;</li> <li>• Supporting the Lead Administrator in the execution of all of their responsibilities and the day to day operations of the school;</li> <li>• Supporting the educational program and provide guidance for teachers in their daily instruction;</li> <li>• Handling disciplinary matters as well as student/parent grievances;</li> <li>• Providing and/or leading meaningful professional development opportunities for staff and faculty;</li> <li>• Overseeing the school's curriculum and educational program</li> </ul> | <ul style="list-style-type: none"> <li>• Masters degree in School Administration, Curriculum and Instruction, or another field of education</li> <li>• Minimum three years relevant teacher experience</li> <li>• School administrator experience preferred</li> <li>• Charter School experience preferred</li> <li>• Familiar with Project Based Learning and a socio-emotional learning program preferred</li> </ul> |
| Core Teachers                      | <ul style="list-style-type: none"> <li>• Exemplifying the values of our mission</li> <li>• Creating a positive learning environment for students</li> <li>• Executing lesson plans consistent with the mission of the school and aligned with the NC Standard Course of Study</li> <li>• Participating in their Professional Learning community and all professional development activities</li> <li>• Evaluating student performance in an equitable and timely manner</li> <li>• Communicating effectively with all stakeholders including parents, students, and administration.</li> </ul>  | <ul style="list-style-type: none"> <li>• Bachelors degree from a 4-year institution</li> <li>• Certified by NCDPI in their content area and grade level or be working towards certification</li> <li>• Prior teaching experience preferred</li> </ul>  |





|                                      |   |  |
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| <p>Electives/Specials Teachers</p>   | <ul style="list-style-type: none"> <li>• Exemplifying the values of our mission</li> <li>• Creating a positive learning environment for students</li> <li>• Executing lesson plans consistent with the mission of the school and aligned with the NC Standard Course of Study</li> <li>• Participating in their Professional Learning community and all professional development activities</li> <li>• Evaluating student performance in an equitable and timely manner</li> <li>• Communicating effectively with all stakeholders including parents, students, and administration.</li> </ul>  | <ul style="list-style-type: none"> <li>• Bachelors degree from a 4-year institution</li> <li>• Certified by NCDPI in their elective area or be working towards certification</li> <li>• Prior teaching experience preferred</li> </ul> |
| <p>Exceptional Children Teachers</p> | <ul style="list-style-type: none"> <li>• Exemplifying the values of our mission and striving to ensure equity for our students and their families</li> <li>• Creating a positive learning environment for students</li> <li>• Executing lesson plans that are consistent with the mission of the school, aligned iwth NC Standard Course of Study and aligned to the student's IEP</li> <li>• Participating in their Professional Learning Community and all professional development activities</li> <li>• Evaluating student performance equitably and in a timely manner</li> <li>• Communicating effectively with all stakeholders including parents, students, and administration</li> <li>• Ensuring that students with IEPs receive their services</li> <li>• Providing support for Regular Education teachers in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>• Bachelors degree from a 4-year institution</li> <li>• Certified by NCDPI in Special Education</li> <li>• Prior teaching experience preferred</li> </ul>                                       |



|  |   |   |
|--|---|---|
| <p>School Psychologist and Military Liason</p> | <ul style="list-style-type: none"> <li>• Planning military appreciation events</li> <li>• Coordinating with community resource organization to provide needed support for military families</li> <li>• Counseling for students in issues particular to children of military parents</li> <li>• Screening students for ELL, AIG, and other services</li> <li>• Testing as part of the MTSS Process</li> </ul>  | <ul style="list-style-type: none"> <li>• 60 hour Masters degree in school psychology from an approved school psychology training program plus a one year internship providing psychological services; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.</li> <li>• Experience working with military families or former military experience preferred</li> </ul> |
| <p>Counselors</p>                              | <ul style="list-style-type: none"> <li>• Exemplifying the values of our mission and striving to ensure equity for our students and their families</li> <li>• Assisting with individual student planning and college applications</li> <li>• Performing responsive counseling services and referrals for assistance</li> <li>• Consulting and collaborating with parents, teachers, administration and community agencies.</li> <li>• Serve as 504 coordinator</li> </ul>  | <ul style="list-style-type: none"> <li>• Masters Degree in counselor education from a 4-year institution and be certified by NCDPI</li> <li>• Previous experience preferred</li> </ul>  |
| <p>Office Staff</p>                            | <ul style="list-style-type: none"> <li>• Exemplifying the values of our mission</li> <li>• Exhibiting proficiency in the software programs within Microsoft Office Suite</li> <li>• Providing phone coverage and relaying correct information regarding the operation of the school</li> <li>• Assisting student sign-ins</li> <li>• Assisting parents and visitors</li> <li>• Performing clerical tasks as deemed necessary by school administration</li> <li>• Assisting with the distribution of lunch including ensuring eligible students receive their free or reduced lunch</li> <li>• Assisting with substitute/teacher leave management</li> <li>• Creating the teacher duty schedule</li> </ul> | <ul style="list-style-type: none"> <li>• High School diploma or equivalent</li> <li>• Excellent communication and organizational skills</li> <li>• Proven track record of reliability and ability to multi-task</li> </ul>  |

#### 10.4. Staff Evaluations and Professional Development

Q185. Identify the positions responsible for maintaining teacher license requirements and professional development.



Riverside Leadership Academy teachers are ultimately responsible for maintaining their teacher license requirements and the school's administration is responsible for providing professional development opportunities or resources to help them earn any continuing education credits. However, RLA will be contracting with Charter Success Partners to assist our teachers in license renewal and professional development opportunities.

**Q186. 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. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.**



Teachers will be evaluated in accordance with the North Carolina Professional Teacher Standards. School Administration will formally observe teachers using the North Carolina Educator Effectiveness System (NCEES). All teachers will complete a self-assessment to rate their own performance based on the rubric provided by the NC State Board of Education at the beginning of the school year. Teachers will use this self-assessment to create a Professional Development plan (PDP) to identify areas of personal growth.

Teachers will participate in one of three observation cycles annually. These cycles include Abbreviated, Comprehensive, and Standard evaluation cycles. Teachers not in their renewal year and who have more than 3 years experience will be on the Abbreviated cycle; these teachers will receive two formal observations and be assessed based on two of the five NC Professional Teacher standards. Those participating in the Standard observation cycle will be teachers with more than 3 years experience who are on the renewal year for their teaching certification. These teachers will be formally evaluated three times based on all five of the NC Professional Teacher standards. Teachers on the Comprehensive cycle will receive four formal observations: three from school administration and one peer observation. Teachers on the Comprehensive cycle will include initially licensed teachers with 0 - 3 years of experience. All formal observations will involve post-conferences where teachers and administrators collaboratively work together to identify teacher strengths and areas of improvement. At the end of each school year, administration will meet with every teacher and have summary evaluation conferences. At these meetings the school administrator and individual teacher will discuss the teacher's overall evaluation and progress towards their PDP goals.

RLA will provide a superior Beginning Teacher Support Plan (BTSP) and mentoring program which includes on-going high quality professional development. BT support programs are often inadequate. Even when new teachers are well prepared by their School of Education, they are often are given the most challenging students with very little support. Research has shown that nearly half of all teachers leave the profession within their first five years, so an excellent beginning teacher and mentoring program is critical to their success. Coaching from veteran teachers is a very important aspect to the growth and development of a new teacher. At RLA, we will have a meaningful and valuable BT program that will provide the necessary support for novice teachers. This includes the comprehensive evaluation cycle, monthly BT meetings, and participation in the BT-Mentor program. In the BT-Mentor program, an experienced teacher is matched with a BT; they meet weekly to discuss school policies, classroom management, effective instruction, and best practices. The mentor teachers receive mentor training to support the BT in all aspects of the profession. Once they are certified as "mentor teachers" they will provide on the job observations and coaching. We will also have opportunities for BTs to observe outstanding veteran teachers at RLA and other charter schools to learn best teaching practices and strategies, so they can analyze and reflect on their own teaching and classroom practices.

We have allocated a large portion of the budget for whole staff professional development. We also have funds set aside for individual requests for professional development. Meaningful, purposeful, and individualized professional development has been shown to increase teacher development. Professional development in Project Based Learning and Responsive Classroom will take place before the school year starts, equipping all teachers, but especially our BTs with essential classroom management tools and the means for producing high-quality, engaging lessons. For this type of full staff professional development, we have budgeted \$35,000. Our contract with Charter Success Partners also includes professional development.

As mentioned above, Riverside Leadership Academy teachers are ultimately responsible for maintaining their teacher license requirements and the school's administration is responsible for providing professional development opportunities or resources to help them earn any continuing education credits. However, RLA will be contracting with Charter Success



Partners to assist our teachers in license renewal and professional development opportunities.

**Q187. Describe the core components of the professional development plan and how these components will support the 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.**

Professional development will be offered to our staff in a multitude of ways. Staff in a K-12 institution have varying needs that need to be met. There is also a need to ensure that all staff in all grade levels have training in the pillars of our school. These include Project Based Learning, leadership, and Responsive Classroom. Beginning teachers will also need BT training and support sessions. The state of North Carolina also has requirements of professional development in the areas of medical training, mental health training, safety and security, and renewal credit requirements.

Our PBL professional development will be conducted internally by members of our board and staff who have experience in PBL. We will also bring in external experts from Charter Success Partners and the Buck Institute. Responsive Classroom will be an external PD provided by their staff. Certain components will be individualized and certain uniform depending on the needs of our staff.

**Q188. Provide a schedule and explanation of professional development that will take place prior to the 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.**



During the summer prior to the opening school year, teachers will have the opportunity to collaborate and plan on their own within the school building. School administration will open the building for optional teacher workdays to facilitate this collaboration and classroom set-up. Teachers will also have access to online resources for professional development including Edivate. Throughout the school year teachers will receive continual strategic professional development aligned with the school's mission and academic and social-emotional goals. The school calendar above has been developed to facilitate the on-going PD throughout the year.

Professional development will be offered to our staff in a multitude of ways. Staff in a K-12 institution have varying needs that need to be met. There is also a need to ensure that all staff in all grade levels have training in the pillars of our school. These include project based learning and leadership and responsive classroom. Beginning teachers will also need BT training and support sessions. The state of North Carolina also has requirements of professional development in the areas of medical training, mental health training, safety and security, and renewal credit requirements.

The schedule of professional development prior to the school opening is included below. The remaining balance of time will be used for PBL planning, PLCs, PAA phone calls, and setting up classrooms.

|   |                                |
|---|--------------------------------|
| <b>Orientation Day 1</b>                | <b>Monday, August 5, 2024</b>  |
| 8:00-8:30                               | Breakfast and Introductions    |
| 8:30-9:30                               | Icebreakers                    |
| 9:30-10:30                              | Teacher evaluation tools       |
| 10:30-11:00                             | PDP goals - Standard 3         |
| 11:00-11:15                             | Break                          |
| 11:15-12:00                             | New Teacher Survival Tips      |
| 12:00-1:00                              | Lunch with Mentors             |
| 1:00-4:00                               | Rooms / BT process             |
| <b>Orientation Day 2<br/>(Everyone)</b> | <b>Tuesday, August 6, 2024</b> |
| 8:00-8:30                               | Breakfast                      |
| 8:30-10:30                              | Crash Course in PBL            |
| 10:30-10:45                             | Break                          |
| 10:45-11:45                             | Building Orientation           |
| 11:45-12:45                             | Lunch                          |



|                          |  |
|--------------------------|--|
| 12:45-1:00               | Facilities Orientation (Keys, Copier Instructions, Computer Checkout, Etc) |
| 1:00-4:00                | Responsive Classroom   |
| <b>Orientation Day 3</b> | <b>Wednesday, August 7, 2024</b>   |
| 8:00-8:30                | Breakfast  |
| 8:30-9:00                | PAA Concept and Why We Have It   |
| 9:30-10:30               | Maximizing Instruction/Professional Responsibilities                       |
| 10:30-10:45              | Break  |
| 10:45-11:15              | Parent Involvement; Understanding the RLA Parent                           |
| 11:15-12:00              | Payroll, Benefits, and Other Nuts and Bolts                                |
| 12:00-1:00               | Lunch  |
| 1:00-4:00                | Responsive Classroom Day 2   |
| <b>Welcome Back</b>      | <b>Thursday, August 8, 2024</b>  |
| 8:00-8:30                | Breakfast  |
| 8:30-9:30                | PBL Crash Course Part 2  |
| 9:30-10:30               | What's Your Story - Our Story  |
| 10:30-11:30              | Mission/Vision/State of the School Address                                 |
| 11:30-12:30              | Lunch in PLCs  |
| 12:30-2:30               | Break Out Sessions: Medical Info, EC/Referral, MTSS                        |
| 2:30-4:00                | Rooms  |

Q189. Describe the expected number of days/hours for professional development throughout the school



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year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.





**2022 NC CHARTER APPLICATION**  
NC Public Charters



Our professional development plan for year one offers staff a maximum of 8.6 credits. We have 17 work days throughout the year, as well as multiple planned optional after school opportunities.

| <b>Name of PD</b>                                    | <b>Intended Audience</b> | <b>Location</b> | <b>#CEUs</b> | <b>Date</b> | <b>Time</b>   |
|--|--------------------------|-----------------|--------------|-------------|---------------|
| Medical Training, Mental Health, Safety and Security | All Staff- Required      | TBD             | 0.8          | 8/8/24      | 8am-4pm       |
| PLC Meetings   | Staff- Required          | TBD             | 0.1          | 8/22/24     | 4-5pm         |
| Digital Literacy                                     | All Staff-Optional       | TBD             | 0.1          | 8/27/24     | TBD           |
| Beginning Teacher Talks                              | BT1s, 2s, 3s and Mentors | TBD             | 0.1          | 8/29/24     | 4-5pm         |
| PLC Meeting  | Staff- Required          | TBD             | 0.1          | 9/12/24     | 4-5pm         |
| Literacy Block Training                              | ES Staff- Required       | TBD             | TBD          | 9/13/24     | 12-4pm        |
| Counselor Collaboration Mtg.                         | Counselors               | TBD             | 0.4          | 9/19/24     | 9am-11am      |
| Digital Literacy                                     | All Staff-Optional       | TBD             | 0.1          | 9/24/24     | TBD           |
| Beginning Teacher Talks                              | BT1s and BT2s            | TBD             | 0.1          | 9/26/24     | 4-5pm         |
| PLC Meeting  | Staff- Required          | TBD             | 0.1          | 10/10/24    | 4-5pm         |
| Arts Teacher Collaboration Mtg.                      | Arts Teachers            | TBD             | 0.8          | 10/14/24    | 9am-11am      |
| Math Discourse                                       | Math Staff- Required     | TBD             | TBD          | 10/17/24    | 8am-4pm       |
| iReady   | ELA/Math Teachers        | TBD             | 0.2          | 10/18/24    | 1-3pm         |
| AIG Students   | All Staff- Required      | TBD             | 0.2          | 10/18/24    | 8-10am        |
| Co-Teaching with EC Staff                            | All Staff- Required      | TBD             | 0.1          | 10/18/24    | 10:15-11:15am |
| Beginning Teacher Talks                              | BT1s and BT2s            | TBD             | 0.1          | 10/31/24    | 4-5pm         |
| PLC Meeting  | Staff- Required          | TBD             | 0.1          | 11/14/24    | 4-5pm         |
| Beginning Teacher Talks                              | BT1s and BT2s            | TBD             | 0.1          | 11/21/24    | 4-5pm         |
| Digital Literacy                                     | All Staff-Optional       | TBD             | 0.1          | 11/26/24    | TBD           |
| Digital Literacy                                     | All Staff-Optional       | TBD             | 0.1          | 11/26/24    | TBD           |



|                         |                          |     |     |          |         |
|-------------------------|--------------------------|-----|-----|----------|---------|
| PLC Meeting             | Staff- Required          | TBD | 0.1 | 12/12/24 | 4-5pm   |
| Beginning Teacher Talks | BT1s and BT2s            | TBD | 0.1 | 12/19/24 | 4-5pm   |
| PLC Meeting             | Staff- Required          | TBD | 0.1 | 1/16/25  | 4-5pm   |
| Digital Literacy        | All Staff-Optional       | TBD | 0.1 | 1/28/25  | TBD     |
| Beginning Teacher Talks | BT1s and BT2s            | TBD | 0.1 | 1/30/25  | 4-5pm   |
| PLC Meeting             | Staff- Required          | TBD | 0.1 | 2/13/25  | 4-5pm   |
| PBL                     | All Staff                | TBD | 1   | 2/17/25  | 8am-4pm |
| Digital Literacy        | All Staff-Optional       | TBD | 0.1 | 2/25/25  | TBD     |
| Beginning Teacher Talks | BT1s and BT2s            | TBD | 0.1 | 2/27/25  | 4-5pm   |
| PLC Meeting             | Staff- Required          | TBD | 0.1 | 3/13/25  | 4-5pm   |
| Digital Literacy        | All Staff-Optional       | TBD | 0.1 | 3/25/25  | TBD     |
| Beginning Teacher Talks | BT1s and BT2s            | TBD | 0.1 | 3/27/25  | 4-5pm   |
| PLC Meeting             | Staff- Required          | TBD | 0.1 | 4/10/25  | 4-5pm   |
| Beginning Teacher Talks | BT1s and BT2s            | TBD | 0.1 | 4/17/25  | 4-5pm   |
| Digital Literacy        | All Staff-Optional       | TBD | 0.1 | 4/29/25  | TBD     |
| Beginning Teacher Talks | BT1s, 2s, 3s and Mentors | TBD | 0.1 | 5/22/25  | 4-5pm   |
|                         |                          |     | 8.6 |          |         |

### 10.5. Marketing, Recruitment, and Enrollment

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

**Q190. 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)).**

Riverside Leadership Academy will market through its website ([riversideleadershipacademy.org](http://riversideleadershipacademy.org) (<https://www.cravensmartstart.org/>)), its Facebook page, and its Instagram account. We will also make use of local media resources including New Bern Sun Journal's print and online newspaper. We will place an ad on WCNT, the local news station's website. We will advertise on Parent Talk, a weekly radio show on New Bern Live, a media and broadcasting company in New Bern and La Pantera 105.5 FM, the regional Mexican radio station serving Eastern North Carolina. For \$25, we can advertise on local Facebook groups like New Bern Good News that has over 12,000 members. We have a contact at the New Bern Civic Theatre who will reserve Playbill advertising space for us.

We will widely distribute flyers across the region at pediatrician's offices, day cares and preschools, and other business that offer services to children including Craven Smart Start, the YMCA, and both of the New Bern recreation centers. We will place lawn signs strategically throughout neighborhoods in the county to increase visibility and awareness for the general public, regardless of income status.

RLA also plans to take part in community events around the county including events such as:

- The Neuse River 5k (New Bern)
- Craven County Spring Fling (Craven County Fairgrounds)
- The Great Trent River Raft Race (New Bern)
- The Strawberry Festival (Vanceboro)
- The Chili Festival (Havelock)
- Mum Festival (New Bern)
- Ghent Mardi Gras (Ghent/New Bern)

We will utilize the extensive personal networks of the Board of Directors to create a word of mouth campaign within Craven County. The board will help distribute marketing materials with the school's information to interested parties.

**Q191. Describe how parents and other members of the community will be informed about the school.**

The success of Riverside Leadership Academy's mission is dependent on clear and frequent communication with parents and community to foster meaningful relationships with its students and provide them with learning opportunities. In order to develop and continue these relationships, RLA will keep parents and other members of the community informed about the school in the following ways:

- a monthly newsletter highlighting important engagement events and activities, relevant school updates, student successes, and Project Based Learning partnerships
- weekly communication via video, phone calls, or emails from the school leadership team
- frequent and timely posts about outreach events, open-enrollment dates and procedures, the application process, school achievements, and more on Facebook, Instagram, and other social media channels
- bimonthly Coffee Talks held alternatively at the school and virtually so that more parents have a chance to attend and share their thoughts, concerns, and questions with a member of the school leadership
- Back to School Nights, Open Houses, Student-led Conferences

**Q192. Describe your plan to recruit students during the planning year, including the strategies, activities,**



events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

We plan to recruit students through many means, including have a presence at festivals, fairs, local races, and markets throughout the year. RLA's Board of Directors will also host or co-host several public events including Picnic in the Park with RLA or Coffee and Cookies with RLA. Once we have identified our lead administrator and Dean of Curriculum and Instruction, they will be a presence at these events and hold office hours. By having a mix of public in-person and virtual events where we can answer questions about our school during the spring and summer of 2023, we will increase our interest list. Families who joined the interest list will be notified in December of 2023 about the upcoming application cycle.

To meet our outreach goals, RLA plans to use social media as a driving factor of our campaign. Through our Facebook and Instagram accounts we will encourage families to join our interest list. A strong social media presence also allows us to have steady stream of communication with prospective applicants. While we will contract with Charter Success Partners to keep our website and social media pages up to date and relevant, our Board Members will share posts and events through their personal social media channels.

Our Board will also continue to forge partnerships with prominent community organizations that will be mutually beneficial for these organizations and the students of RLA. We will continue to join the New Bern Rotary for lunch, help with food drives at local non-profits, and host our Meet and Greets at local businesses like Snapdragons Toys, Nautical Star Coffee, the YMCA, and more.

By October/November of 2023, we will have increased our interest list by 50%. At the end of January, after our open enrollment window has been open for a month, we will have applications for at least 50% of our seats. By the time our open enrollment window closes, we will have enough students for a lottery. We will continue to recruit throughout the spring with the goal of having 50% more applications than we have seats by July. Any offers will be verified and processed by the end of April. As responses come in, we will bring applications off of our waitlist as necessary. We have a structure to document and track withdrawal trends from year to year, helping us to zone in on the anticipated grade levels that will need extra marketing focus for enrollment for each recruitment season. Feedback from families will be collected each year through surveys. This will encourage families to stay involved with the school, and boost efficacy. Beyond year 1, we will continue to utilize public event, social media outreach, and website maintenance to grow our student body. We will review outreach metrics after each enrollment season and adjust our plan based on those metrics.

Once students have committed to the school, we will keep families engaged with an informational meet-and-greet night. Families will be able to meet other RLA families, staff members, and administration. Accepted families will also be sent a newsletter throughout the Spring and Summer leading up to the start of school.

**Q193. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.**



Riverside Leadership Academy is committed to being a school for all students regardless of how they are or are not educationally disadvantaged. It's why we are committed to offering bus transportation, free and reduced lunches, and a weighted lottery. It's why we are making sure we will hire enough EC teachers, have a solid EL plan in place, and dedicate time for remediation in our daily schedule.

We will also be sure the students from all areas know about our marketing plans. Our public events will provide us the opportunity to connect with families from all backgrounds. With a "boots on the ground" approach at public events, like the Craven County Spring Fling, tables at the New Bern Recreation Centers after school programs, and canvassing neighborhoods, we can better connect with families who may have limited access to internet and technology.

In addition, we plan to place lawn signs strategically throughout neighborhoods to increase visibility and awareness about the school. We plan to form a partnership with Craven Smart Start, visit all Head Start childcare centers, and send information to/talk to families at the Religious Community Services (who offer a food bank in New Bern) and the Salvation Army. These fliers will be in both English and Spanish.

For our English language learner students, our Meta social media accounts (Facebook and Instagram) have the ability to appear in the native language users select through their profile. This widens access to families who benefit from a non-English translation to post and other information about the school via social media. We will advertise on La Pantera 101.5, the regional Mexican radio station.

**Q194. What established community organizations would you target for marketing and recruitment?**

Riverside Leadership Academy will aim to establish a relationship with the MCAS Cherry Point Military and Family Support Center and the New Bern Military Alliance to offer materials to military families residing in the area.

As mentioned above, we also plan to target the New Bern YMCA, New Bern Recreation Centers, Craven Smart Start, Religious Community Service, and established child care centers especially ones who accept child care tuition vouchers. We will also target the public libraries in Craven County: Havelock, New Bern, Cove City, Vanceboro, and the Pamlico - Craven Public Library.

## 10.6. Parent and Community Involvement

**Q195. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.**



Throughout the planning year, Riverside Leadership Academy will continue its communication efforts with the public, informing them of any updates, events, and meetings. To achieve this, we will utilize our social media platforms and our website. We will encourage interested parties to add their email address to our listerv for announcements and monthly newsletters. We will also share the links to our website which will outline the school calendar, policies, events, board members, and board meeting dates.

We will also continue to participate in community meetings and attend local events, including hosting our own get togethers so students can begin to form a bond. Extending a hand to the community and being part of these events will help form relationships with organizations in the area that will be valuable assets to our school. We will have a ribbon cutting and cook-out event, a food and school supply drive, as well as a parent/student orientation prior to the opening of school where families can tour the school and meet their teachers. During this event, the lead administrator will meet with families to reinforce what has already been communicated on-line and during other presentations and events: the culture of the school and how parents can help us achieve it through communication with teachers, attendance at Student Led Conferences (SLC), presentations of learning, and volunteering.

**Q196. 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.**

Parents will be a part of life at Riverside Leadership Academy. They will be able to join school organizations such as the School Improvement Team (SIT) and the Parent Teacher Association (PTA). They will hear from their student's Personal Adult Advocate (PAA) monthly, and they will attend the two Student Led Conferences (SLC). In addition, parents will fulfill their Parent Involvement Hours through attending student performances, athletic events, SLCs, and Presentations of Learning. Parents who are able are welcome to volunteer at the school and chaperone field trips. We will have the above mentioned cook-out event, a food and school supply drive, as well as a parent/student orientation.

**Q197. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.**

Through Project Based Learning, our students will have the opportunities and the tools to create programs to serve those needs. In addition, once we have a National Junior Honor Society and/or National Honor Society, we will offer programs such as free tutoring, parents night out, and curriculum refreshers so parents can assist their students with their homework.

## 10.7. Admissions Policy

**Q198. Weighted Lottery** Does your school plan to use a weighted lottery? 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.

- Yes
- No

**Q199. 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**

All families, regardless of income or neighborhood, should have the ability to pursue high-quality innovative options for their children's education. Therefore, Riverside Leadership Academy requires the utilization of the weighted lottery in order to ensure increased equity for all students.

As our vision states, "Through project based and leadership curriculums, Riverside Leadership Academy develops confident, community focused, future ready leaders. Students thrive from meaningful connections between families, school staff, and community members curated by involvement of all stakeholders." If our students are to be truly community focused, their school should reflect the community in which they and their peers live. A weighted lottery allows for greater involvement of all stakeholders when the school is accessible to everyone.

According to "The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms," published by The Century Foundation in 2016: "Racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds. The increased tolerance and cross-cultural dialogue that result from these interactions are beneficial for civil society." The benefits include: reducing racial bias and countering stereotypes, improving students' satisfaction and intellectual self-confidence, and enhancing students' leadership skills. All of those benefits align with our mission and vision.

There are additional academic benefits cited in the same article: higher average test scores, students more likely to enroll in college, students less likely to drop out, reduction of the racial achievement gap, classrooms that encourage critical thinking, problem solving, and creativity. A weighted lottery that provides seats for children who qualify for the National Lunch Program would increase our racial and economic diversity, integrating our classrooms, and therefore helping all students achieve the benefits cited above and mentioned in our mission and vision.

**Q200.2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.**



Riverside Leadership Academy will use a weighted lottery for economically disadvantaged students by weighting a student's individual chances in the general lottery. Applicants can voluntarily identify as economically disadvantaged when applying for the weighted lottery. Only students who meet the criteria of being economically disadvantaged are eligible for the weighted lottery. The additional "weight" for economically disadvantaged students will be calculated each year to maximize the probability that 30% of the students enrolled at RLA will be economically disadvantaged. This percentage is based on the percentage of economically disadvantaged students in Craven and Carteret Counties. RLA will continue to use a weighted lottery and the 30% EDS target for students admitted through the lottery until 30% of the students enrolled at the school are identified as economically disadvantaged.

RLA will assess eligibility for the weighted lottery by using an optional form for economically disadvantaged status. The form will be clearly labeled as "optional" and will state that "No specific information from your weighted lottery application will be obtained beyond eligibility status, and the information will not be retained," in addition to stating that the family gives consent for the school to verify their economically disadvantaged status.

The verification will not take place until a student has been enrolled through selection in the weighted lottery. Once enrolled, their status will be verified using household income and/or free and reduced lunch eligibility. If a family is unable to provide the supporting documentation necessary to qualify for the weighted lottery, RLA will contact the family to offer assistance in the process. However, if the family is still unable to provide the documentation, the applicant will be returned to the general waiting list.

### **Q201.3) The underlying research, pedagogical, educational, psychometric, and legal, that supports the request and the procedures the applicant is requesting.**

Riverside Leadership Academy will strive to develop a student body that reflects Craven County's diversity and positively leverages its differences. We know that economically diverse learning communities lead to better outcomes for all students. Furthermore, this fulfills the mandate of the Charter School legislation by providing increased learning opportunities for all students with a special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure.

Central Park School for Children in Durham, NC implemented a similar lottery, setting aside 15% of seats for students who qualify for the National School Lunch Program in 2013-14 and 25% in 2014-15, all the way to 40% in 2016-17. By doing so, they increased the socio-economic diversity from 6% in Year 0 to 18% in Year 3 (2015-16). Their website notes that, as of 2014-2015, the achievement gap still existed, but that their EDS had "the highest EOG proficiency rate of all twelve Durham Charter Schools." With our strong educational plan, we believe that over the first five years of operation, RLA will be able to close the achievement gap between students who are economically disadvantaged and those who are not.

A report titled, "Diverse Charter Schools: Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?" published by the "Poverty & Race Research Action Council" and "The Century Foundation," states: "lotteries not based on individual race that weight students based on family income, geography, parents educational status, or the racial makeup of a neighborhood, for example can be a powerful tool for creating a diverse student body." One of the school's studied in the report "simply reserves the first 60 percent of seats in their lottery for low-income students," a plan similar to what RLA is proposing.





Q202. 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.



|   |   |
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| <p>Tentative dates for the open enrollment application period, enrollment deadlines and procedures.</p> | <ul style="list-style-type: none"><li>• The open enrollment application period will begin on January 1, 2024 and will run through March 1, 2024.</li><li>• Applicants drawn during the application process must reply to accept or decline admission to RLA within 5 business days and have 10 days to complete registration.</li><li>• Should a parent decline the enrollment offer or not respond before the deadline, the school may offer admission to the next name on that specific grade's waiting list.</li><li>• Applicants who are accepted off the waitlist have 48 hours from notification to accept or decline admission and 5 business days to complete registration.</li></ul> |
|---|---|



Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.

- In order to apply for admission to Riverside Leadership Academy, a student must only be a resident of the state of North Carolina. RLA will not discriminate based on race, color, creed, national origin, ethnicity, gender/gender expression, sexual orientation, or religion. RLA will also not deny any student based on previous academic performance or special needs.
- To obtain admission to RLA, potential students must go through the application process. When the open enrollment application period begins, no criteria for admission will be used except the completed application which will be available via the school's website (A paper application will be available upon request).
  - On the application, parents will be asked to confirm both their student's current grade as well as the grade for the coming year. Parents wishing to have their child considered for retention must still submit their student for the subsequent grade level; if admitted the student will be evaluated by the lead administrator and child's teacher before a retention decision is made. If an admitted student's retention decision was made after the child's name was drawn for enrollment in a specific grade level, the lead administrator reserves the right to withdraw or uphold acceptance.
  - If the number of applications exceeds the number of available spaces, a lottery will be held to fill vacant seats for the next school year.
  - RLA will follow all rules and regulations regarding enrollment priority as specified and required by applicable North Carolina law. RLA may give enrollment priority under the following circumstances as stated in G.S. 115C-238.29F(g). The priorities shall be executed in the following order as space permits in each grade:
    - Children of RLA's current Board members and full time employees are admitted before the public lottery, regardless of impact on the enrollment cap for those grade levels in which they are admitted. Students given this priority must not exceed 15% of RLA's total school enrollment.
    - Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.
    - Siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, step siblings, and children residing in a family foster home.
    - If siblings apply for admission to RLA and a lottery is needed, RLA will allow the family to enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.
  - RLA will hire a third-party firm to administer the public lottery to ensure transparency in the lottery process.
  - If a student has been admitted to the school, the parent/guardian of the student will be contacted via the method they selected when applying (email and/or text). If



they indicated on their application that they did not have access to email or text, an acceptance letter will be mailed to the child's residence.

- RLA reserves the right to refuse to enroll any student currently under a term of expulsion or suspension by his or her school until that term is over.
- RLA reserves the right to refuse to enroll a student if a parent willingly and knowingly provided incorrect information on the enrollment application.
- If the school or the 3rd Party contractor makes an error in the lottery, such as leaving a student out, the entire lottery for the affected grade level(s) will need to be redrawn.
- If a mistake is made by an applicant resulting in the applicant not being placed at the appropriate grade level in the lottery, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.
- If too many students were included in the lottery at a grade level or if a student name was duplicated in the lottery at a grade level, the student or students who should not have been included (or the duplicate with the lower priority placement number, as applicable) will be removed, and any applicants with placement numbers behind the applicants who were removed will be advanced in order on the list.
- If a student name is duplicated in the lottery and the school administration determines that the student was intentionally registered more than one time, the student will be assigned the lowest priority placement number assigned to the student in the lottery.
- If an applicant has been incorrectly placed in a grade because a parent wishes to have their student retained, the applicant will not be admitted and may submit a corrected application, which will be subject to the process followed for students applying after the enrollment period.



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| <p>Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.</p> | <ul style="list-style-type: none"> <li>• During the lottery, after seats are filled, the drawing will continue to determine the order of a waiting list.</li> <li>• Current year waiting lists dissolve when the next enrollment period begins.</li> <li>• As families who are offered enrollment during the lottery decline, families will be contacted off of the waitlist via email or phone. If they indicated on their application that they did not have access to email or text, an acceptance letter will be mailed to the child's residence.</li> <li>• Applicants who are accepted off the waitlist have 48 hours from notification to accept or decline admission and 5 business days to complete registration.</li> <li>• If enrollment is declined and then a parent later decides they would like to send their student after all, they will be asked to submit a new application and they will be placed on the waitlist in the next available spot.</li> <li>• If a student has accepted enrollment at the school, but does not appear at the school in the first 2 days of school, the school will make reasonable attempts to contact the parents. If there is no response from the parent by the 3rd day of school, the school reserves the right to remove the student from their enrollment roster and offer the next student on the waitlist the spot.</li> <li>• Once enrolled in RLA, students are not required to re-enroll during subsequent enrollment periods. In late winter or early spring, parents will be asked to sign a letter of intent for the coming year to allow the school to plan appropriately for the lottery. However, if this form is not turned in by the established deadline, it will not have any adverse consequences for the student.</li> <li>• RLA will use PowerSchool Transfer Withdrawal; therefore, as stated by the NC Public School Manual: If the transfer is during the school year, the student should be withdrawn on the appropriate date within forty-eight hours. If the student has been promoted or retained, PowerSchool should be adjusted so that the student is withdrawn during the EOY process. If the EOY has been completed, the student should be withdrawn within forty-eight hours, the student's records should be copied and the copy sent to the requesting school within thirty days.</li> </ul> |
| <p>Explanation of the purpose of any pre-admission activities (if any) for students or parents.</p>        | <ul style="list-style-type: none"> <li>• During Year 1 and subsequent years, RLA will hold a virtual lottery FAQ session with the purpose of informing parents about the school's program and the lottery process. This session will be recorded and available on the school's website for any prospective families who weren't able to attend the session.</li> <li>• In Year 2 and beyond, RLA will offer school tours for prospective families with the purpose of introducing them to the school admin team, culture, and mission.</li> </ul>  |



|   |  |
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| <p>Clear policies and procedures for student withdrawals and transfers.</p> | <ul style="list-style-type: none"> <li>• RLA will use PowerSchool Transfer Withdrawal; therefore, as stated by the NC Public School Manual: If the transfer is during the school year, the student should be withdrawn on the appropriate date within forty-eight hours. If the student has been promoted or retained, PowerSchool should be adjusted so that the student is withdrawn during the EOY process. If the EOY has been completed, the student should be withdrawn within forty-eight hours, the student's records should be copied and the copy sent to the requesting school within thirty days.</li> </ul> |
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**10.8. Certify**

Q203. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q204. Explanation (optional):

In the preparation of this application, Riverside Leadership Academy researched and sought advice from other charter schools in the state with similar educational models. Some parts of this subsection are modeled from those schools with the permission from the school's Board of Directors.

**Section**



Lisa Weaves

**Ratings**

**Meets the Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

**Comments :**

It is clear the applicant understands charter schools and their requirements, plus the importance of recruiting and training staff.



## 11. Operations

### 11.1. Transportation Plan

Q205. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



1. Riverside Leadership Academy will provide transportation options for its families. Charter Success Partners who helps over schools with their budgets assisted RLA with developing the transportation budget and modeled it after Ascend Leadership Academy, a similarly sized school. Despite their similar size, RLA has allocated almost twice as much as ALA. We have budgeted for \$76,626.20 transportation which includes the purchase of 4 buses and an hourly rate of \$15 for the drivers. We will evaluate the transportation budget annually and determine whether additional funding is necessary to obtain additional resources. RLA's goal is to provide no cost transportation options to all students to guarantee that no student is denied access to the school based on a lack of transportation. In Year 1 and 2, the lead administrator will provide daily oversight. When an assistant principal is added to the staff, they will provide the transportation oversight. RLA will contract with a certified mechanic to service the buses and perform all inspections. While we anticipate that most of our children will have transportation provided by their families, we recognize that providing their own transportation will create barriers for other families. To alleviate that hardship for our students:

- we will purchase 4 buses to service students in the geographic areas of our schools;
- we will select specific drop zones where parents will be able to meet the bus drivers to transfer their children to the care of our bus drivers for school transport. Families who do not live in the immediate vicinity of the school will not need to drive the entire distance to the facility. Instead they will meet the bus in public locations closer to their own residence.
  - Each geographic area will have 2-3 public drop zones and drivers will keep strict schedules to ensure promptness and efficiency. Public drop zones will be at universally known landmarks like popular shopping centers, churches, and community centers.
  - School administration will select the location of the drop zones based on its proximity to a majority of students who have need for the transportation service. Administration will guarantee that these locations are practical for a large concentration of students. Administration will also continually evaluate the safety of the drop zone locations and set distinct procedures to ensure the safety of all students.

2. As mentioned above, based on the transportation budgets of other comparably sized charter schools, we believe we have budgeted enough to serve students with special transportation needs who enroll at Riverside Leadership Academy. If our transportation budget is not adequate to cover this additional expense, we will use funds from our surplus to ensure transportation for the students. When providing transportation options for them, we have several avenues to explore:

- We will look to partner with Craven Area Rural Transport System (CARTS) which serves Craven, Jones, and Pamlico Counties. If our students live along a CARTS route, we may be able to partner with them for a nominal cost to have have them pick up the student(s) and an aide.
- We will contract with a special needs transport group to provide transportation to and from the school.
- We will look to purchase or lease a bus equipped to transport students with special needs and hire an additional bus driver who will service these routes.

3. RLA will comply with all state and federal laws and regulations related to transportation services. Buses will receive federal and state inspections annually and every quarter by a certified mechanic as required. Our drivers will have all required CDL licenses, background checks, and clean driving records.

## 11.2. School Lunch Plan

**Q206. 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. If the school intends to participate in the National School Lunch Program, include the following components in the response:**

**1. How the school will comply with applicable local, state, and federal guidelines and regulations;**





2. Any plans to meet the needs of low-income students; and
3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Riverside Leadership Academy will ensure that no child is lacking a daily meal. Students will either bring their own lunch or pre-order their lunch from RLA's selected vendors through the school's online ordering system. RLA will work with a vendor like My Hot Lunchbox (<https://www.myhotlunchbox.com/>) to set up an online ordering system where families can select food options from local restaurants. My Hot Lunchbox offers nutritious meals with vegetarian, gluten free, and dairy free options. The vendors will then deliver the meals to the assigned students on the date it was selected. The online system will manage all payments and food orders to help with the efficient distribution of meals. It also provides the necessary equipment and staff members as necessary to meet the needs of each school. My Hot Lunchbox will work with area restaurants to set up menus at different price points for each day of the week. If there is a problem with a vendor, the school administrator will call My Hot Lunchbox who will work to rectify the problem.

For our families who qualify for free-and reduced-price lunch, RLA will contract with local vendors to provide lunch at no charge or at a reduced cost. Students who forget their lunch will be provided with one from a surplus supply of meals. We have allocated \$50,000 in our budget to cover the costs of the surplus meals; profits from the vendor program will offset a portion of these costs.

Our PTA will also work with families and community organizations to stock non-perishable breakfast items and snacks for students who are not able to eat breakfast at home or bring a snack from home.



Lisa Weaves

**Comments :**

This is interesting--have never heard of this concept.

### 11.3. Civil Liability and Insurance

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:


1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

**Q207. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.**



Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

#### Resources



Insurance Coverage Templ...

#### Applicant Evidence :



2022 RLA Insurance Cover...

Uploaded on **4/15/2022** by  
**Jennifer Adler**

### Q208. **Attach Appendix L: Insurance Quotes**

- **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.**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

#### Applicant Evidence :



Appendix L- 2022 RLA Pre...

Uploaded on **4/15/2022** by  
**Jennifer Adler**

## 11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

**Q209. We, the Board members 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. The Board Chair must sign this question.**

**Signature**



Amy Holgood

### 11.5. Start-Up Plan

Q210. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



Riverside Leadership Academy will follow the most up to date Ready to Open Progress Report (such as this one: <https://les.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf> (<https://%20les.nc.gov/dpi/documents/charterschools/planning/sessions/1/rto-framework.pdf>))) as a framework to develop the required plans and procedures for the school. The Board and Lead Administrator will attend any planning year trainings that occur prior to approval from the State Board of Education. The board will also form internal committees to ensure that the school's start-up plan meets the criteria and metrics of the RTO process. During Year 0, the following tasks, among others, will be prioritized.

#### Winter 2023-Spring 2023

- Establish a Corporate Bank Account
- File for Federal Tax-Exempt Status
- Complete Facility Readiness Assessment and Management
- Search and Apply for Grants
- Cultivate and Establish Donor & Community Partnerships

#### Spring 2023-Summer 2023

- Continue to Search and Apply for Grants
- Cultivate and Establish Donor & Community Partnerships
- Develop and Approve a Strategic Plan for Leadership Team Recruitment and Hiring
- Develop and Approve a Strategic Plan for Staff Recruitment and Hiring
- Finalize and Approve Facility Construction Plan (or Facility Acquisition Process if a contingency plan is to be implemented)
- Interview for Key Positions

#### Summer 2023-Fall 2023

- Continue to Search and Apply for Grants/Secure Donor Partnerships
- Establish and Approve Staff and School Leader(s) Evaluation Policies
- Establish and Approve Financial Policies and Internal Controls
- Develop and Approve Student and Employee Handbooks
- Develop and Approve Formal Policies for Confidential Records Maintenance
- Develop Beginning Teacher Support Plan for Approval by Regional Education Facilitator
- Draft and Submit Licensure Renewal Plan for Approval by Licensure Division
- Develop and Approve Exceptional Children Policies
- Establish and Approve Lottery and Admissions Policies
- Establish and Approve Child Nutrition Policies and Vendors
- Establish and Approve School Safety Plan and Policies that Meet the Requirements of the NC General Statutes
- Establish and Approve Academic Policies (Grading, Report Cards, Promotion, Retention, etc.)
- Formalize Student Records Request Form for Sending LEAs
- Identify and Confirm Source(s) for Related Service Providers
- Establish and Approve SBE-approved Transportation Plans with Proposed Routes
- Develop and Approve Job Descriptions
- Hold informational events for student recruitment
- Hire Lead Administrator and Director of Curriculum and Instruction

#### Fall 2023-Winter 2024



- Continue to Search and Apply for Grants/Secure Donor Partnerships
- Develop, Approve, and Post All Employee Job Descriptions
- Finalize and Approve Employee Agreement Form
- Develop and Approve a Regular Budget for the 2024-2025 Year Based on Projected ADM
- Develop and Approve a Break-Even Budget for 2024-2025
- Continue advertising and holding events for 2024 Student Enrollment

#### Winter 2024-Spring 2024

- Continue to Search and Apply for Grants
- Ensure Completion of All Required Facility and Site Inspections
- Obtain a Valid Education Certificate of Occupancy
- Obtain Certificate of Liability Insurance
- Establish or Identify and Approve Protocol for Employee Benefits Administration
- Apply for a DUNS Number and Register for SAM
- Identify and Approve Accounting Systems and Services
- Initiate Curricular, Operational, and Contractual Purchase Orders (incl. EC Materials and Supports)
- Update School Data in EDDIE
- Finalize and Approve Yearlong School Calendar
- Draft Yearlong Assessment Calendar
- Draft Professional Development Calendar (including specific PD for EC Staff)
- Draft Daily Class Schedules
- Open the Student Enrollment Application Period
- Hold Admissions Lottery
- Initiate the Student Registration Process

**Q211. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.**

Riverside Leadership Academy recognizes that there will always be challenges to starting a new school. We anticipate that there might be delays in construction related to weather, that Covid-19 might cause us to alter our marketing plan or restructure our school day, and we know that there are no start-up funds from the state. We expect to address these challenges in a few different ways. If our construction is delayed, our first plan will be to lease mobile units for the property. After that, we will partner with one of the churches or businesses in town to lease space for year one of operations. If Covid-19 causes us to alter our plans, we can shift to more virtual presentations and marketing events.

Another challenge is recruiting both students and staff. However, we believe that our plans for both are robust and have proven successful with other schools. We believe with the support offered by Charter Success Partners, the Office of Charter Schools, and the Ready to Open process, RLA's Board will be able to work hard and open a stellar school.

## 11.6. 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.

**Q212. 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. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.**

Riverside Leadership Academy's main objective is to purchase an undeveloped plot of land and complete the building of a facility. However, we are also amenable to retrofitting an existing building if one comes on the market that fits our needs. We have developed a relationship with Hubrich Contracting Inc. (See Appendix O) who has completed 31 projects in North and South Carolina, including Voyager Academy, Falls Lake Academy, Discovery Charter School, Alamance Community School, and the second phase of Ascend Leadership Academy. We plan to execute a similar plan for obtaining a building as the schools listed above.

We know that finding a suitable parcel of land can be challenging; therefore, Hubrich Contracting has already visited numerous sites in New Bern and the surrounding areas and has offered insights into the various properties. Upon purchasing the property, Hubrich would begin the Civil Drawings and Permitting and the Architectural Building Drawings and Permitting in January 2023. They would begin clearing the site in August of 2023. The final inspections would be completed and the Educational Certificate of Occupancy would be obtained the following year, July 2024. For a more detailed breakdown of the timeline, please see Appendix O.

The RLA Board will ensure that the new facility follows all local building codes and regulations. The Board will also collaborate with the local city/county Inspections department to implement all necessary inspections to meet building and land use regulations. The facility will satisfy all safety and fire standards to guarantee the health, safety, and welfare of all occupants.

**Q213. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.**



Riverside Leadership Academy facility will consult with the development company on building design and necessary capacities. RLA and the development company will work together to ensure that the facility meets the needs of our educational program, mission, and projected enrollment.

The campus will have an elementary school building and a middle school/high school building. We estimate that the proposed site layout will occupy an estimated 10 to 15 acres of land and the buildings will be approximately 60,000 square feet, if we average 75 square feet per student and 700 square feet per classroom.

The campus will have 39 classrooms (3 per grade level in kindergarten through twelfth grade). We will need 1 room for resource setting and 3 rooms for pullout instruction in each building. Both buildings will have their own teacher workrooms, gymnasiums, and nurses stations. The elementary school will have a Maker Space with access to tool benches, additional outlets, utility sinks, and cabinets. There will be 2 Maker Spaces in the Upper School building, one for the middle schoolers and one for the high schoolers. The development company will ensure that outdoor spaces like playgrounds and athletic fields are included in the school site.

The facility will be designed to support the mission of the school. This includes connecting classrooms for class collaborations and flexible furniture options for small group activities and students with special needs and learning styles.

Within the classrooms, the physical environment will appropriately meet the needs of the students by grade level. For example, elementary classrooms will include student tables for group and center work with a gathering area rug for whole group instruction. Young students will be seated in small clusters at tables to promote language interaction and social/emotional skill development, whereas older students may require flexibility in seating to accommodate instructional style and specific class activities. Therefore, in the middle and high school, students will have single-person desks appropriate for independent learning and an appropriate testing environment, but the desks can be easily configured for collaborative activities and tasks. No matter the grade, teacher's desk will allow a broad view of the classroom and all students.

Our classrooms will include space for classroom libraries and independent work areas. Wall space may be used to display work or materials, post class rules, provide schedules and feedback charts, list daily assignments, and highlight new skills. Bulletin boards and walls should be visually appealing, uncluttered, and changed appropriately. Our children will be able to be seen over any shelves with taller shelves placed along the perimeter. Displays meant for children will be at their eye level whenever possible. We will also plan the amount of space needed for circle time and table work with "elbow room" and the ability to space out their materials. For comfort and safety, we will plan for around nine inches between children when they line up for exits; our passageways will allow children to move about the room freely, allowing two children to walk past each other comfortably. We will also plan for our children with special needs. Accommodating children with special needs is essential to our planning so they feel a sense of belonging in the community. We will have an elevator in each building, wheelchair accessible seating in the auditorium, and be sure to modify classroom design as needed based on our students with special needs.

We have budgeted \$500,000 for our facility lease/mortgage in Year 1 increasing it to \$975,000 by Year 5. Based on advice from Hubrich Contracting and the listing prices of several parcels of land in the New Bern area such as the ones listed below, we believe this is a reasonable amount.

- <https://www.landwatch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/412249499> (<https://www.landwatch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/412249499>)
- <https://www.landwatch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/336877611> (<https://www.landwatch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/336877611>)



[watch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/336877611](https://www.landwatch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/336877611))

- <https://www.landwatch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/410861056> (<https://www.landwatch.com/craven-county-north-carolina-undeveloped-land-for-sale/pid/410861056>)

**Q214. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.**

In addition to the space mentioned above, we will have 1 media center for the whole campus housed in elementary building. Each building will have an office space with room for reception, counseling, assistant principals, the dean of curriculum and instruction and the lead administrator. Each building will also have a copy room and an IT room with a special air conditioning unit. Both buildings will have their own music room and art room with sinks and additional storage. In the high school, there will also be a dance room. In the elementary building, the common room off the gym will be used for dance and other movement activities. The school's auditorium will be housed in the high school. At the high school level, 2 of the 3 science classrooms will be equipped to be used as science labs. We will not have computer labs because we intend to have 1 mobile laptop cart per grade level.

**Q215. 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 anticipate that the breakdown of cost per square foot for the proposed facility will be as follows:

- Soft Costs/Design      \$10.00/SF
- Sitework                      \$40.00/SF
- Building Const.          \$180.00/SF

Hubrich Contracting provided these estimates based on the comparable educational space being constructed currently.

**Q216. 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.**





Prior to beginning of construction, RLA's board and Hubrich Contracting will identify three modular classroom providers and execute Memorandums with them to provide temporary facilities to the school should they be needed. Additionally, RLA will identify a temporary location that is available for lease such as a church, storefront, or office space. This facility must have an appropriate amount of square footage to accommodate classrooms for our initial student enrollment of 460 students, as well as administrative offices. The site will be upfitted to meet the needs of the school.

We do not anticipate that any of the school's academic programs will be affected by this contingency plan. Our educational model should continue as planned during the first year of operation. Other non-academic programs like athletics may be affected due to a lack of land acreage. RLA's lead administrator may also have to be creative when executing large public events without access to a gym or auditorium if the contingency plan is put into place.

**Q217. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.**

Our board chair is the executive director of Falls Lake Academy Charter School. In that role, she has experience with the entire process from mobile unit rentals to the final build of our permanent facility. Using the design-bid-build process, she has experience working with contractors, local officials, federal USDA lending groups, construction loan officers with local banks, architects, and sub-contractors.

Our treasurer has 8 years experience as a real estate Broker-In-Charge and is familiar with the process of facility acquisition. While he was active duty military, he served as facility noncommissioned officer in charge of maintenance, renovations, and expansions.

### 11.7. Certify

**Q218. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.**

- Yes
- No

**Q219. Explanation (optional):**

In the preparation of this application, Riverside Leadership Academy researched and sought advice from other charter schools in the state with similar educational models. Some parts of this subsection are modeled from those schools with the permission from the school's Board of Directors.

## Section



Lisa Weaves

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 12. Financial Plan

### 12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

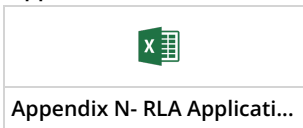
Q220. **If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.**

N/A

Q221. **Attach Appendix N: Proposed Budget for Year 1 through Year 5** [Click here to access and download the Budget Template. \(https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment\)](https://www.dpi.nc.gov/charter-application-budget-template-2021-22xlsx/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Applicant Evidence :



Appendix N- RLA Applicati...

Uploaded on **4/28/2022** by  
**Jennifer Adler**

### 12.2. Budget Narrative

Please include additional information that explains the assumptions used in the 5-year budget.

Q222. **How was the student enrollment number projected?**



In order to determine the student enrollment number for Riverside Leadership Academy, the Board reviewed comparable charter data regarding scale needed to support typical charter infrastructure costs. In addition, we reviewed the total school population in Craven and Carteret counties. Research shows that when a state reaches 15% of total school age children enrolled in a charter school, charter school enrollment growth slows. We've projected enrollment at 2.36% of the two counties' total enrollment in year 1 and 3.84% at full enrollment, keeping us well within range of growth. We believe this is the portion of the market we can attract without putting undue burden on the applicant pool and sustain the high caliber of student programming and impressive facilities.

**Q223. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.**

Craven County lacks a tuition-free school of choice. The area does have private schools but almost all have a religious affiliation and are prohibitively expensive for many families. There are only two charter schools in the surrounding counties: Arapahoe in Pamlico County and Tiller School in Carteret County. Both are currently operating on a waitlist and Tiller School is only K-5. Parents in Craven County deserve a choice in the type of school to which they send their children.

Parents have told us that they plan to move away from the New Bern area, if not when their children are school-aged, then definitely by the time they reach middle school. There are several reasons for this: While the public schools in Craven County are taking away curricular choices such as art and theater, RLA is adding them in. Where Craven County Schools has a reputation for having a "sit and get" delivery model for its students, RLA will use Project Based Learning. RLA will encourage students to take AP classes and classes from Lenoir Community College. RLA will encourage partnerships with parents and the community.

The Marine Corps Air Station at Cherry Point is also currently constructing three P-199 F-35 Aircraft maintenance hangars. This will make Cherry Point the biggest joint strike fighter base in the nation, bringing more families to the area.

**Q224. Provide the break-even point of student enrollment.**

RLA's break-even point of student enrollment in year 1 is 455 students out of 480. However, we are prepared to make adjustments to expenses as needed should enrollment fall short of projections.

**Q225. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

If anticipated revenues are lower than estimated due to per student allotment reductions or lower student enrollment, Riverside Leadership Academy is prepared to take the following steps to ensure solvent fiscal operation:

- apply for grants;
- fundraise through parent organizations;
- seek additional corporate donations;
- reduce staff positions;
- and adjust the amount of money spent on instructional supplies, staff development, hardware and software to align with the lower student enrollment and number of staff positions.

RLA would do as little as possible to affect the overall teaching program.



Lisa Weaves

**Comments :**

Would appreciate more thought given to contingencies so that teaching is NOT affected.

**Q226. 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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.**

At this time, Riverside Leadership Academy does not rely on sources of funds other than state, county, and federal. RLA will not rely on other sources in years 1 through 5. RLA plans to apply for grants and seek corporate sponsorships; however these funds will be used for supplemental materials or positions and not required operational budgetary items.

**Q227. Provide the student to teacher ratio that the budget is built on.**

20 to 1

**Q228. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.**

Our board chair manages a \$10 million budget annually as the executive director of Falls Lake Academy charter school which is currently in a very healthy financial state.

Our treasurer also works in the charter school world as an administrator. He has extensive experience managing and overseeing financial plans. He routinely helps the managing director with financial planning and budget administration. In addition, he currently serve on a local nonprofit managing finances of approximately \$1 million. While serving in the military, he helped manage an aviation maintenance budget in excess of \$100 million.

Our secretary works professionally at a capital investment company. She owned her own business and was responsible for all finances. Previously, she worked at H&R Block as a tax preparer for several years.

Our board member owns her own business and handles all finances. She governs a budget of \$126 million as an alderman for the city of New Bern. As an alderman, she attends budget retreats for the city as they work to develop and understand the city's budget. She also handles the finances for the nonprofit, Young Urban Professional of ENC, she co-founded.

**Q229. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.**



If one or more high needs students with disabilities are enrolled at Riverside Leadership Academy, we will look to reallocate state and federal EC funds to specifically meet the needs of the student. Through the careful use of our EC funds, we believe that we will have a cushion to support such high need students. If not, we might need to use our surplus or contingency funds to hire appropriate staff to support them. We would pursue federal grant funding to help offset the costs that were more than anticipated.

**Q230.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.**

Riverside Leadership Academy does intend to outsource its financial management areas. Our board chair is the Executive Director of Falls Lake Academy, a K-12 charter school in Granville County that has outsourced its financial management to Charter Success Partners, a third-party service vendor, since 2013. Another board member works at Ascend Leadership Academy, a 6-12 charter school in Lee County that also uses CSP's services. These two members recommended CSP to RLA's board who after meeting with CSPs leadership and reviewing their contract, have selected CSP as our financial management provider. We will continue to review their services as well as other vendors on a continuing basis; this review will mainly be done through monthly reports provided by the vendor on the contracted deliverables.

The board has also established a finance committee who will complete the following monthly check to ensure source documentation and financial reports are being reviewed.

1. Check the 'Net Gain (Loss)' on the Balance Sheet matches the same periods 'Surplus/(Deficit)' in YTD column on the current budget report.
2. Check 01. Bank Statement(s) and 02. Bank Recon Summary for all accounts - check that the Ending Balance on the bank statement matches the Statement Balance on the Bank Recon and that the Difference on the Bank Recon is \$0.00. Sign the 02. Bank Recon Summary for each account.
3. Review the EOY projection column and corresponding notes on the current month's budget report, make adjustments and notes to the EOY projection column. Compare the Surplus/(Deficit) to the prior month EOY projection. Ask the appropriate school personnel for highlights to the changes to the EOY projection.
4. Finance committee report to the full Board of Directors on a monthly basis, including the following items:
  1. Total Revenue MTD and YTD
  2. Total Expenses MTD and YTD
  3. Total Surplus MTD and YTD
  4. EOY Projected Revenue and Expenses
  5. EOY Projected Surplus/(Deficit) and highlight changes from prior month projection.

**Q231.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.**



Riverside Leadership Academy plans to contract for student information and financial management services, custodial services, speech therapy, psychological services, and other services required for legally compliant delivery of EC services. For these services and any future contracts for services, the school will follow the following steps:

1. The school's lead administrator will receive multiple bids for any contract over \$5,000.
2. The bidding vendors must provide proof of insurance, background checks, and any other necessary liability coverage.
3. Vendors will provide references and experience specifically related to NC charter schools.
4. Recommendations will be taken to RLA's Board of Directors.

Q232. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



Riverside Leadership Academy board worked closely with a financial representative from Charter Success Partners to design the budget based on years of experience working with NC charter schools. The board driven approach ensured the financial model was built based on the intended mission and curricular offerings outlined in the charter.

|                      |  |  |
|----------------------|--|--|
| Mission              | Small Class Size/Staff Positions/Teacher Assistants  | <p>While small class sizes are common in grades K-2, we've kept them the same size K-12. Budgeting for additional teaching positions and teacher assistants highlights how we are committed to creating connections with our students and helping them reach their potential.</p>  |
| Mission              | Military Liaison/School Psychologist Staff Positions | <p>We budgeted for this position from year 1 because we recognize that a large number of our students will have family members in the military. We are committed to having a staff member who can help our students with the emotional toll of family members deploying, of being new to the community because of deployment, and other facets of military life.</p> |
| Mission              | Professional Development                             | <p>To have our staff be the best teachers and teacher leaders they can, we know that we will have to budget appropriately for professional development. Highly trained teachers will help our students become the confident leaders we know they can be.</p>   |
| Curricular Offerings | Project Based Learning                               | <p>We've budgeted for PBL materials and training because we know that it is integral to having our students take ownership of their learning.</p>  |
| Curricular Offerings | Responsive Classroom                                 | <p>We are committed to offering a high-quality, K-12 social emotional learning curriculum and have budgeted for the materials and training accordingly.</p>  |





|                      |                                |   |
|----------------------|--------------------------------|---|
| Curricular Offerings | MTSS Materials                 | To help all of our students, we need the proper benchmarking assessment software and remedial materials for a robust MTSS program.  |
| Curricular Offerings | Arts Budget                    | We believe offering a comprehensive program of visual and performing arts for our students is vital for a full education, therefore, we have budgeted accordingly.  |
| Transportation Plans | Buses, Drivers, Maintenance    | The school is committed to providing transportation as demonstrated through the funds allotted to drivers, bus purchases and maintenance. We've budgeted for 4 buses and drivers with extra amounts left over based on the transportation budget of Ascend Leadership Academy which is the same size. |
| Facility Needs       | Lease and/or Rent/Debt Service | The facility estimates are based on recent facility projects that closed during 2022, and budgeted to fit well within the limit of expense devoted to facility costs as a percent of overall budget.  |
|                      |                                | The facility expense represents approximately 15% of total budgeted revenue each year: This percentage is conservative, based on data from the budgets of over 40 NC charter schools which average 12%.   |

**Q233. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.**

Riverside Leadership Academy will carry a fund balance average of 5% in our first five years of operation. The school's operational goal is to achieve a minimum cumulative fund balance of 90 days' cash on hand by the end of the first quarter of each of the first five years. The fund balance will be developed using careful consideration and planning for expenditures so that they do not exceed expected minimum revenues. RLA believes the allotted general fund balance amount will provide security while allocating the majority of funds to support student instruction.



**Q234. Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.**

Riverside Leadership Academy will enter into a partnership with an experienced charter school developer. The school will first lease mobile classrooms which will be placed on land purchased by the developer. The school will lease mobile classrooms for the first two years of operation, during which time the developer will construct the permanent facility on the acquired land. RLA will transfer operations to the permanent facility at the beginning of year two. The developer will lease the permanent structure to the school with an option to purchase. RLA plans to exercise the option to purchase between year three and six.



Lisa Weaves

**Comments :**

Leased mobile classrooms for an entire school sounds difficult. Developing a school culture without common areas will be difficult. Though, I have never heard of this being accomplished, it may be possible, but feel investigating a leased facility should be encouraged.

**Q235. 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.**

Currently, Riverside Leadership Academy does not have any assets from other sources. When RLA receives approval for its planning year, the board will begin soliciting donations as a 501(c)(3) organization from corporations for furniture and technological equipment.

### 12.3. Financial Compliance



**Q236. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?**

Riverside Leadership Academy will ensure adequate internal controls in the following ways:

1. Use a third-party vendor for finance services.
2. Require two signatures on all checks.
  - Authorized signing authority will reside with the schools lead administrator.
  - The finance services vendor will not retain any authority to sign checks.
3. The school will designate a person to open the mail who will be different than the person remitting payments.
4. All expenditures will be recorded through the accounting software "LINQ."
5. No handwritten checks or debit cards will be used.
6. The individuals with access to process checks through LINQ will have no signing authority on the bank account.
7. Deposits will have two reviewers verifying the money received and deposited.
8. There will be a separate person reconciling the bank statements from the person that makes the deposits.
9. When possible, purchases will be made through purchase orders.
10. A monthly financial review will take place with the Board Treasurer and, if applicable, the finance committee. The finance contractor will also present financial board reports at the monthly board meetings.

**Q237. Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).**

Currently there are no known related party transactions

**Q238. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.**



Riverside Leadership Academy has yet to select a firm that will conduct the audit. However, here are the three we have investigated:

Potter and Company

106 Welton Way, Mooresville, NC 28117

Phone: (704) 662-3146

Fax: (704) 662-8435

Thomas, Judy, and Tucker

4700 Falls of Neuse Road, Suite 400, Raleigh, NC 27609

Phone: (919) 571 - 7055

Fax: (919) 516- 0277

Rebekah Barr, CPA PC

5422 Boswellville Road

Wilson, NC 27893

252-230-6294

#### 12.4. Certify

Q239. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

Q240. Explanation (optional):

## Section



Lisa Weaves

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

Comments :




## 13. Other Forms


Q241. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources

|   |
|---|
|  |
| Charter School Required S...  |

### Applicant Evidence :

|   |
|---|
|  |
| Charter School Required S...  |

Uploaded on **4/26/2022** by  
**Jennifer Adler**

## Section



Lisa Weaves

### Ratings

**Meets the  
Standard**

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.



## 14. Third-party Application Preparation

Q242. Was this application prepared with the assistance of a third-party person or group?

- Yes  
 No

Q243. Give the name of the third-party person or group:

Charter Success Partners

Q244. Fees provided to the third-party person or group:

No fees were provided to Charter Success Partners for their consultation on our application.

## Section



Lisa Weaves

Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.




## 15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 29, 2022, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 29, 2022, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q245.\***Application Note: The applicant must mail the certified check along with the Application Fee Payment Form (see the resources for this question) before or on the due date of April 29, 2022, at 5:00 pm EDT for Fast Track and Accelerated applicants, and April 29, 2022, at 5:00 pm EDT for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307**

I understand

### Resources

|   |
|---|
|  |
| 2022 Payment Form.pdf   |

## Section



Lisa Weaves

### Ratings

Meets the Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.






## 16. Signature page

Q246. [Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.](#)

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

### Resources

|   |
|---|
|  |
| Signature Page.docx   |

### Applicant Evidence :

|   |
|---|
|  |
| RLA Notarized Signature P...  |

Uploaded on **4/28/2022** by  
**Jennifer Adler**

Q247. [Please digitally sign your application here](#)

Signature





## Section



Lisa Weaves

### Ratings

Meets the  
Standard

The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.

### Final Status

Reject  Approve

### Approver Comments



# APPENDIX A

## EVIDENCE OF COMMUNITY/PARENT SUPPORT

Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. 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.

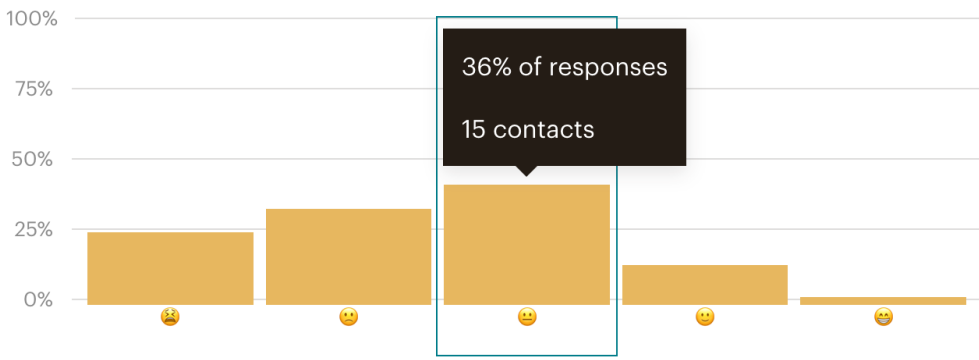
(Please do not provide more than one sample survey form).

# EVIDENCE: SURVEY RESPONSES

Question 1 has 42 answers (Range) Avg rating: 2.5



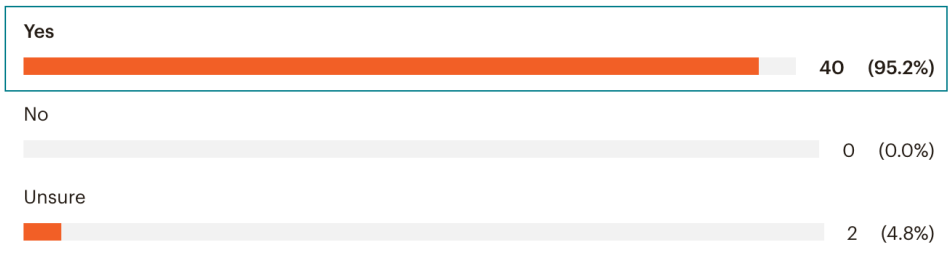
“How satisfied are you with your current school options?”



Question 2 has 42 answers (Radio Buttons)



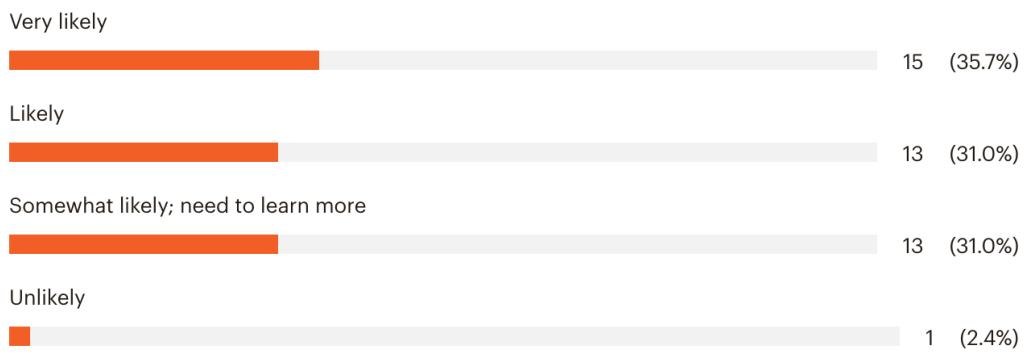
“Do you think the residents of Craven County and the surrounding areas would benefit from Riverside Leadership Academy, a tuition-free, K-12 charter school focused on project based learning and leadership?”



Question 3 has 42 answers (Radio Buttons)

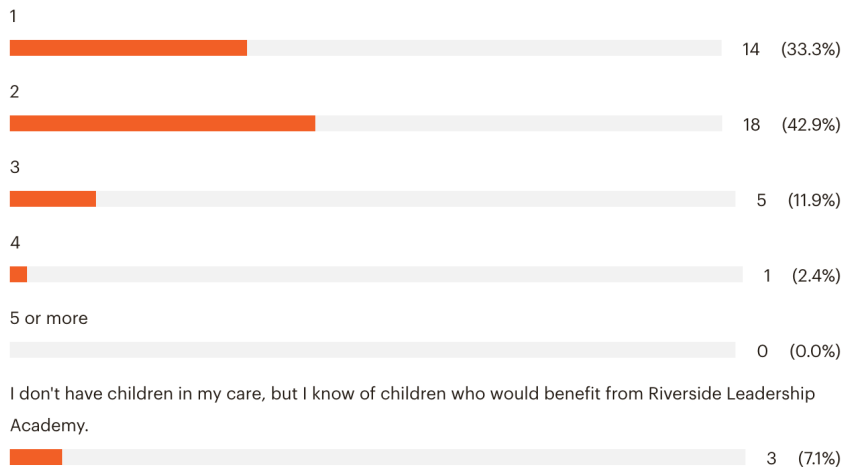


“How likely would you be to send your child(ren) to a school like Riverside Leadership Academy?”



Question 4 has 41 answers (Checkboxes)

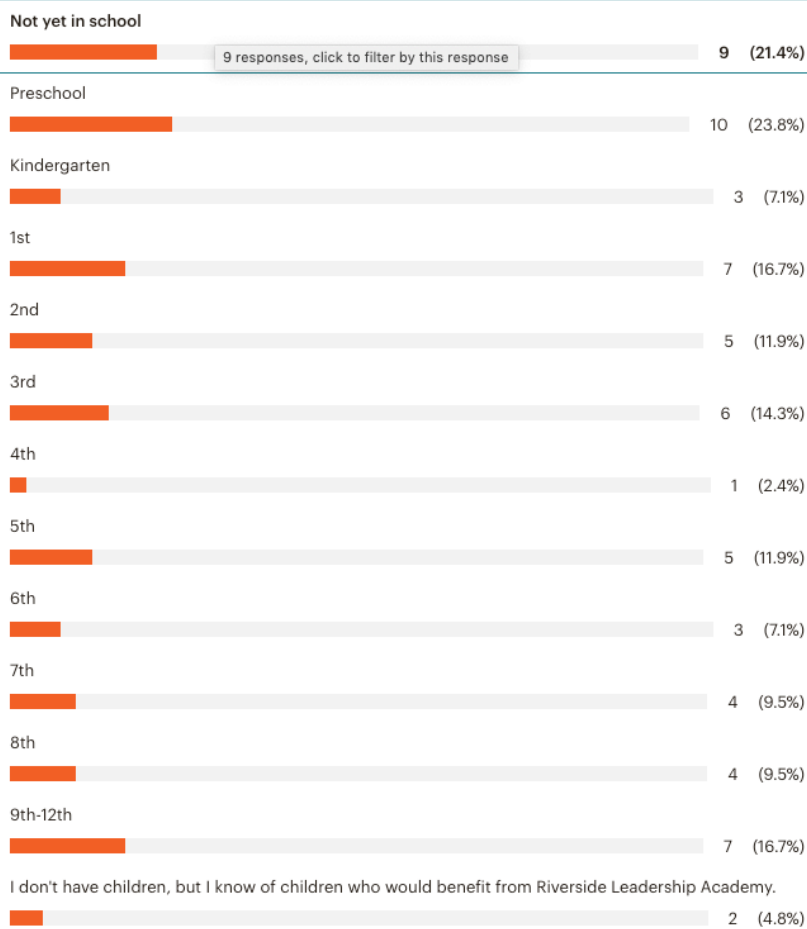
“How many infant to middle school-aged children do you have in your care?”



Question 5 has 42 answers (Checkboxes)



“In what grades are the children in your care enrolled?”



# EVIDENCE: 2/5/22 FLYER PRINT



## RIVERSIDE LEADERSHIP ACADEMY

Leading the Quest for Student Success



A tuition-free K-12 public charter school in New Bern, NC  
Planning to open in August 2024

- Project-Based Learning
- Community and Military Liason
- Advisory and Advocacy Program
- Social Emotional Curriculum



**SCAN ME**  
to learn more!

Join our community  
interest list and  
read about us at

[www.RiversideLeadershipAcademy.org](http://www.RiversideLeadershipAcademy.org)

# EVIDENCE: FLYER DROP-OFF

| Business Name                   | Street Address/Location               |
|---------------------------------|---------------------------------------|
| Morgan's Tavern                 | 235 Craven St                         |
| Carolina Bagel and Deli         | 3601 Trent Road                       |
| Whole Child Wellness            | 3601 Trent Road                       |
| Coastal Children's Clinic       | 703 Newman Road                       |
| Kiddie Kollege Learning Center  | 704 Newman Road                       |
| West New Bern Recreation Center | 1225 Pinetree Dr                      |
| SWEAT Camp                      | 120 Market Street                     |
| Nautical Star Coffee            | 218 Middle Street                     |
| Nautical Wheelers               | 202 A Craven Street                   |
| YMCA                            |                                       |
| Johnson's TKD of New Bern       | 2518 Neuse Blvd                       |
| Big Apple Bistro                | 1413 E Main St, Havelock              |
| The Baby Bin                    | 1751 Belgrade-Swansboro Rd, Maysville |
| Community Bulletins             |                                       |



# EVIDENCE: 2/5/22 QR CARDS PRINT

Riverside Leadership Academy



Interest List      Family Survey

[www.riversideleadershipacademy.org](http://www.riversideleadershipacademy.org)

# EVIDENCE: 3/1/22 SOCIAL MEDIA POST

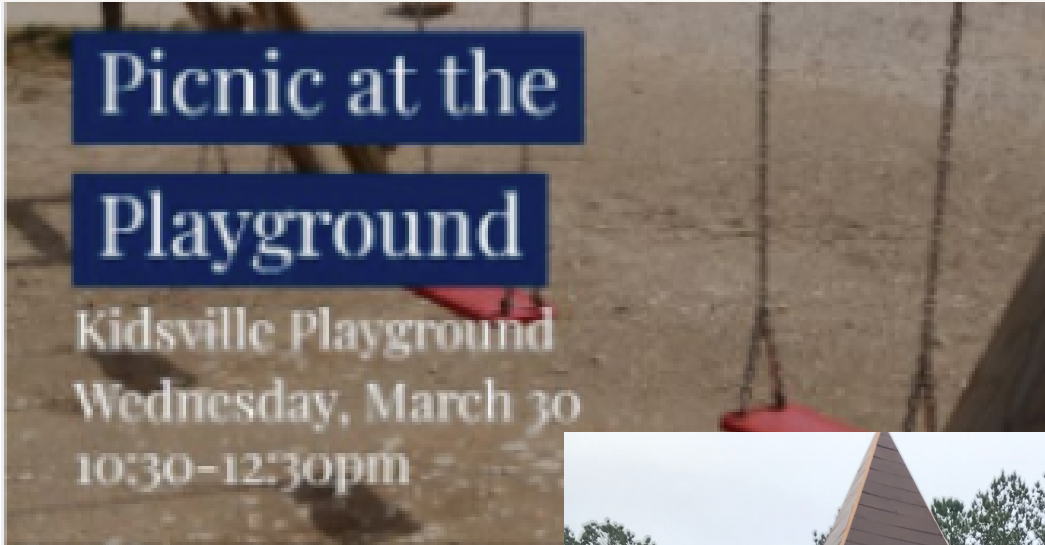


Riverside Leadership Academy

JOIN OUR INTEREST LIST FOR UPDATES



# EVIDENCE: 3/30/22 INFORMATIONAL EVENT



**WED, MAR 30**  
**Picnic at the Playground**  
1225 Pinetree Dr, New Bern, NC



# EVIDENCE:

## 3/30/22 INFORMATIONAL EVENT



WED, MAR 30

**Coffee Chat at Nautical Star Coffee Company**

New Bern

Interested





# EVIDENCE: 4/9/22 SOCIAL MEDIA POST

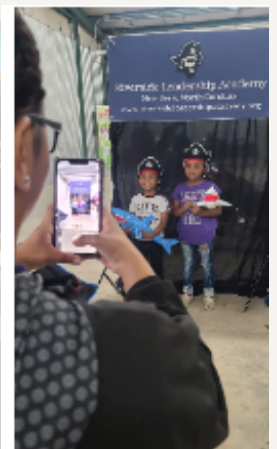


We've been getting a lot of great questions about how families can help support us. So, we put together a quick list for you! The best way to currently support RLA is to make sure you (and everyone you know!) join our interest list and take our survey. With your responses, RLA can show evidence of interest when we submit our application for approval at the end of this month.

Now, go and spread the word!

# EVIDENCE: 4/8-9/22 TABLING EVENT

Craven County Spring Fling Fair



# EVIDENCE:

# 4/8-9/22 CRAVEN COUNTY SPRING FLING





# EVIDENCE: 4/19/22 SOCIAL MEDIA POST



April is the Month of the Military Child. Did you know that RLA will support military children with our Military and Community Liaison? If you're interested in seeing this support for your children and other local students at our school, please complete our 6 question survey! Survey Link: <https://us17.list-manage.com/survey...>



| PBL                              | Science                  | Social Studies                |   |
|----------------------------------|--------------------------|-------------------------------|---|
| <b>My Community</b>              |                          | rules/ conflict resolution    |   |
|                                  |                          | community helpers             |   |
|                                  |                          | goods and services            |   |
|                                  |                          | needs/wants earn/ save/ spend |   |
|                                  |                          | past to present               |   |
|                                  |                          | maps                          |   |
|                                  |                          | maps/ Fire Safety             |   |
|                                  |                          |                               | POL - Our Community                               |
|                                  | Bats                     |                               |   |
|                                  | Spiders                  |                               |   |
|                                  | Pumpkins                 |                               |   |
| <b>Cultures Around the World</b> |                          |                               |   |
|                                  |                          |                               |   |
|                                  |                          |                               | match country to pictures of their culture...what |
|                                  |                          |                               |   |
|                                  |                          |                               | POL - Holidays Around the World Fair              |
|                                  | Polar Bears              |                               |   |
|                                  | Penguins                 |                               |   |
| <b>Mad Science</b>               |                          |                               |   |
|                                  |                          | What is a scientist           |   |
|                                  |                          | What is Earth made of?        |   |
|                                  |                          | Landforms                     |   |
|                                  |                          | Fossils                       |   |
|                                  |                          | Rocks                         |   |
|                                  |                          | Space                         |   |
|                                  | POL - Mad science museum |                               |   |
| <b>Habitats</b>                  |                          |                               |   |
|                                  |                          | living/non-living Plants      |   |
|                                  |                          |                               |   |
|                                  |                          | Habitats - needs of animals   |   |
|                                  |                          |                               |   |
| <b>Ocean PBL</b>                 | Habitats POL             |                               |   |
|                                  |                          |                               |   |
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| Foundational skills/ P.A.                         | trick words                  |
|---|------------------------------|
|   |                              |
| Correct letter formation                          |                              |
|   | a, and, the                  |
| Read and write CVC words. Change the beginning or | is, his, of                  |
|   | as, has, to, into            |
|   | we, he, she, be, me, for, or |
|   | you, your, I, they           |
|   | was, one, said               |
|   | from, have, do, does         |
|   | were, are                    |
|   | who, what, when              |
|   | where, there, here           |
|   | why, by, my, try             |
|   | put, two                     |
|   | too, very, also, some, come  |
|   | would, could, should         |
|   | her, over, number            |
|   | say, says                    |
|   | see, between, each           |
|   | any, many                    |
|   | how, now, down               |
|   | out, about, our              |
|   | friend, other, another       |
|   | none, nothing                |
|   | people, month                |
|   | little, been, own, want      |
|   | Mr., Mrs.                    |
|   | work, word, write            |
|   | being, their, first          |
|   | look, good, new              |
|   | water, called                |
|   | day, may, way                |
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| Reading  | Reading   |
|--|---|
| Key ideas and details in literature              | describe characters, retell B, M, E<br>describe characters, retell B, M, E<br>Asking and answering questions<br>describe characters, retell B, M, E<br>Describing characters<br>describe characters, retell B, M, E<br>Describe setting<br>Describe major events<br>Central message |
| Key Ideas and Details in Informational text      | main topic, answering questions<br>main topic, answering questions<br>Asking questions<br>Main Topic<br>main topic, answering questions<br>Feeling Words  |
| Craft and structure in literature                | describe characters, retell B, M, E<br>Sensory Words<br>Fiction/ Non-fiction<br>Who is telling the story?   |
| Craft and structure in Informational text        | Finding word meanings<br>Text features<br>Text features<br>Details in words and pictures<br>Comparing characters  |
| Integration of knowledge and ideas in literature | Words with pictures   |
| Integration of knowledge and ideas in literature | Identifying reasons<br>comparing two characters   |
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| <b>i-ready reading</b>             | <b>Writing</b>                  | <b>Rdg Level</b>                     |
|------------------------------------|---------------------------------|--------------------------------------|
|                                    |                                 | D                                    |
| The Empty Pot                      | small moments                   | D                                    |
| Polar Bear Son                     |                                 | D                                    |
| Lesson 1: Asking Questions         |                                 | D                                    |
| My Rotten Red Headed Older Brother |                                 | E                                    |
| Lesson 2: describing characters    |                                 | E                                    |
| Mice and Beans                     | writing for readers             | E                                    |
| Lesson 3                           |                                 | E                                    |
| Lesson 4                           |                                 | Mclass score E -                     |
| Lesson 5                           |                                 | F                                    |
| Who Eats What?                     | realistic fiction               | F                                    |
| Butterflies and Moths              |                                 | F                                    |
| Lesson 6                           |                                 | F                                    |
| Lesson 7                           |                                 | G                                    |
| Elizabeth leads the way            |                                 | G                                    |
| Lesson 9                           | how-to books                    | G                                    |
| Mike Mulligan and the Steam Shovel |                                 | G                                    |
| Lesson 10                          |                                 | Mclass score G/H                     |
| Lesson 11                          | Opinion Writing                 | H                                    |
| Lesson 12                          |                                 | H                                    |
| Earthworms                         |                                 | H                                    |
| Lesson 13                          | Author's as Mentors             | I                                    |
| Lesson 14                          |                                 | I                                    |
| Lesson 15                          |                                 | I                                    |
| Lesson 16/17                       |                                 | I                                    |
| Lesson 18                          | All About Books                 | I                                    |
| Lesson 19                          |                                 | I - Mastery H -<br>Proficient G - NW |
| Lesson 20                          | Research Animals for Class book | J                                    |
| Lesson 21                          |                                 | J                                    |
|                                    |                                 | J                                    |
|                                    |                                 | J                                    |
|                                    |                                 | J                                    |
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# 7th Grade

## M7 PACING GUIDE

| Major Concepts/Topics  | Standards   | Possible Resources  |
|--|---|---|
| <b>Unit 1</b><br>Real Numbers  | <ul style="list-style-type: none"> <li>+/-Integers</li> </ul>                             | 7.NS.1  |
|  | <ul style="list-style-type: none"> <li>Adding and Subtracting Rational Numbers</li> </ul> | 7.NS.3  |
|  | Quiz  |   |
| <ul style="list-style-type: none"> <li>Multiplying and Dividing Integers</li> <li>Multiplying and Dividing Rational Numbers</li> </ul> | 7.NS.2  | Student Council Project (2-4)<br>CSI: Central America (Pre-Algebra)<br>CSI: Oceania |
|  | 7.NS.3  |   |
|  | Quiz, Unit Review, & Unit 1 Test  |   |

| Major Concepts/Topics                     | Standards  | Possible Resources |
|---|--|--------------------|
| <b>Unit 2</b><br>Algebraic Expressions    | <ul style="list-style-type: none"> <li>Combine Like Terms</li> <li>Distributive Property</li> </ul>  | 7.EE.1             |
|   | <ul style="list-style-type: none"> <li>Simplifying Expressions</li> <li>Factoring Linear Expressions</li> </ul>                                      | 7.EE.1             |
|   | Quiz   |                    |
| Unit 2 Review, & Unit Test                |  |                    |
| <b>Unit 3</b><br>Equations & Inequalities | <ul style="list-style-type: none"> <li>Translating Equations</li> <li>Two Step Equations</li> </ul>  | 7.EE.2             |
|   | <ul style="list-style-type: none"> <li>Multi-Step Equations (Variables on 1 side)</li> <li>Multi-Step Equations (Variables on both sides)</li> </ul> | 7.EE.4a            |
|   | Quiz   |                    |
| Unit 3 Review, Unit 3 Test                |  |                    |



| Major Concepts/Topics          |  | Standards   | Possible Resources  |
|--------------------------------|--|---|---|
| Unit 4<br>Ratios & Proportions | <ul style="list-style-type: none"> <li>Rates/Unit Rate</li> <li>Proportional vs. Nonproportional Relationships</li> <li>Solving Proportions</li> <li>Proportion Word Problems</li> </ul> | <p>7.RP.1</p> <p>7.RP.2</p> <p>7.RP.2</p> <p>7.RP.2</p> | <p><i>Plutonian Alien</i></p> <p><i>Combating Poverty Project (3-4)</i></p>   |
|                                | Quiz   |   |   |
|                                | <ul style="list-style-type: none"> <li>Scale Drawings &amp; Models</li> <li>Similar Figures</li> <li>Indirect Measure</li> </ul>   | <p>7.RP.3, 7.G.1</p>                                    | <p><i>The Underground (3 Days)</i></p> <p><i>Scale Factor Lab</i></p>   |
|                                | Unit 4 Review, Unit 4 Test   |   |   |
|                                | <ul style="list-style-type: none"> <li>Percent Proportion (review)</li> <li>Discount, Mark-Up, Tax, Tip</li> <li>Percent Change</li> </ul>   | <p>7.RP.3</p>   | <p><i>Game of Life (5-10)</i></p> <p><i>Water Bottle Flipping</i></p> <p><i>Conflict Minerals Project (3-5)</i></p> |
|                                | Quiz   |   |   |
|                                | Unit 5 Review, Unit 5 Test   |   |   |
|                                | Unit 5 Percents  |   |   |

| Major Concepts/Topics         |   | Standards  | Possible Resources   |
|-------------------------------|---|--|--|
| Unit 6<br>Angles              | <ul style="list-style-type: none"> <li>Angles – Parts, Types, Finding angle measures</li> <li>Angle Relationships – Vertical, Sup, Comp, Adj.</li> </ul>  | <p>7.G.5</p> <p>7.G.5</p>  | <p><i>Ships Signatures (4); Color by Number</i></p>                |
|                               | Quiz  |  |  |
|                               | Unit 6 Review; Unit 6 Test  |  |  |
|                               | <ul style="list-style-type: none"> <li>Classifying Triangles/Triangle Sum Theory</li> <li>Area &amp; Perimeter of Plane Figures (Squares, Rectangles, Parallelograms, Triangles, Trapezoids)</li> </ul> | <p>7.G.2</p> <p>7.G.5</p>  | <p><i>Design a Zoo (4)</i></p>                                     |
|                               | Quiz  |  |  |
|                               | <ul style="list-style-type: none"> <li>Area &amp; Circumference of Circles</li> <li>Area &amp; Perimeter of Composite Figures</li> </ul>  | <p>7.G.4</p> <p>7.G.4, 7.G.6</p>   | <p><i>Racing Revolution (4)</i></p> <p><i>Design a Zoo (4)</i></p> |
|                               | Quiz  |  |  |
|                               | Unit 7 Review; Unit 7 Test  |  |  |
|                               | Unit 7<br>Measurement: Area   |  |  |
|                               | Unit 8: Volume & Surface Area   | <ul style="list-style-type: none"> <li>Volume of Prisms</li> <li>Volume of Pyramids</li> <li>Surface Area of Prisms</li> </ul> | <p>7.G.6</p> <p>7.G.6</p> <p>7.G.6</p>                             |
| Quiz                          |   |  |  |
| Unit 8 Review; Unit 8 Test    |   |  |  |
| Unit 8: Volume & Surface Area |   |  |  |



|                                    |  |              |  |
|------------------------------------|--|--------------|--|
|                                    | <ul style="list-style-type: none"> <li>• Surface Area of Pyramids</li> </ul> |              |  |
|                                    |  | <b>7.G.6</b> |  |
| Quiz<br>Unit 8 Review; Unit 8 Test |  |              |  |

|  | Major Concepts/Topics   | Standards              | Possible Resources                          |  |
|--|---|------------------------|---|--|
| <b>Unit 9</b><br><b>Probability &amp; Statistics</b>           | <ul style="list-style-type: none"> <li>• Bias/Unbiased Samples; Using Samples to predict</li> </ul>                       | <b>7.SP.1 &amp; 2</b>  | <i>Candy Population M&amp;M - PT</i>        |  |
|  | Quiz  |                        |   |  |
|  | <ul style="list-style-type: none"> <li>• Simple Probability</li> </ul>  | <b>7.SP.7</b>          |   |  |
|  | <ul style="list-style-type: none"> <li>• Theoretical &amp; Experimental Probability</li> </ul>                            | <b>7.SP.6, 7b</b>      |   |  |
|  | <ul style="list-style-type: none"> <li>• Counting Outcomes: Tree Diagrams &amp; Fundamental Counting Principle</li> </ul> | <b>7.SP.7, 8b</b>      | <i>Pizza Combinations Project (2-3)</i>     |  |
|  | Quiz  |                        |   |  |
|  | <ul style="list-style-type: none"> <li>• Compound Probability (Independent/Dependent Events)</li> </ul>                   | <b>7.SP.7c, 8a, 8c</b> | <i>Wiffleball (2-3); Probability Dragon</i> |  |
|  | Quiz  |                        |   |  |
|  | <ul style="list-style-type: none"> <li>• Numerical Data Distribution; Central Tendency</li> </ul>                         | <b>7.SP.4</b>          | <i>Survey Says (3-5)</i>                    |  |
|  | <ul style="list-style-type: none"> <li>• Mean Absolute Deviation</li> </ul>   | <b>7.SP.3a</b>         |   |  |
| <ul style="list-style-type: none"> <li>• Likelihood</li> </ul> | <b>7.SP.5, 7a, 8a</b>   |                        |   |  |
| Quiz   |   |                        |   |  |
| Unit 9 Review; Unit 9 Test                                     |   |                        |   |  |
| <b>EOG Review</b>  |   |                        |   |  |
| <b>EOG/EOC/NCFE Testing</b>                                    |   |                        |   |  |
| Team Building/ Last Day Activities                             |   |                        |   |  |

# AP US History Pacing Guide 2021-2022

| Unit                     | Dates Covered                          | Instructional Hours     | Areas of Particular Focus   |
|--------------------------|--|-------------------------|---|
| 1                        | 1491–1607                              | 5                       | Content: Native Americans precontact and cultural collision<br>Main Theme: Geography and the Environment<br>Main Practice/Skill: Analyzing Historical Evidence                      |
| 2                        | 1607–1754                              | 9                       | Content: Colonial comparisons<br>Main Theme: Migration and Settlement<br>Main Practice/Skill: Comparison  |
| 3                        | 1754–1800                              | 14                      | Content: The American Revolution<br>Main Theme: American and National Identity<br>Main Practice/Skills: Argument Development; Causation   |
| 4                        | 1800–1848                              | 11                      | Content: Growth and spread of democracy and capitalism<br>Main Theme: Work, Exchange, and Technology<br>Main Practice/Skills: Argument Development; Continuity and Change over Time |
| 5                        | 1844–1877                              | 13                      | Content: Division, war, and reunion<br>Main Theme: Politics and Power<br>Main Practice/Skills: Argument Development; Contextualization  |
| Review and Semester Exam | 1491–1877 (dates covered in Units 1–5) | 3                       | Use the course themes to focus review   |
|                          |  | Total for Units 1–5: 55 |   |
| 6                        | 1865–1898                              | 14                      | Content: The Gilded Age<br>Main Theme: Culture and Society<br>Main Practice/Skills: Argument Development; Causation; Continuity and Change over Time                                |
| 7                        | 1890–1945                              | 18                      | Content: Reforming the system — and the world<br>Main Theme: America in the World<br>Main Practice/Skills: Argument Development; Comparison   |
| 8                        | 1945–1980                              | 16                      | Content: The Cold War and liberalism<br>Main Theme: American and National Identity<br>Main Practice/Skills: Argument Development; Continuity and Change over Time                   |

| Unit               | Dates Covered                             | Instructional Hours     | Areas of Particular Focus   |
|--------------------|---|-------------------------|---|
| 9                  | 1980–Present                              | 5                       | Content: Globalization and conservatism<br>Main Theme: America in the World<br>Main Practice/Skills: Argument Development |
|                    |   | Total for Units 6–9: 53 |   |
| Review for AP Exam | 1491–Present (dates covered in Units 1–9) | 4                       | Use the course themes to focus review   |

## **COURSE DESCRIPTIONS**

### **ENGLISH**

- **Students earn 1 unit of credit for English I, II, III, IV.**
- **All courses use the NC Common Core State Standards for English.**
- **Honors courses require students to master more rigorous and complex material and skills at a faster pace. Honors courses are weighted + 0.5 in the calculation of GPA.**
- **AP courses require students to master college-level material, skills, and pacing. AP courses are weighted + 1.0 in the calculation of GPA**

#### **English I**

- Credit: 1.0 Core

This course is an exploration of language, literature, and composition. Students will think critically about written and oral communication as a means of personal expression. The course is meant to develop student skills in reading, writing, speaking, listening, and critical thinking. Students will accomplish these goals through vocabulary development, written expression, and interpretation of a wide variety of literature. This course will also include an analysis of influential U.S. historical documents and the reading of at least one Shakespearean play.

#### **Honors English I**

- Credit: 1.0 Core
- Prerequisites: 8th-grade ELA with a grade  $\geq 90$ ; teacher recommendation.

This course is an exploration of language, literature, and composition, and is designed for the accelerated student who desires an intensive and challenging course of study. Students enrolling in Honors English I should already possess the ability to work independently and think critically and analytically. The course emphasizes communication as a means of personal expression, and is meant to sharpen and enhance higher-level skills in reading, writing, speaking, listening, and thinking, as well as the importance of audience. This course will also include an analysis of influential U.S. historical documents and the reading of at least one Shakespearean play. The course includes extensive vocabulary development, challenging writing assignments, and a rigorous study of a wide variety of literature.

#### **English II**

- Credit: 1.0 Core
- Prerequisite: English I

This course is an exploration of classic and contemporary literature from a wide range of world cultures. Students will investigate world literature in a cultural context and examine the way that artistic and personal expression is often a reflection of cultural experience and nuance. Students will also read historical documents or nonfiction texts paired with literary texts. Students will work in class and independently on critical thinking and reading skills through a variety of writing and reading assignments. Students will engage in research processes and recognize various documentation techniques. The final exam for all English II students is the North Carolina End of Course Exam.



**Honors English II**

- Credit: 1.0 Core
- Prerequisites: English I with a grade  $\geq 90$ ; teacher recommendation.

This course is an exploration of ancient, classic, and modern literature from a wide range of world cultures. Students will investigate literature in a cultural and historical context and examine how it shapes our understanding of history. As an honors class, students will be required to meet higher standards of performance and quality of work over the course of the class. Students will work in class and independently on critical thinking and reading skills through a variety of writing and reading assignments. Students will engage in research processes and recognize various documentation techniques. The course includes extensive vocabulary development, challenging writing assignments, and a rigorous study of world literature. The final exam for all English II students is the North Carolina End of Course Exam.

**English III**

- Credit: 1.0 Core
- Prerequisite: English II

This American literature course focuses on the analysis of both literary and informational texts.. Students are asked to consider more than the text alone, synthesizing multiple pieces and demonstrating their understanding through discussion, research, presentations, and various forms of writing. Students should expect homework assignments and/or compositions that reinforce classroom instruction. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills.

**Honors English III**

- Credit: 1.0 Core
- Prerequisites: English II with a grade  $\geq 90$ ; teacher recommendation

This honors course is designed to challenge students. This course concentrates on developing reading, writing, and critical thinking skills through an intensive study of a variety of literature and appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This college preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

**English IV**

- Credit: 1.0 Core
- Prerequisites: English III

This course focuses on high-quality historical and contemporary literature as well as informational texts selected to improve reading skills and vocabulary, enlarge students' understanding of the possibilities inherent in the English language, and broaden their worldviews. At least one Shakespeare play will be included. Writing assignments will most often focus on analysis, argument, or reflection. Close reading and analysis will promote the use of cogent reasoning, and the use of evidence, while reflections will provide an opportunity to explore the use of effective rhetorical devices that are essential to both private deliberation and responsible public discourse in a democracy. The study of grammar, usage and the conventions of proper English create a foundation from which to examine stylistic choices in the course readings as well as to experiment within the students' own work. Projects may include oral presentations and recitation, both of which are designed to strengthen public speaking and listening skills.

**Honors English IV**

- Credit: 1.0 Core
- Prerequisite: English III with a grade > 90; teacher recommendation

English IV students will study literature, historical documents, informational texts, poetry, drama, biographical works, “of historical and literary significance,” a Shakespearean play, and literature from Great Britain and Europe to better gain a basic understanding of the influence of Great Britain’s history on world literature and culture. They will master the complex literacy skills necessary to gather and evaluate information into various kinds of original writing. By the end of English IV, students are expected to read and understand increasingly complex texts at the upper end of the twelfth-grade reading range.

### **AP English Language and Composition**

- Credit: 1.0 AP weight
- Prerequisites: English II with a grade > 90; teacher recommendation

The AP English Language and Composition course align to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students enrolled in this course are expected to take the College Board Advanced Placement test.

### **AP English Literature and Composition**

- Credit: 1.0 AP weight
- Prerequisites: English III with a grade  $\geq$  90; teacher recommendation

The AP English Literature and Composition course aligns with an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students enrolled in this course are expected to take the College Board Advanced Placement test.

### **American Playwrights in Performance**

- Credit: 1.0 Elective
- Prerequisites: None

This elective course is designed to provide students with the opportunity to explore, in-depth, the translation of famous American playwright’s texts into performance. It combines textual analysis and performance adaptation with a strong emphasis on practical, creative, and collaborative work. It will also explore creative decision-making with on-screen and on-stage performances.

### **Young Adult Fiction**

- Credit: 1.0 Elective
- Prerequisite: None

This elective course is designed for students who enjoy reading and desire an opportunity to strengthen their skills in comprehension and literary analysis. Students will study character development, theme, symbolism, conflict, irony, setting, style, and point of view. Young adult novels will be used to increase students' ability to compare and contrast, and to understand the author's perspective. Oral and written communication skills will be reinforced.

### **Journalism/ Yearbook I**

- Credit: 1.0 Elective
- Prerequisite: none

Students will study and research the techniques and history of journalism. They will learn journalistic writing, layout, the organization of a yearbook, and the history of American journalism. They will also survey the mass media, photography, television, and radio reporting. Journalism I students will receive training as they assist in reporting, layout, selling and circulating the yearbook for high school.

### **Journalism/ Yearbook II**

- Credit: 1.0 Elective
- Prerequisite: Teacher recommendation

The primary duties of Journalism II students are to assist in the production of a school yearbook for the high school. They will further their knowledge and skills from Journalism I and will assist in training and supervision of Journalism I students.

### **Journalism/ Yearbook III**

- Credit: 1.0 Elective, Honors weight
- Prerequisite: Teacher recommendation

The primary duties of Journalism III students are to assist in the production of a school yearbook for the high school. They will further their knowledge and skills from Journalism I and will assist in training and supervision of Journalism I students.

### **Journalism/ Yearbook IV**

- Credit: 1.0 Elective, Honors weight
- Prerequisite: Teacher recommendation

The primary duties of Journalism III students are to assist in the production of a school yearbook for the high school. They will further their knowledge and skills from Journalism I and will assist in training and supervision of Journalism I students.

## **SOCIAL STUDIES**

- **Students earn 1 unit of credit for each successfully completed course.**
- **Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted + 0.5.**
- **AP courses require students to understand college-level material, skills, and pacing.**

- **AP courses are weighted + 1.0 in the calculation of GPA.**

### **World History**

- Credit: 1.0 Core
- Prerequisite: None

This course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students will also develop the reading-comprehension skills needed to understand historical documents.

### **Honors World History**

- Credit: 1.0 Core
- Prerequisite: Teacher recommendation

This course covers the path of human civilizations from the establishment of ancient river valley civilizations through the challenges and successes experienced in the modern world. During this course, students will examine many components of civilization, including economics, government, culture, and geography. Written documents, photographs, artwork, and film are incorporated to develop a more comprehensive understanding of past events, and to consider how this history affects the world in which we live today. Students will exercise writing, research, and reading comprehension skills to analyze both primary and secondary sources.

### **Founding Principles, Civics and Economics**

- Credit: 1.0 Core
- Prerequisite: Teacher recommendation

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This is a survey course that gives students a practical understanding of civic participation and government, as well as a study of basic economies that affect their lives as citizens and consumers.

### **American History I:**

- Credit: 1.0 Core
- Prerequisite: Founding Principles, Civics and Economics

American History I is a survey of important events in American history from the earliest discovery of the Americas to the American Civil War through modern times. Students will study major events and people that have shaped the United States as we know it today. Events such as colonization, the American Revolution, the formation of a constitutional government, slavery, and the Civil War will be highlighted as will important figures in the settlement, founding, and development of the United States.

### **American History I Honors:**

- Credit: 1.0 Core
- Prerequisite: Founding Principles, Civics, and Economics with a grade > 90 and teacher recommendation

In this course students will examine the historical and intellectual origins of the US from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the US Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. This course goes beyond memorization of isolated facts to the development of higher-level thinking skills to encourage the ability to evaluate history and make historical assessments.

#### **American History II:**

- Credit: 1.0 Core
- Prerequisites: World History, The Founding Principles, Civics, and Economics.

This course will guide students through American history from the late nineteenth century through the early 21st century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction-era to modern times. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the U.S. in an interconnected world.

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#### **American History Honors II:**

- Credit: 1.0 Core
- Prerequisites: World History, American History: The Founding Principles, Civics and Economics.

American History II will cover the social, political, economic, cultural, and intellectual history of the United States from the end of the Reconstruction era through present times. The course examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. The major themes that will be addressed in the course include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

#### **American History:**

- Credit: 1.0 Core
- Prerequisite: Founding Principles, Civics and Economics

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

#### **Honors American History:**

- Credit: 1.0 Honors Weight
- Prerequisites: Honors Founding Principles, Civics, and Economics with a grade of >90.

The American History course will begin with the end of the French and Indian War (1763) and end through the latest Presidential Election (i.e. 2020, 2024, etc.). This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past.

### **Economics and Personal Finance:**

- Credit: 1.0 Core
- Prerequisite: American History

The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. Because the study of economics and personal finance is an integral part of the learning progression of each course, kindergarten through high school, this course expects students to enter possessing a fundamental knowledge and understanding of the basic principles of economics and money management. Topics that will be discussed in this course include but are not limited to macroeconomics, microeconomics, monetary and fiscal policies, role of financial institutions, investment opportunities, retirement plans, and consumer protection laws.

### **AP United States History**

- Credit: 1.0 AP weight
- Prerequisite: American History 1: Founding Principles Honors with a grade of > 90 and teacher recommendation

This course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in US history. The

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curriculum of the course centers around four types of historical thinking skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis. Students will explore seven themes throughout this course: identity; work, exchange, and technology; peopling; politics and power; America in the world; environment and geography – physical and human; and ideas, beliefs, and culture. Students enrolled in this course are expected to take the College Board Advanced Placement test.

### **AP United States Government**

- Credit: 1.0 AP weight
- PREREQUISITES Civics and Economics with a grade > 90 and teacher recommendation
- Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas,

institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete political science research or applied civics project.

### **AP Psychology**

- Credit: 1.0 AP weight
- Prerequisites: None.

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

## **MATH**

- **Students earn 1 unit of credit for each successfully completed course.**
- **All courses use the North Carolina Standard Course of Study for Mathematics.**
- **Honors courses require students to demonstrate rigor, manage greater complexity, and apply mathematics concepts more deeply. Honors courses are weighted +.0 5.**
- **AP courses require students to master college-level material, skills, and pacing.**

**AP courses are weighted + 1.0 in the calculation of GPA.**

### **Foundations of Math I**

- Credit: 1.0 Elective

This is a Fall-only course that is intended for students who need a stronger mathematical foundation before enrolling in Math 1. There will be an emphasis on developing concepts in algebra, functions and numbers and operations. The Standards for Mathematical Practice are applied throughout the course. The students will enroll in Math I in the spring.

### **Math I**

- Credit: 1.0 Core

This course is the first course in a three-part program designed to prepare all students for college and career readiness in Mathematics. The students will be following the curriculum from the Common Core State Standards for Mathematics. Students will study concepts of algebra, geometry, functions, number, and operations, statistics, and modeling. Students will be expected to take these concepts, analyze and apply them with various sets of given constraints.

### **Foundations of Math II**

- Credit: 1.0 Elective
- Prerequisite: Math I

This course is for students who need a stronger background in Math I before taking Math II. The major topics from Math I will be reviewed thoroughly and some Math II topics will be introduced. This course will only be offered in the fall and these students will take Math II in the spring.

**Math II**

- Credit: 1.0 Core
- Prerequisite: Math I

This course is the second course in a three-part program designed to prepare all students for college and career readiness in Mathematics. This course will build upon the concepts in Math I. In addition to these concepts, Math II incorporates polynomials, congruence, and similarity of figures, trigonometry with triangles, modeling with geometry, probability, making inferences, and justifying conclusions. As in Math I, students will be expected to analyze and apply the standards within a given set of constraints.

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**Honors Math II**

- Credit: 1.0 Core
- Prerequisite: Math I with a grade of  $\geq 90$  and Teacher recommendation

Honors Math II covers the same topics of Math II but at a more rigorous level. Additional topics and requirements with real-world applications are expected. Students will be expected to work at a higher independence level, and should expect the amount of homework to be more than regular Math II.

**Math III**

- Credit: 1.0 Core
- Prerequisite: Math II

This course is the third course in a three-part program designed to prepare all students for college and career readiness in Mathematics. Math III delves deeper into the concepts in Math I and II and includes algebraic concepts such as the complex number system, functions, inverse functions, trigonometric functions, and the unit circle.

**NC Math 4**

- Credit: 1.0 Core
- Prerequisite: Math III

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry, and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college-level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.



**Honors Intro to Statistics**

- Credit: 1.0 Elective
- Prerequisites: Math 4 or Pre-Calculus with a grade  $\geq 90$  and teacher recommendation

This course introduces the major concepts taught in an AP Statistics course. Topics will include data analysis, patterns, measuring, and modeling data using probability and simulation. Students will be able to apply these techniques for statistical inferences and confirming models. This course will only be offered during the fall semester and students can take AP Statistics during the spring semester.

**AP Statistics**

- Credit: 1.0 AP Elective
- Prerequisites: Intro to Statistics

AP Statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to exploring data while looking for patterns, sampling by planning and conducting a study, using probability and simulation, and estimating population parameters and testing hypotheses. Students who successfully complete this course and an AP exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. This course is only offered during the spring semester.

**Honors Pre-Calculus**

- Credit: 1.0 Core
- Prerequisite: Honors Math III or grade  $\geq 90$  in Math III and Teacher Recommendation

The purpose of Precalculus is to build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real-world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for Calculus, AP Calculus, and any entry-level college course.

**SCIENCE**

- **Students earn 1 unit of credit for each successfully completed course.**
- **All courses use the NC Standard Course of Study.**
- **Honors courses require students to demonstrate greater rigor, manage greater complexity, and move at a faster pace. They are weighted + 0.5 quality points.**
- **One physical science course is required (Physical Science, Chemistry, and Physics fulfill the State Physical Science requirement)**
- **AP courses require students to master college-level material, skills, and pacing.**

**Earth and Environmental Science**

- Credit: 1.0 Core
- Prerequisite: None

This course focuses on the functions of the Earth's systems. Learning objectives are focused on astronomy, the biosphere, the lithosphere, the hydrosphere, and environmental awareness in accordance with North Carolina Essential Standards. Course work will be accomplished by using a scientific approach that stresses observation, critical thinking, and problem-solving. Students are expected to participate in laboratory activities as well as group and individual learning activities.

### **Biology**

- Credit: 1.0 Core
- Prerequisite: Earth and Environmental Science

This course covers and investigates cells and organelles both in their structures and functions, living organisms and their environments as well as their impacts on one another are studied and evaluated. Biology examines the molecular basis of heredity, biological evolution theory. Students will examine the interdependence of organisms, energy, and organization in living systems, biochemical processes, and their influence on cellular energy use.

### **Honors Biology**

- Credit: 1.0 Core
- Prerequisite: Earth and Environmental Science with a grade  $\geq$  90 and teacher recommendation

This course expands on the concepts covered in regular biology. Students will be expected to regularly read and report on recent research in biology and demonstrate their understanding of biology objectives in a more in-depth way. Students are expected to work independently on a variety of assignments and the out-of-class workload will be greater than regular biology. Completing Botany before or concurrently with this course is highly recommended.

### **Chemistry**

- Credit: 1.0 Core or Elective
- Prerequisite: Math II, Biology

Chemistry is the study of the composition, structure, transformations, and properties of substances. It provides an introduction to the theories concerning the structure of matter and includes mathematical problems that illustrate these theories. The course uses the NC Essential Standards for Chemistry as a foundation. Students will examine chemical reactions. Laboratory experiences and demonstrations are integral parts of this course. Students will need to have a firm understanding of the concepts in Math I and II. They will need to be able to perform unit conversions and should expect to work chemistry problems on a daily basis without relying heavily on a calculator.

### **Honors Chemistry**

- Credit: 1.0 Core or Elective
- Prerequisite: Math II, Biology with a grade  $\geq$  90 and teacher recommendation

The concepts and principles of chemistry are presented in greater depth and at a more rapid pace than in Chemistry. The course uses the NC Essential Standards for Chemistry as a foundation for a more in-depth and advanced study of Chemistry. Students perform research, independent study, and laboratory/project based work. Theoretical and mathematical relationships in chemistry are studied.

### **AP Chemistry**

- Credit: 1. AP Elective
- Prerequisite: Math II, Biology with a grade  $\geq 90$  and teacher recommendation, Honors Chemistry

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year

### Physics

- Credit: 1.0 Core or Elective
- Prerequisite: Math II, Biology

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Students develop a general understanding of the use of mathematics to describe natural phenomena. Mechanics, heat, light, electricity, magnetism, gravity, and nuclear energy are the major topics of study. Students who wish to study these topics in detail should take Honors Physics.

### Honors Physics

- Credit: 1.0 Core or Elective
- Prerequisite: Math II, Biology with a grade  $\geq 90$  and teacher recommendation

Honors Physics is the in-depth study of the use of mathematics to describe natural phenomena. It provides an understanding of the physical principles and laws dealing with mechanics, heat, light, electromagnetism, and nuclear energy. The course uses the NC Common Core State Standards for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of physics through exploration of current research and experimentation. Students are expected to be more independent in this course work when compared to regular physics and should expect the time spent on the course outside of class to resemble the amount of time spent in class.

### Physical Science

- Credit: 1.0 Core or Elective
- Prerequisite: Math II, Biology

The main concepts of physics and chemistry are covered to a less strenuous degree than in the chemistry and physics courses. Students will use their mathematical skills in the application of concepts, however, in this course, they will receive a bit more support with mathematics and how to apply it. They will study matter and change, the structure of atoms, structure, and properties of matter, chemical bonding, chemical reactions, motion, forces, energy, radiation and radioactivity, waves, electricity, magnetism.

### Botany

- Credit: 1.0 Elective
- Prerequisites: None

This course is an introductory course to the plant kingdom and related ideas. Botany is the scientific study of plants and their relationship to the environment. In this course, students will investigate the growth, reproduction, anatomy,

morphology, physiology, biochemistry, taxonomy, genetics, and ecology of plants. Emphasis is given to library research, field observations, laboratory investigations and major projects. Botany should be taken before or concurrently with Biology as the course has been created to prepare students to be successful in Biology.

### **Forensic Science**

- Credit: 1.0 Elective
- Prerequisites: Biology I

This course focuses on the skills and concepts of crime scene investigation and forensic science. This course reviews physics, chemistry, anatomy, cell biology, environmental science and computer science in the process of learning about forensic science. This course will show students practical applications of science concepts by focusing on the scientific evidence collection methods behind solving crimes and other aspects of detective work, such as criminal psychology, fingerprinting, handwriting analysis, and odontology. This is a popular and enjoyable course that also has scientific rigor.

### **NC Wildlife**

- Credit: 1.0 Elective
- Prerequisites: Earth and Environmental Science

NC Wildlife is a course that focuses on the plants, animals, and ecosystems found in North Carolina. Students will learn about relationships formed between living and nonliving environments, the effects humans have on nature, and to predict future environmental outcomes. The course will focus on the application of ecological principles of the management and conservation of wildlife resources using a problem-based format. This course will use a wide array of scientific literature within a discussion format to expose students to theoretical principles of the ecology and management of wildlife resources. Additionally, we will delve into different techniques, perspectives, and approaches to both identify and achieve wildlife management goals. We will cover the history and development of wildlife management as a science; characteristics of, and factors affecting wildlife populations; techniques and theories of management; and wildlife conservation. Finally, students will learn about ethics and regulations for hunting wild game and commercial and recreational fisheries.

## **HEALTH AND PHYSICAL EDUCATION**

- **Students earn 1 unit of credit for each completed course.**
- **All courses use the NC Standard Course of Study.**
- **All students must take and pass 1 unit of Health/Physical Education for graduation. Students will earn CPR Certification in Healthful Living I.**

### **Healthful Living I**

- Credit: 1.0 Core
- Prerequisite: None

The Healthful Living Curriculum is designed to help individuals develop proactive health promoting behaviors. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to stress management, self-protection, interpersonal relationships, nutrition/weight management, substance abuse, family life, CPR, and first aid. The physical education component stresses lifetime sports, cardiovascular fitness, and dance skills. Students have the opportunity to demonstrate acceptable levels of health-related fitness and to develop the knowledge and skills to implement their own personal fitness program.

### **Mindful Living**

- Credit: 1.0 Elective
- Prerequisite: None

Students will learn the basics of Mindfulness through a series of videos, readings, reflections, and guided mindfulness practices which include Yoga, Tai Chi, Qigong and Meditation. With these techniques students in this course will be able to cultivate positive states of mind like, gratitude, compassion and joy. They will also cover current scientific research on Mindfulness and benefits to the brain. Students will gain insight on navigating intense emotions and the role mindfulness plays in communication and interaction thus calming the immediate need to react to situations.

### **Physical Education Pupil Instructors**

- Credit: 1.0 Elective
- Grade Level: 10, 11, 12
- Prerequisite: Healthful Living and teacher recommendation

This course is designed for students interested in serving as a physical education assistant to elementary physical education specialists. Students will assist and observe in elementary physical education classes as well as design and develop lesson plans and assist in running classes. Students interested in working with young children would benefit from this course. .

## WORLD LANGUAGE, SEMINAR, SAT/ACT PREP

### **Freshman Seminar**

- Credit: 1.0
- Prerequisite: None

This course is required for graduation at Riverside Leadership Academy. Students will learn important skills for high school success. This is an academically based course that will offer students instruction in study skills, organization strategies, goal setting, and time management techniques. Students will focus on topics ranging from adjusting to high school life to planning for their future. They will participate in a variety of activities including hands-on activities, classroom discussions, class readings, projects, and group work. Students will examine how their high school choices will impact what options are available to them for college. Students will explore post-secondary college and career options as time allows.

### **Senior Seminar**

- Credit: 1.0 Elective
- Prerequisite: None

This course is designed to allow students to work independently on their Senior PBL, begin the college admission process with critical feedback, and improve goal setting with the instructor on an individual basis. This course will give students the opportunity to work through the research process with the instructor, discerning credible sources, and integrating sources into a research-based paper to accompany the Senior PBL. It will also allow students to budget their first year of college or first year of post-graduation and other important first-year college or work-related topics.

**Spanish I**

- Credit: 1.0 Elective
- Prerequisite: None

This course will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information, and basic grammatical structures. Emphasis will be on the four skills of listening, speaking, reading, and some writing. Students will learn how to carry on a simple conversation and will receive a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

**Spanish II**

- Credit: 1.0 Elective
- Prerequisite: Spanish I

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding the main ideas in simple text. Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture.

**Spanish III Honors**

- Credit: 1.0 Elective
- Prerequisite: Spanish II

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals, and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages is present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

**Spanish IV Honors**

- Credit: 1.0 Elective
- Prerequisite: Spanish III

Students learn to communicate in writing and in extended conversations on a variety of topics. As they become more proficient in independent reading, they will be able to narrate, discuss, and support increasingly complex ideas and concepts. Short stories, poetry, excerpts from various periods of literature, and current events are included. Students

study the finer points of grammar to aid oral and written communication along with a more in-depth study of the target culture(s) and their influence throughout the world. Students develop the ability to interact in culturally appropriate ways in most social situations they will encounter in the target culture(s).

### **American Sign Language (ASL 1) \*On-line through NCVPS**

- Prerequisite: None
- Credit:1.0 Foreign Language or Elective

This class introduces students to the language and culture of Deaf people in the United States. The course will focus on specific language and cultural behaviors, as well as introduce students to the grammar of ASL. Both expressive and receptive skills of students will be the focus of the course, with a major emphasis placed on receptive skills.

### **American Sign Language (ASL 2) \*On-line through NCVPS**

- Credit: 1.0 Elective
- Prerequisite: American Sign Language I

This class continues the teaching of ASL, moving from signing concrete concepts to abstract concepts. Additional vocabulary, grammar, and culture is covered to build on the core knowledge of the language. Both expressive and receptive skills of students will be the focus of the course, with an equal emphasis. Students will participate extensively in interactive classroom activities using the “Voices Off” Policy to ensure ASL immersion.

## **THEATRE ARTS, VISUAL ARTS, DANCE, BAND, ELECTIVES**

### **Beginning Theatre Arts I**

- Credit 1.0 elective
- Prerequisites: None

This class provides an introduction to theatre as a discipline and art form. Through theatre games and improvisation exercises, students will develop confidence, trust, voice, and movement skills. They will learn to give and receive criticism on performances in and outside of class, including scene and monologue work. Students will apply evaluative criteria and appreciate excellence in performance.

### **Intermediate Theatre Arts II**

- Credit 1.0 Elective
- Prerequisites: Beginning Theater Arts I

In this course, students continue to develop vocal and physical acting skills (including in-depth character analysis and development) and playwriting. Various acting styles are introduced along with opportunities to explore directing. Class activities include more challenging improvisation, vocal development, and solo/collaborative presentations in acting and directing.

### **Proficient Theatre Arts III (Honors)**

- Credit: 1.0 Elective

- Prerequisite: Grade of 80 or higher Intermediate Theatre Arts II

In this course ,students use performance to communicate ideas and feelings. They will focus on developing their movement, voice, and writing to communicate ideas and feelings clearly. They will analyze literary texts and performances and understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound. Theatre will be analyzed in terms of the social, historical, and cultural contexts in which it was created. Understand the traditions, roles, and conventions of theatre as an art form.

### **Advanced Theatre Arts IV (Honors)**

- Credit: 1.0 Elective
- Prerequisite: Grade of 80 or higher in Proficient Theatre Arts III

In this course, students will apply what they have learned in previous courses to create believable performances. Students will learn a variety of styles including Shakespearean, Greek, Absurdist, Realism, among others. They will have delved deeper into playwriting and be introduced to devising original theatre. Students will also learn to direct theatrical productions and give actors feedback and appropriate critiques.

### **Beginning Visual Arts I**

- Credit 1.0 Elective
- Prerequisite: None

Students will utilize previous experience in middle school art to build new skills. Artist movements and styles will be studied in detail to create new works based on historical art. 2-D and 3-D artworks will be created from a variety of materials, including repurposing objects. Students will complete a variety of individual projects utilizing pencils, pen, oil pastels, chalk pastels, paint, etc. This course is very independent with some guidance. Grading begins to focus on technique and application as well as completion and time management skills and participation.

### **Intermediate Visual Arts II**

- Credit 1.0 Elective
- Prerequisite: Beginning Visual Arts I

Students will utilize Art I skills learned in the previous course. It will build upon the elements of art and principles of design by further exploring these and applying them to artwork. 2-D and 3-D artworks will be created. Students will use a variety of mediums and have more 3-D projects. Students will also be encouraged to explore various artists' styles and use those to help shape and mold their own styles. Grading considers artist's ability and style along with completion, directions followed, and participation.

### **Proficient Visual Arts III**

- Credit: 1.0 Elective
- Prerequisite: Intermediate Visual Arts II

Students will use the language of visual arts to communicate effectively. Apply creative and critical thinking skills to artistic expression. Create art using a variety of tools, media, and processes, safely and appropriately. Understand the global, historical, societal, and cultural contexts of the visual arts. Understand the interdisciplinary connections and life applications of the visual arts. Use critical analysis to generate responses to a variety of prompts.



**Advanced Visual Arts IV**

- Credit: 1.0 Elective
- Prerequisite: Intermediate Visual Arts III

Students will use the language of visual arts to communicate effectively. Apply creative and critical thinking skills to artistic expression. Create art using a variety of tools, media, and processes, safely and appropriately. Understand the global, historical, societal, and cultural contexts of the visual arts. Understand the interdisciplinary connections and life applications of the visual arts. Use critical analysis to generate responses to a variety of prompts.

**Beginning Dance I**

- Credit 1.0 Elective
- Prerequisite: None

As beginners, we will focus on basic body movement, coordination, timing, group, and individual work. We will develop technical skills, vocabulary, and an understanding of dance and its purpose in the world. Dancers will use whole body movements, proper alignment, flexibility, and strength to develop and facilitate dance techniques. Dance courses will follow ability level rather than age or grade. Students will have the opportunity to test out to a higher dance level by attending a master class or performing a solo no longer than 90 seconds to audition for testing out.

**Intermediate Dance II**

- Credit 1.0 Elective
- Prerequisite: Beginning Dance I

Students will expand on basic technique, vocabulary, dance history, and elements of dance. Dance II will study cultural dance and learn how the art form applies to everyday life and studies. The second level will emphasize technique including but not limited to; all 5 positions in turnout and parallel, grande allegro, jetes, performance values, grounded and lifted movement. Most of these techniques will be modern dance-based. Dancers will begin to understand and apply anatomical concepts, a variety of dance forms to enhance performance and technique. Enhances elements of dance will be built by comparing flow, weight, time, and space. Students will have the opportunity to test out to a higher dance level by attending a master class or performing a solo no longer than 90 seconds to audition for testing out.

**High Tech 101**

- Credit: 1.0
- Available 10-12 with teacher recommendations.
- Limited class size availability; students must be in person due to tech repair requirements

High Tech 101 is an elective class for students wanting to learn how to help with technology needs on our campus. This will include both hardware installation and repair, software management, inventory control, and instructional technology! Students in this class will be able to support teachers, staff, and students with technology needs. Students will be given course assignments before school and will work on those tasks during a regular high school block under the indirect supervision of the school technology staff.

**High Tech 102**

- Credit: 1.0
- Available 10-12 with teacher recommendations.

- Limited class size availability; students must be in person due to tech repair requirements

High Tech 102 is an elective class for students who have completed High Tech 101. Students will continue to learn how to help with technology needs on our campus. This will include both hardware installation and repair, software management, inventory control, and instructional technology! Students in this class will be able to support teachers, staff, and students with all sorts of technology needs. Students will be given course assignments before school and will work on those tasks during a regular high school block under the indirect supervision of the school technology staff. Students in High Tech 102 will also be responsible for coaching students in the High Tech 101 curriculum.

### **Honors High Tech 103**

- Credit: 1.0
- Available 10-12 with teacher recommendations.
- Limited class size availability; students must be in person due to tech repair requirements

High Tech 103 is an elective class for students who have completed High Tech 102. Students will continue to learn how to help with technology needs on our campus. Students in High Tech 103 will also be responsible for managing student tasks in High Tech 101/102 curriculum. This class will serve as an elective course where credit can be earned towards graduation requirements.

### **Honors High Tech 104**

- Credit: 1.0
- Available 10-12 with teacher recommendations.
- Limited class size availability; students must be in person due to tech repair requirements

High Tech 104 is an elective class for students who have completed High Tech 103. Students will continue to learn how to help with technology needs on our campus. Students in High Tech 104 will also be responsible for managing student tasks in High Tech 101-103 curriculum.

### **Microsoft Word/PowerPoint \*On-line through NCVPS**

- Credit 1.0 Elective
- Prerequisite: None

This computer skills course is self-paced and independent study with an on-campus facilitator to help keep students on track for completion. Students can earn certifications in Word 2016, PowerPoint 2016, and other computer skills. The course uses an auto-grading online, in-app platform with every tool needed to teach and learn computer applications. Students receive real-time feedback as they complete lessons to create and modify documents and presentations.

### **Honors Microsoft Word/PowerPoint \*On-line through NCVPS**

- Credit 1.0 Elective
- Prerequisite: None

This computer skills course is a self-paced and independent study with an on-campus facilitator to help keep students on track for completion. Students can earn certifications in Word 2016, PowerPoint 2016, and other computer skills. The course uses an auto-grading online, in-app platform with every tool needed to teach and learn computer applications. Students receive real-time feedback as they complete lessons to create and modify documents and presentations. Honors credit is received for successful completion of a portfolio where students demonstrate the skills learned in the course by applying them

to real-life documents.

### **Microsoft Excel/Access \*On-line through NCVPS**

- Credit 1.0 Elective
- Prerequisite: None

This computer skills course is self-paced and independent study with an on-campus facilitator to help keep students on track for completion. Students can earn certifications in Excel 2016, Access 2016, and other computer skills. The course uses an auto-grading online, in-app platform with every tool needed to teach and learn computer applications. Students receive real-time feedback as they complete lessons to create and modify spreadsheets. It is recommended that students complete the Microsoft Word/PowerPoint course before taking Microsoft Excel.

### **Honors Microsoft Excel/Access \*On-line through NCVPS**

- Credit 1.0 Elective
- Prerequisite: None

This computer skills course is a self-paced and independent study with an on-campus facilitator to help keep students on track for completion. Students can earn certifications in Excel 2016, Access 2016, and other computer skills. The course uses an auto-grading online, in-app platform with every tool needed to teach and learn computer applications. Students receive real-time feedback as they complete lessons to create and modify spreadsheets. Honors credit is received for successful completion of a portfolio where students demonstrate the skills learned in the course by applying them to real-life documents. It is recommended that students complete the Microsoft Word/PowerPoint course before taking Microsoft Excel.

### **College and Career Promise Program (CCP)**

The CCP program will be a partnership between a local community college and RLA. Registration for the following courses is only available to students who have qualified and been accepted into the program. These courses result in 1 high school credit and college credit, per course. With administrative approval, as the schedule permits, students accepted into the CCP program that has their own transportation are eligible to enroll in additional courses at the community college campus.

## **Occupational Course of Study Course Guide**

### **OCS specific courses**

#### **Employment Preparation I Science**

(1 Unit) Grade 9

Prerequisite: EC department approval

This course is designed to support students in developing self-determination skills for participating in transition planning and making a successful adjustment to adult life. Students will actively participate in career development activities. They will develop the job-seeking skills necessary to secure employment in their chosen career pathway. Students will develop the work behaviors, habits, and skills in the area of personal management and job performance needed to obtain, maintain and advance in their chosen career pathway. They will develop the interpersonal relationship skills and employability skills needed for success in the workplace

**Employment Preparation II Citizenship IA & IB**

(2 Units) Grade 10

Prerequisite: Employment Preparation I Science and EC department approval

This course is designed to allow students to develop communication skills necessary for successful employment. Students will develop an understanding of the law related to disability rights and employment. Students will begin to areas of personal improvement and develop a career plan, including career interests, career requirements, and job outlooks. Students will become increasingly involved in their IEP process. Students will describe steps for successfully obtaining employment including required documentation such as transcripts, identification cards, certifications, appropriate attire, and behavior in job interviews. Students will continue to develop interpersonal skills in order to successfully interact with supervisors, coworkers, and the public in a variety of job settings. The student will expand their school-based learning activities to include on-campus jobs and work-based learning activities in order to obtain the required school and community-based hours.

**Employment Preparation III Citizenship 2A & 2B**

(2 Units) Grade 11

Prerequisite: Employment Preparation II Citizenship IA &amp; IB and EC department approval

This course is designed to allow students to continue the development and begin the application of skills learned in Occupational Preparation I and II. Work-based learning activities are provided including community-based training, job shadowing, job sampling, internships, situational assessment, cooperative education, and apprenticeships. These work-based activities allow students to apply employability skills to competitive employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership development and self determination are provided. Students will learn about and access a variety of adult service agencies such as Vocational Rehabilitation, the Employment Security Commission, and Post Secondary Educational Institutions. Students will begin to work on their job placement portfolio. Students will continue to accumulate the school-based, community-based, and competitive employment hours required for graduation.

**Employment Preparation IV Math**

(1Unit) Grade 12

Prerequisite: Prep III and EC department approval

This course gives students the opportunity to synthesize all the skills acquired in previous Occupational Preparation courses and determine their applicability to their personal career choice. This course allows students to solve work-related problems experienced in competitive employment, practice self-advocacy skills, and master the theoretical and practical aspects of their career choice. Students will complete a job placement portfolio that provides an educational and vocational record of their high school experience. Students will complete the 225 required hours of paid employment.\* This course meets the requirements of the Occupational Course of Study.

\*The expectation is that all Local Education Agencies will secure the 225 hours of paid employment hours as the first option for students; and, consider the 225 hours of unpaid vocational training, unpaid internships, paid employment at community rehabilitation facilities, and volunteer and/or community service hours as the second option and **ONLY** when paid employment is not attainable. Local Education Agencies are required to maintain documentation of their attempts to help the student secure paid employment hours through referrals to the North Carolina Division of Vocational Rehabilitation, Division of Services for the Blind, Workforce Innovation and Opportunity Act (WIOA) funded programs, and other appropriate adult employment service agencies.

**Math Courses****Introduction to Mathematics (Course Code: 9220BX0)**

(1 Unit)

Prerequisite: EC department approval

This course places emphasis on introductory algebra and other important life-skills in nine engaging units covering working with numbers, fractions and decimals, rates and ratios, time and measurement, working with algebraic expressions, solving equations and inequalities, working with points and lines, working with data sets, and working with basic geometric figures. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways. This course meets the requirements of the Occupational Course of Study.

### **Locally Developed Math Elective (Course Code: 28002X0)**

(1 unit)

The Locally Developed Math Elective course teaches Common Core Standards for math and prepares students following the Occupational Course of Study for the subsequent course, Math 1. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective as elective credit and Math 1 as the Math 1 credit. Six engaging units cover topics such as simplifying expressions with exponents, solving equations and inequalities, relations and functions, slope and linear functions, and solving systems of equations and inequalities.

### **Math 1 (Course Code: 9221BX0)**

(1 unit)

Prerequisite: EC department approval

The Math 1 course teaches the Common Core Standards for Math 1 and is the second course in the Math 1 sequence. Successful completion of both the Locally Developed Math Elective Course and Math 1 will fulfill the Math 1 requirement. Students will receive two credits: Locally Developed Math Elective Course as elective credit and Math 1 as the Math 1 credit. Five engaging units cover topics such as polynomials and factoring, quadratic functions, exponential functions, data analysis, and parallel and perpendicular lines. Students will also explore a variety of mathematical formulas and apply these formulas in real-life scenarios. Technology skills will be honed throughout the course by working with a graphing calculator and using the computer in a variety of ways.

### **Financial Management (Course Code: 9222BX0)**

(1 Unit)

Prerequisite: Math I and EC department approval

This course places emphasis on the use of computation in the application of these skills for independent living. Six engaging units and a final project help students develop an understanding of state and federal income taxes, wages compensation, the use of credit, different insurance types, budgeting, and consumer spending. This course meets the requirements of the Occupational Course of Study.

### **Science Courses**

#### **Applied Science (Course Code: 9231BX0)**

(1 unit)

The Applied Science Course places emphasis on environmental, physical, and life science concepts in nine units covering human impacts on the environment, energy and its conservation, properties of matter, dangers, and uses of common

chemicals, force and motion, electricity and magnetism, and the human body systems. This course meets the requirements for the Occupational Course of Study.

## Riverside Leadership Academy 2024-25 Calendar

| July             |    |    |    |    |    |    | August  |                          |  |  |  |  |  | January         |    |    |    |    |    |    |
|------------------|----|----|----|----|----|----|---|--------------------------|--|--|--|--|--|-----------------|----|----|----|----|----|----|
| S                | M  | T  | W  | T  | F  | S  | August 5-16 Teacher Workdays  |                          |  |  |  |  |  | S               | M  | T  | W  | T  | F  | S  |
|                  | 1  | 2  | 3  | 4  | 5  | 6  | August 19 <sup>th</sup> First Day of School                             |                          |  |  |  |  |  |                 |    |    | 1  | 2  | 3  | 4  |
| 7                | 8  | 9  | 10 | 11 | 12 | 13 | <b>September</b>  |                          |  |  |  |  |  | 5               | 6  | 7  | 8  | 9  | 10 | 11 |
| 14               | 15 | 16 | 17 | 18 | 19 | 20 | September 2 <sup>nd</sup> Holiday-Labor Day                             |                          |  |  |  |  |  | 12              | 13 | 14 | 15 | 16 | 17 | 18 |
| 21               | 22 | 23 | 24 | 25 | 26 | 27 | September 16 <sup>th</sup> Wellness Day                                 |                          |  |  |  |  |  | 19              | 20 | 21 | 22 | 23 | 24 | 25 |
| 28               | 29 | 30 | 31 |    |    |    | <b>October</b>  |                          |  |  |  |  |  | 26              | 27 | 28 | 29 | 30 | 31 |    |
|                  |    |    |    |    |    |    | October 17 <sup>th</sup> End of 1 <sup>st</sup> Quarter                 |                          |  |  |  |  |  |                 |    |    |    |    |    |    |
| <b>August</b>    |    |    |    |    |    |    | October 18 <sup>th</sup> Teacher Workday                                |                          |  |  |  |  |  | <b>February</b> |    |    |    |    |    |    |
| S                | M  | T  | W  | T  | F  | S  | <b>November</b>   |                          |  |  |  |  |  | S               | M  | T  | W  | T  | F  | S  |
|                  |    |    |    | 1  | 2  | 3  | November 11 <sup>th</sup> Holiday – Veteran’s Day                       |                          |  |  |  |  |  |                 |    |    |    |    |    | 1  |
| 4                | 5  | 6  | 7  | 8  | 9  | 10 | November 12 <sup>th</sup> Wellness Day                                  |                          |  |  |  |  |  | 2               | 3  | 4  | 5  | 6  | 7  | 8  |
| 11               | 12 | 13 | 14 | 15 | 16 | 17 | November 27 – 29 Holiday - Thanksgiving                                 |                          |  |  |  |  |  | 9               | 10 | 11 | 12 | 13 | 14 | 15 |
| 18               | 19 | 20 | 21 | 22 | 23 | 24 | <b>December</b>   |                          |  |  |  |  |  | 16              | 17 | 18 | 19 | 20 | 21 | 22 |
| 25               | 26 | 27 | 28 | 29 | 30 | 31 | December 20 <sup>th</sup> End of 1st Semester (2 <sup>nd</sup> quarter) |                          |  |  |  |  |  | 23              | 24 | 25 | 26 | 27 | 28 |    |
|                  |    |    |    |    |    |    | December 23- January 2 Holiday – Winter Break                           |                          |  |  |  |  |  |                 |    |    |    |    |    |    |
| <b>September</b> |    |    |    |    |    |    | <b>January</b>  |                          |  |  |  |  |  | <b>March</b>    |    |    |    |    |    |    |
| S                | M  | T  | W  | T  | F  | S  | January 3 <sup>rd</sup> Teacher Workday                                 |                          |  |  |  |  |  | S               | M  | T  | W  | T  | F  | S  |
| 1                | 2  | 3  | 4  | 5  | 6  | 7  | January 20 <sup>th</sup> MLK Jr. Day                                    |                          |  |  |  |  |  |                 |    |    |    |    |    | 1  |
| 8                | 9  | 10 | 11 | 12 | 13 | 14 | <b>February</b>   |                          |  |  |  |  |  | 2               | 3  | 4  | 5  | 6  | 7  | 8  |
| 15               | 16 | 17 | 18 | 19 | 20 | 21 | February 3 <sup>rd</sup> Wellness Day                                   |                          |  |  |  |  |  | 9               | 10 | 11 | 12 | 13 | 14 | 15 |
| 22               | 23 | 24 | 25 | 26 | 27 | 28 | February 17 <sup>th</sup> Teacher Workday                               |                          |  |  |  |  |  | 16              | 17 | 18 | 19 | 20 | 21 | 22 |
| 29               | 30 |    |    |    |    |    | <b>March</b>  |                          |  |  |  |  |  | 23              | 24 | 25 | 26 | 27 | 28 | 29 |
|                  |    |    |    |    |    |    | March 7 <sup>th</sup> End of 3 <sup>rd</sup> Quarter                    |                          |  |  |  |  |  | 30              | 31 |    |    |    |    |    |
|                  |    |    |    |    |    |    | March 10 <sup>th</sup> Teacher Workday                                  |                          |  |  |  |  |  |                 |    |    |    |    |    |    |
| <b>October</b>   |    |    |    |    |    |    | March 31 <sup>st</sup> Wellness Day                                     |                          |  |  |  |  |  | <b>April</b>    |    |    |    |    |    |    |
| S                | M  | T  | W  | T  | F  | S  | <b>April</b>  |                          |  |  |  |  |  | S               | M  | T  | W  | T  | F  | S  |
|                  |    | 1  | 2  | 3  | 4  | 5  | April 18 <sup>th</sup> Wellness Day                                     |                          |  |  |  |  |  |                 |    | 1  | 2  | 3  | 4  | 5  |
| 6                | 7  | 8  | 9  | 10 | 11 | 12 | April 21 – 25 Holiday – Spring Break                                    |                          |  |  |  |  |  | 6               | 7  | 8  | 9  | 10 | 11 | 12 |
| 13               | 14 | 15 | 16 | 17 | 18 | 19 | <b>May</b>  |                          |  |  |  |  |  | 13              | 14 | 15 | 16 | 17 | 18 | 19 |
| 20               | 21 | 22 | 23 | 24 | 25 | 26 | May 23 <sup>rd</sup> Last Day of School                                 |                          |  |  |  |  |  | 20              | 21 | 22 | 23 | 24 | 25 | 26 |
| 27               | 28 | 29 | 30 | 31 |    |    | May 26 <sup>th</sup> Holiday – Memorial Day                             |                          |  |  |  |  |  | 27              | 28 | 29 | 30 |    |    |    |
|                  |    |    |    |    |    |    | May 27 – 29 Teacher Workdays  |                          |  |  |  |  |  |                 |    |    |    |    |    |    |
| <b>November</b>  |    |    |    |    |    |    | <b>Legend</b>   |                          |  |  |  |  |  | <b>May</b>      |    |    |    |    |    |    |
| S                | M  | T  | W  | T  | F  | S  |   | Teacher Workday          |  |  |  |  |  | S               | M  | T  | W  | T  | F  | S  |
|                  |    |    |    |    | 1  | 2  |   | Holiday                  |  |  |  |  |  |                 |    |    |    | 1  | 2  | 3  |
| 3                | 4  | 5  | 6  | 7  | 8  | 9  |   | First/Last Day of School |  |  |  |  |  | 4               | 5  | 6  | 7  | 8  | 9  | 10 |
| 10               | 11 | 12 | 13 | 14 | 15 | 16 |   | Wellness Day             |  |  |  |  |  | 11              | 12 | 13 | 14 | 15 | 16 | 17 |
| 17               | 18 | 19 | 20 | 21 | 22 | 23 |   |                          |  |  |  |  |  | 18              | 19 | 20 | 21 | 22 | 23 | 24 |
| 24               | 25 | 26 | 27 | 28 | 29 | 30 |   |                          |  |  |  |  |  | 25              | 26 | 27 | 28 | 29 | 30 | 31 |
| <b>December</b>  |    |    |    |    |    |    | <b>Report Cards Go Home</b>   |                          |  |  |  |  |  | <b>June</b>     |    |    |    |    |    |    |
| S                | M  | T  | W  | T  | F  | S  | October 25 <sup>th</sup>  |                          |  |  |  |  |  | S               | M  | T  | W  | T  | F  | S  |
| 1                | 2  | 3  | 4  | 5  | 6  | 7  | January 10 <sup>th</sup>  |                          |  |  |  |  |  | 1               | 2  | 3  | 4  | 5  | 6  | 7  |
| 8                | 9  | 10 | 11 | 12 | 13 | 14 | March 14 <sup>th</sup>  |                          |  |  |  |  |  | 8               | 9  | 10 | 11 | 12 | 13 | 14 |
| 15               | 16 | 17 | 18 | 19 | 20 | 21 | May 23 <sup>rd</sup>  |                          |  |  |  |  |  | 15              | 16 | 17 | 18 | 19 | 20 | 21 |
| 22               | 23 | 24 | 25 | 26 | 27 | 28 | EOG/EOC Testing – May 12 - 23   |                          |  |  |  |  |  | 22              | 23 | 24 | 25 | 26 | 27 | 28 |
| 29               | 30 | 31 |    |    |    |    |   |                          |  |  |  |  |  | 29              | 30 |    |    |    |    |    |

### Master Schedule Riverside Leadership Academy

|                     | 1st Period<br>8:00 - 8:50 | 2nd Period<br>8:55 - 9:45 | 3rd Period<br>9:50 - 10:40 | 4th Period<br>10:45 - 11:35 | 5th Period<br>11:40 - 12:30 | 6th Period<br>12:35 - 1:25 | 7th Period<br>1:30 - 2:20 | 8th Period<br>2:25 - 3:15 |
|---------------------|---------------------------|---------------------------|----------------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|---------------------------|
| <b>Kindergarten</b> |                           |                           |                            |                             |                             |                            |                           |                           |
| K-A                 | ELA Block                 |                           | Planning/Specials          | Math                        | Lunch/SAIL Time             | Math                       | Read aloud/Recess         | Science/SS                |
| K-B                 | ELA Block                 |                           | Planning/Specials          | Math                        | Lunch/ SAIL Time            | Math                       | Read aloud/Recess         | Science/SS                |
| K-C                 | ELA Block                 |                           | Planning/Specials          | Math                        | Lunch/SAIL Time             | Math                       | Read aloud/Recess         | Science/SS                |
| <b>First</b>        |                           |                           |                            |                             |                             |                            |                           |                           |
| 1-A                 | Read Aloud/SAIL Time      | Planning/Specials         | ELA Block                  |                             | Lunch/Recess                | Math Block                 |                           | Science/SS                |
| 1-B                 | Read Aoud/SAIL Time       | Planning/Specials         | ELA Block                  |                             | Lunch/Recess                | Math Block                 |                           | Science/SS                |
| 1-C                 | Read Aloud/SAIL Time      | Planning/Specials         | ELA Block                  |                             | Lunch/Recess                | Math Block                 |                           | Science/ SS               |
| <b>Second</b>       |                           |                           |                            |                             |                             |                            |                           |                           |
| 2-A                 | Planning/Specials         | ELA Block                 |                            | Math                        | Recess/Lunch                | Math                       | Read aloud/ SAIL Time     | Science/SS                |
| 2-B                 | Planning/ Specials        | ELA Block                 |                            | Math                        | Recess/Lunch                | Math                       | Read aloud/ SAIL Time     | Science/SS                |
| 2-C                 | Planning/Specials         | ELA Block                 |                            | Math                        | Recess/Lunch                | Math                       | Read aloud/ SAIL Time     | Science/SS                |
| <b>Third</b>        |                           |                           |                            |                             |                             |                            |                           |                           |
| 3-A                 | ELA Block                 |                           | Science                    | Planning/Specials           | SAIL Time/Lunch             | Math Block                 |                           | SS/Recess                 |
| 3-B                 | ELA Block                 |                           | Science                    | Planning/Specials           | SAIL Time/Lunch             | Math Block                 |                           | SS/Recess                 |
| 3-C                 | ELA Block                 |                           | Science                    | Planning/Specials           | SAIL Time/Lunch             | Math Block                 |                           | SS/Recess                 |
| <b>Fourth</b>       |                           |                           |                            |                             |                             |                            |                           |                           |
| 4-A                 | Math Block                |                           | ELA Block/Recess           |                             | Lunch/SAIL Time             | Planning/Specials          | Science                   | SS                        |
| 4-B                 | Math Block                |                           | ELA Block/Recess           |                             | Lunch/SAIL Time             | Planning/Specials          | Science                   | SS                        |
| 4_C                 | Math Block                |                           | ELA Block/Recess           |                             | Lunch/SAIL Time             | Planning/Specials          | Science                   | SS                        |
| <b>Fifth</b>        |                           |                           |                            |                             |                             |                            |                           |                           |
| 5-A                 | Science                   | Math Block                |                            | ELA                         | SAIL Time/Lunch             | Planning/ Specials         | Recess/ ELA               | SS                        |
| 5-B                 | Science                   | Math Block                |                            | ELA                         | SAIL Time/ Lunch            | Planning/Specials          | Recess/ ELA               | SS                        |
| 5-C                 | Science                   | Math Block                |                            | ELA                         | SAIL Time/Lunch             | Planning/ Specials         | Recess/ ELA               | SS                        |
| <b>Sixth</b>        |                           |                           |                            |                             |                             |                            |                           |                           |
| 6-A                 | ELA                       | Social Studies            | Elective                   | Math                        | Lunch/PATIO Time            | Science                    | SAIL Time                 | PE/PBL                    |
| 6-B                 | Math                      | Elective                  | ELA                        | Science                     | Lunch/PATIO Time            | Social Studies             | SAIL Time                 | PE/PBL                    |
| 6-C                 | Math                      | Science                   | ELA                        | SAIL Time                   | Lunch/ PATIO Time           | SAIL Time                  | PE/PBL                    | Social Studies            |
| <b>Seventh</b>      |                           |                           |                            |                             |                             |                            |                           |                           |
| 7-A                 | Science                   | Math                      | ELA                        | Social Studies              | PATIO Time/Lunch            | SAIL Time                  | PE/PBL                    | Elective                  |
| 7-B                 | ELA                       | Social Studies            | Math                       | Science                     | PATIO Time/Lunch            | SAIL Time                  | Elective                  | PE/PBL                    |



|     |     |                |      |          |                  |           |        |          |
|-----|-----|----------------|------|----------|------------------|-----------|--------|----------|
| 7-C | ELA | Social Studies | Math | Elective | PATIO Time/Lunch | SAIL Time | PE/PBL | Elective |
|-----|-----|----------------|------|----------|------------------|-----------|--------|----------|

|               |                |                |                |          |                  |           |           |           |
|---------------|----------------|----------------|----------------|----------|------------------|-----------|-----------|-----------|
| <b>Eighth</b> |                |                |                |          |                  |           |           |           |
| 8-A           | ELA            | Science        | Social Studies | Elective | PATIO Time/Lunch | Math      | SAIL Time | PE/PBL    |
| 8-B           | Social Studies | ELA            | Science        | Elective | PATIO Time/Lunch | PE/PBL    | Math      | SAIL Time |
| 8-C           | Science        | Social Studies | ELA            | Elective | PATIO Time/Lunch | SAIL Time | PE/PBL    | Math      |

|             |                   |  |                   |                  |                   |  |                   |  |
|-------------|-------------------|--|-------------------|------------------|-------------------|--|-------------------|--|
| High School | <b>1st Period</b> |  | <b>2nd Period</b> |                  | <b>3rd Period</b> |  | <b>4th Period</b> |  |
|             |                   |  |                   | Lunch/ SAIL Time |                   |  |                   |  |

### Elementary Weekly Schedule - Riverside Leadership Academy

| Library   | 1st Period<br>8:00 - 8:50 | 2nd Period<br>8:55 - 9:45 | 3rd Period<br>9:50 - 10:40 | 4th Period<br>10:45 - 11:35 | 5th Period<br>11:40 - 12:30 | 6th Period<br>12:35 - 1:25 | 7th Period<br>1:30 - 2:20 | 8th Period<br>2:25 - 3:15 |
|-----------|---------------------------|---------------------------|----------------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|---------------------------|
| Monday    | 2nd A                     |                           | K C                        | 5th C                       | Lunch                       | 4th A                      | 6th Grade                 | 7th Grade                 |
| Tuesday   | 2nd B                     |                           |                            | 3rd A                       | Lunch                       | 4th B                      | 6th Grade                 | 7th Grade                 |
| Wednesday | 2nd C                     | 1st A                     |                            | 3rd B                       | Lunch                       | 4th C                      | 6th Grade                 | 7th Grade                 |
| Thursday  |                           | 1st B                     | K A                        | 3rd C                       | Lunch                       | 5th A                      | 6th Grade                 | 7th Grade                 |
| Friday    |                           | 1st C                     | K B                        |                             | Lunch                       | 5th B                      | 6th Grade                 | 7th Grade                 |

| PBL       | 1st Period<br>8:00 - 8:50 | 2nd Period<br>8:55 - 9:45 | 3rd Period<br>9:50 - 10:40 | 4th Period<br>10:45 - 11:35 | 5th Period<br>11:40 - 12:30 | 6th Period<br>12:35 - 1:25 | 7th Period<br>1:30 - 2:20 | 8th Period<br>2:25 - 3:15 |
|-----------|---------------------------|---------------------------|----------------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|---------------------------|
| Monday    |                           | 1st A                     | K B                        |                             | Lunch                       | 5th A                      | 6th Grade                 | 7th Grade                 |
| Tuesday   | 2nd A                     | 1st B                     | K C                        | 3rd B                       | Lunch                       | 4th A                      | 6th Grade                 | 7th Grade                 |
| Wednesday | 2nd B                     | 1st C                     |                            | 3rd A                       | Lunch                       | 4th B                      | 6th Grade                 | 7th Grade                 |
| Thursday  | 2nd C                     |                           |                            | 5th B                       | Lunch                       | 4th C                      | 6th Grade                 | 7th Grade                 |
| Friday    |                           |                           | K A                        | 3rd C                       | Lunch                       | 5th C                      | 6th Grade                 | 7th Grade                 |

| Music     | 1st Period<br>8:00 - 8:50 | 2nd Period<br>8:55 - 9:45 | 3rd Period<br>9:50 - 10:40 | 4th Period<br>10:45 - 11:35 | 5th Period<br>11:40 - 12:30 | 6th Period<br>12:35 - 1:25 | 7th Period<br>1:30 - 2:20 | 8th Period<br>2:25 - 3:15 |
|-----------|---------------------------|---------------------------|----------------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|---------------------------|
| Monday    |                           |                           | K A                        | 3rd C                       | Lunch                       | 5th B                      | 7th Grade                 | 6th Grade                 |
| Tuesday   |                           | 1st A                     | K B                        |                             | Lunch                       | 5th A                      | 7th Grade                 | 6th Grade                 |
| Wednesday | 2nd A                     | 1st B                     | K C                        | 5th C                       | Lunch                       | 4th A                      | 7th Grade                 | 6th Grade                 |
| Thursday  | 2nd B                     | 1st C                     |                            | 3rd A                       | Lunch                       | 4th B                      | 7th Grade                 | 6th Grade                 |
| Friday    | 2nd C                     |                           |                            | 3rd B                       | Lunch                       | 4th C                      | 7th Grade                 | 6th Grade                 |

| Art       | 1st Period<br>8:00 - 8:50 | 2nd Period<br>8:55 - 9:45 | 3rd Period<br>9:50 - 10:40 | 4th Period<br>10:45 - 11:35 | 5th Period<br>11:40 - 12:30 | 6th Period<br>12:35 - 1:25 | 7th Period<br>1:30 - 2:20 | 8th Period<br>2:25 - 3:15 |
|-----------|---------------------------|---------------------------|----------------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|---------------------------|
| Monday    | 2nd C                     |                           |                            | 3rd B                       | Lunch                       | 4th C                      | 7th Grade                 | 6th Grade                 |
| Tuesday   |                           |                           | K A                        | 3rd C                       | Lunch                       | 5th B                      | 7th Grade                 | 6th Grade                 |
| Wednesday |                           | 1st A                     | K B                        |                             | Lunch                       | 5th A                      | 7th Grade                 | 6th Grade                 |
| Thursday  | 2nd A                     | 1st B                     | K C                        | 5th C                       | Lunch                       | 4th A                      | 7th Grade                 | 6th Grade                 |
| Friday    | 2nd B                     | 1st C                     |                            | 3rd A                       | Lunch                       | 4th B                      | 7th Grade                 | 6th Grade                 |

| SEL       | 1st Period<br>8:00 - 8:50 | 2nd Period<br>8:55 - 9:45 | 3rd Period<br>9:50 - 10:40 | 4th Period<br>10:45 - 11:35 | 5th Period<br>11:40 - 12:30 | 6th Period<br>12:35 - 1:25 | 7th Period<br>1:30 - 2:20 | 8th Period<br>2:25 - 3:15 |
|-----------|---------------------------|---------------------------|----------------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|---------------------------|
| Monday    | 2nd B                     | 1st C                     |                            | 3rd A                       | Lunch                       | 4th B                      |                           |                           |
| Tuesday   | 2nd C                     |                           |                            | 5th C                       | Lunch                       | 4th C                      |                           |                           |
| Wednesday |                           |                           | K A                        | 3rd C                       | Lunch                       | 5th B                      |                           |                           |
| Thursday  |                           | 1st A                     | K B                        | 3rd B                       | Lunch                       |                            |                           |                           |
| Friday    | 2nd A                     | 1st B                     | K C                        | 5th A                       | Lunch                       | 4th A                      |                           |                           |

## Middle School Schedule

1st Period

8:00 - 8:50

2nd Period

8:55 - 9:45

3rd Period

9:50 - 10:40

4th Period

10:45 - 11:35

5th Period/Lunch

11:40 - 12:30

6th Period

12:35 - 1:25

7th Period

1:30 - 2:20

8th Period

2:25 - 3:15

## High School Schedule

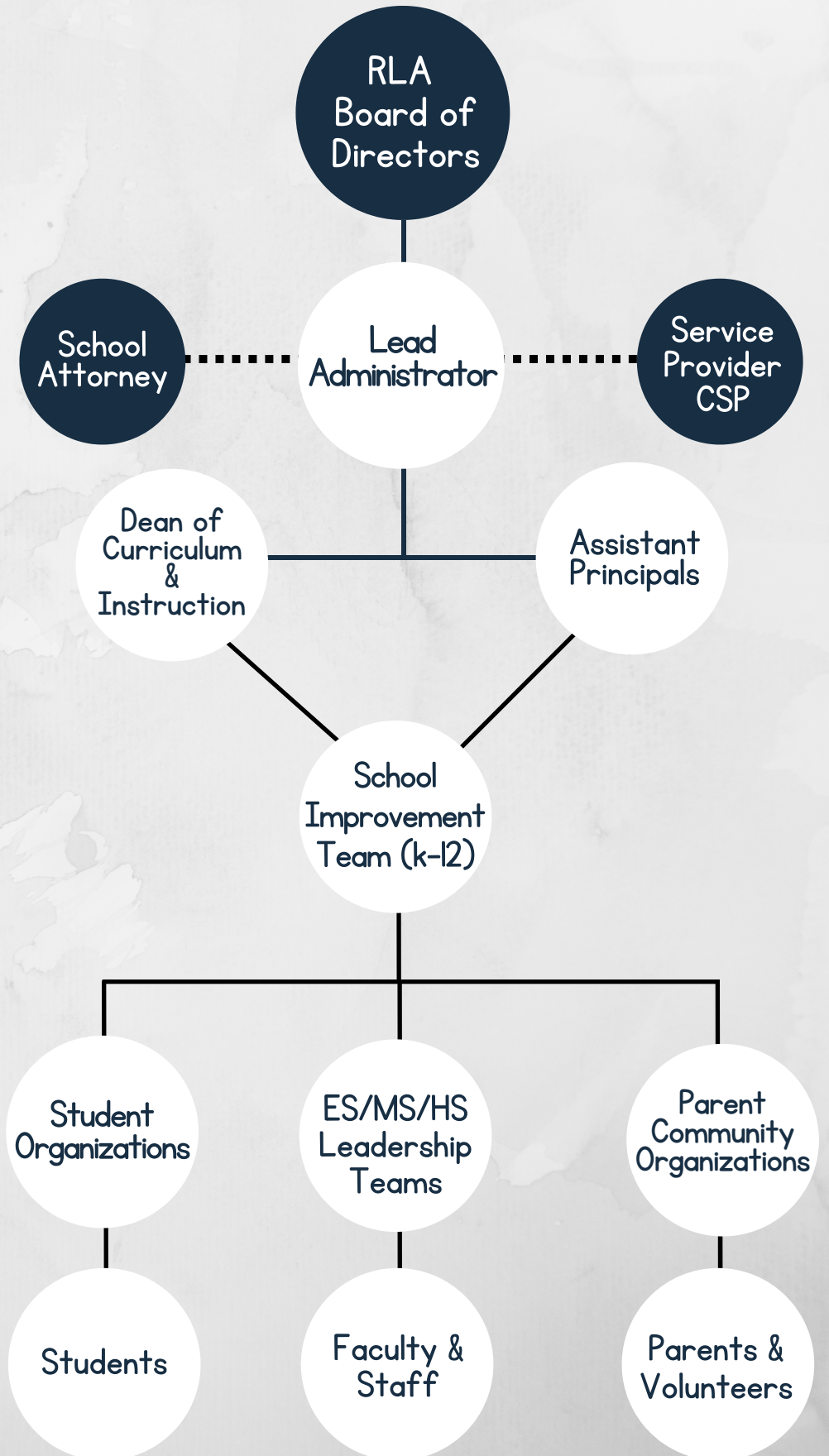
|            |               |
|------------|---------------|
| 0 Period   | 7:30 - 8:00   |
| 1st Period | 8:00 - 9:30   |
| 2nd Period | 9:35 -11:05   |
| SAIL Time  | 11:05 - 11:35 |
| Lunch      | 11:40 - 12:10 |
| 3rd Period | 12:10 - 1:40  |
| 4th Period | 1:45 - 3:15   |



# RIVERSIDE LEADERSHIP ACADEMY

Leading the Quest for Student Success

# Organizational Chart



### **Charter School Board Member Information Form**

***Note:** To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### **Background**

1. Name of charter school on whose Board of Directors you intend to serve: Riverside Leadership Academy
2. Full name: Amy Rogers Hobgood
3. Home Address: 7045 Mountain Road Oxford, NC 27565  
Business Name and Address:  
Telephone No.: 919-603-4559  
E-mail address: ahobgood@rlanc.org
4. Brief educational and employment history.
  - Bachelor's Degree in Elementary Education from East Carolina University 1999
  - Master's Degree in Reading K-12 from East Carolina University 2007
  - Post Master's Certificate in Public School Administration K-12 2013
  - Employed in NC public schools since 1999. Been with Falls Lake Academy Charter school since 2015.
5. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?  
No:  Yes:
6. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I am originally from Craven County and was a graduate of Craven County Public Schools. I have been a huge advocate for charter schools since joining the charter world in 2015. My home town does not have a charter school choice available to them and I would like to be a part of bringing this option to Craven County.
7. What is your understanding of the appropriate role of a public charter school board member?



The role of the board is to govern the school. This includes ensuring that the academic program is successful, operational programs are aligned to the terms of the charter, and that the school is financially solvent with a professionally competent staff.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been an executive director of a public charter school since 2016. I work very closely with our board of directors on all FLA matters.

9. Describe the specific knowledge and experience that you would bring to the board.  
I have extensive experience with charters and charter finance. I have led a successful charter school for 7 years. I bring experience with public education, charter school operations, charter law, and public school finance.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

Riverside Leadership Academy seeks to bring together education and the community to enhance education for our students. Students will participate in project based learning where they will learn to collaborate and communicate effectively while also serving their community. Students that leave Riverside Leadership Academy will be equipped to confidently lead as a productive citizen.

2. What is your understanding of the school's proposed educational program?

Riverside Leadership Academy will be a project based learning school. All NCSCOS will be presented in a manner that will allow students to explore solutions to a Driving Question. Students will engage with content in hands on approach and will learn valuable 21<sup>st</sup> century skills to enhance the learning experience.

3. What do you believe to be the characteristics of a successful school?

A successful school has a vision and a mission that the entire school community (students, staff, community members) believe in. The school will have measurable objectives for academics, finances, and operations. A successful school has competent, certified educators and dedicated support staff. Board action of a successful school is aligned to the mission and vision of the school and is aligned with the belief that all students can achieve. Communication is clear and open for all stakeholder groups. All local, state and federal mandates are followed.

4. How will you know that the school is succeeding (or not) in its mission?

The school is in alignment with its mission and is meeting academic, financial, and operational objectives. Student enrollment will be consistent and students will graduate with a plan for life after high school.

### **Governance**

1. Describe the role that the board will play in the school's operation.

The board of directors is not involved in the day to day operations of the school. Rather, the board establishes board policies and supports the operations led by the head administrator of the school.

2. How will you know if the school is successful at the end of the first year of operation?

Our school will be fiscally sound, policies and procedures will be established, students will be the center of all decision making, academic success will be evident, and families will feel safe and included in our environment.

3. How will you know at the end of five years of the schools is successful?



Our school will be a light in the community where families feel supported. Student achievement will be evident. There will be evidence that we are fulfilling our mission and vision. We will meet all local, state, and federal mandates.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Be informed, educated ourselves in the applicable school law and ever changing landscape of education. We will be student focused and make decisions for health and wellbeing of our students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would report the issue to the board chair, or as board chair I would address the issue according to our bylaws.

\*Please include the following with your Information Form

- a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

**Certification**

I, Amy Hobgood, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Riverside Leadership Academy Charter School is true and correct in every respect.

Signature

Date 4/27/22

Amy Hobgood

# Amy Hobgood

7045 Mountain Road Oxford, NC 27565  
 Phone: 919-603-4559 E-Mail: amyhobgood@gmail.com

## Experience

### **Falls Lake Academy (Executive Director) 2016- Present**

- Manage a staff of 125 employees
- Manage 10 Million Dollar Budget
- Serve as the Human Resources Department, Business Manager, Professional Development Coordinator, Liaison to NCDPI, Instructional Leader, Community Liaison, and Curriculum Developer
- Complete all reports for NCDPI, Federal Programs, etc.
- Serve as the leader in carrying out the mission and vision of the school as detailed in the Public Charter

### **Falls Lake Academy (Elementary Director) 2015-2016**

- Served as Assistant Principal and Director of K-5 Elementary School
- Initiated the establishment of new website
- Developed staff handbook
- Completed School Safety Plan
- Started the school improvement process, accreditation process, and online teacher evaluations
- Assessed staff for needs and developed improvement plans as needed
- Attended state level meetings for teacher evaluation system, multi-tiered systems of support, changes in charter school legislation, and NCDPI updates
- Worked with stakeholders to improve overall culture of school

### **Granville County Schools (Principal) 2014-2015**

### **Granville County Schools (Assistant Principal) (District Curriculum Coach) 2011-2014**

### **Granville County Schools (Teacher) 2001-2011**

### **Pitt County Schools (Teacher) 1999-2001**

## Education

|  |      |
|--|------|
| Google Certified Educator  | 2021 |
| Georgetown University-Certificate in Education Finance           | 2021 |
| Western Carolina University- Post Master's Principal Certificate | 2013 |
| East Carolina University- Master's Degree in Literacy            | 2007 |
| East Carolina University-BS in Elementary Education              | 1999 |

## Other Skills and Responsibilities

**Harvard Graduate School of Education and School of Business: Winter 2019 and Winter 2021**

**ReThink Ed Certified Facilitator**

**Distinguished Leadership in a Remote Learning Environment: 2020-2021**

**NCAPCS COVID Leadership Task Force team member: 2019-2020**

**Granville County District RTI team member: Summer 2012-2015**

**District Curriculum and Instruction team member: 2011- 2015**

**Artisan Teacher Trainer: Spring 2012-2015**

**District Curriculum Design Team Member: 2011-2013**

### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve: Riverside Leadership Academy

2. Full name: Siobhan Brewer

Home Address: 204 Bandon Dr. New Bern, NC 28562

Business Name and Address:

Telephone No.: 410-913-6443

E-mail address: sbrewer@rlanc.org

3. Brief educational and employment history.

Education: BS in English at Towson University; MA in Multicultural and Transnational Literature at East Carolina University; Currently pursuing Ed.D in Educational Leadership at University of North Carolina Wilmington

Employment: Craven County Schools 2006-2017

Lenoir Community College: 2018- present

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I saw that a school was proposed in New Bern, and I wanted another option for students in Craven County. I sought out being a part of the board, so that I could have a voice in the educational opportunities this school would offer the students of Craven County.
  
6. What is your understanding of the appropriate role of a public charter school board member?  
The appropriate role is to ensure that the school is equitable, that it meets the needs of Craven County students, and that it follows the regulations of the state.
  
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have worked in education for 16 years and have a great knowledge of the needs of Craven County students. I bring a voice for the needs of educators as well, and a knowledge of effective educational strategies. I have served on boards in Craven County, just not school board, so I have that experience with the educational background.¶
  
8. Describe the specific knowledge and experience that you would bring to the board.  
I bring knowledge of education, teaching, student need, and community relationships.¶

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The guiding beliefs are that through project based learning and education focused on leadership can help students be successful in their educational career and beyond. ¶
  
2. What is your understanding of the school's proposed educational program?  
The proposed program is meeting needs that the school system is not meeting for students, while maintaining standards for the state.
  
3. What do you believe to be the characteristics of a successful school?  
I believe a school that challenges and supports students to become responsible learners, citizens, and community members is the best school environment. A school that offers students global views and allows them to think outside of the box best prepares students for the real world and education beyond k-12.
  
4. How will you know that the school is succeeding (or not) in its mission?  
The school will show that it is succeeding in ways beyond just testing. Students who are able to problem solve, speak publically, and show their learning will show the success of the school.

**Governance**

1. Describe the role that the board will play in the school's operation.  
The board will choose a leader to effectively run the school and assist with curriculum choice and course offerings.
2. How will you know if the school is successful at the end of the first year of operation?  
Student learning display will show me the success of the school. I would also like to hear from teachers about the success of the school and how they are thriving in the environment.
3. How will you know at the end of five years of the schools is successful?  
Through display of learning, student enrollment, teacher interest in working there.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Hold the administration to be accountable for successful student learning and a positive working and learning environment .
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would want to meet as a board to discuss the actions and next steps.

\*Please include the following with your Information Form

- a **one page** resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

**Certification**

I, Siohhan Brewer, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Riverside Leadership Academy Charter School is true and correct in every respect.

Signature  
Date

Siohhan Brewer

4/25/22

**Siobhan Brewer**

204 Bandon Dr. New Bern, NC 28562

410-913-6443

sgaestel4@gmail.com

***Education, Honors, and Certifications***

- **2021-present Ed.D Educational Leadership**  
University of North Carolina Wilmington, Wilmington, NC
- **2016- 2018 Master of Arts English with Concentration in Multicultural and Transnational Literature**  
East Carolina University, Greenville, NC
- **2004-2006 Bachelor of Science: English Literature**  
Towson University, Towson MD

***Employment***

- **English Instructor** January 2018 to present Lenoir Community College, Kinston, NC
- **English Teacher** August 2017 to January 2018 Colonel Richardson High School, Federalsburg, MD
- **Young Actor's Academy Director and Acting Instructor** September 2013 to 2017 Rivertowne Players, New Bern, NC
- **High School English Teacher/Graduation Project Coordinator** July 2012 to 2017 Early College EAST, Havelock, NC
- **High School Teacher English and Theatre Arts** August 2006 to June 2012 West Craven High School, Vanceboro, NC

***Key Qualifications***

- Delivers engaging online, face to face, and synchronous curriculum at Lenoir Community College through Moodle/Blackboard
- Created New Faculty Mentoring program at Lenoir Community College and serves as new faculty mentor
- Leader in Lenoir Community College ReThink ReDesign Distance Education Program
- Created and ran an after school theatre arts program for high school students.
- Served on the Board of Directors for Rivertowne Players 2012-2017
- Ran Young Actors' Academy for children aged 7-17 at Rivertowne Players from 2013-2017
- Developed an honors curriculum for the county for upper level theatre arts classes.
- Pivotal participant in introducing the North Carolina Graduation Project for high school juniors and seniors.
- Early College East Graduation Project Coordinator, English Department Chair, and National Honor Society Advisor
- Early College East/West Craven High International Thespian Society Advisor

***Higher Education Leadership Positions***

- New Faculty Onboarding Coordinator and Mentor 2021-present
- Academic Affairs Committee 2021-2023
- Faculty Senate 2021-2023
- Arts and Sciences Academic Affairs Subcommittee 2020-2023
- ReThink ReDesign Faculty Mentor 2019-2020

### Charter School Board Member Information Form

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#### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
Riverside Leadership Academy

2. Full name: Damien Neil Perez

Home Address: 147 Lamplighter Way, Spring Lake NC 28390

Business Name and Address: Ascend Leadership Academy  
283 Harvey Faulk Road, Sanford NC 27332

Telephone No.: 910-578-7026

E-mail address: perezd100@gmail.com

3. Brief educational and employment history.

**Operations Program Manager / Educator**

**March 2018 to Present**

**Ascend Leadership Academy (ALA), Sanford, NC**

**Strategic Consultant-** In collaboration with managing director, provides Strategic Planning and Implementation services for the 6-12 Charter school encompassing growth challenges for beginning operations to employee recruitment/retention. Instrumental in aligning ALA's organizational structure to ensure staff/resources are in alignment with present and future needs.

**Operations Consultant-** Provide critical oversight to various portfolios ensuring school safety, state/federal compliance, and program efficiency. Responsible for daily operations, activities,

and stewardship of school resources overseeing 50+ staff members and approximately 460 students. Communicates across all stakeholders' expectations related to program implementation.

**Program/Project Management Consultant-** Develop and evaluate processes and procedures for all of ALA's major systems and programs to promote efficiency and effectiveness in all areas of school operation. Organize and track ALA programs through implementation of management tools to include record retention/file taxonomy systems. Responsible for site-level procurement of supplies, materials, and equipment/inventory management.

**MASTER OF SCIENCE IN MANAGEMENT, SPECIALIZATION IN OPERATIONS MANAGEMENT & PROJECT MANAGEMENT**

Embry-Riddle Aeronautical University, Fort Bragg, NC                      October 2017                      GPA  
3.8/4.0

**BACHELOR OF SCIENCE IN PROFESSIONAL AERONAUTICS, MINOR IN AVIATION SAFETY**

Embry-Riddle Aeronautical University, Kirtland AFB, NM                      June 2002                      GPA  
3.8/4.0

**ASSOCIATE OF APPLIED SCIENCE IN AVIONICS SYSTEMS TECHNOLOGY**

Community College of the Air Force, United States Air Force                      December 2010

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I currently work at a charter school in Sanford NC. My managing director of the school told me about an opportunity to serve on a board of directors for chapter school in New Bern. Through his connections, I was able to reach out and express my interest in a board position.



My desire to serve on the board comes from my passion in education. My experience at my current charter school has been positive and exciting. I would like to bring that opportunity to other areas. Additionally, this will provide me with insight and experience that would benefit my current charter school as I collaborate with educational stakeholders.

6. What is your understanding of the appropriate role of a public charter school board member?

Charter school board member's role is to provide guidance, leadership, and policies to help school staff be successful. By setting vision/mission and coordinating with school personnel, the board will be instrumental in the successful operations of the school.

As a board member, my expectation is to attend appropriate meetings, provide my opinion/experience on stated topics, and vote on necessary policies. As with all my positions, there is a fiduciary and ethical responsibility that every board member should adhere to.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Since 2017, I have served as a volunteer board member of NC Project Management Institute, a local nonprofit chapter of Project Management Institute. My current role is VP of Certifications. Previous roles include liaison and director positions. In this capacity, I coordinate with other board members setting policies, planning/conducting certification courses, and planning events for over 4,000 members. In addition, I help with planning and implementing a budget with chapter resources of over \$1 million dollars.

Since 2019, I have served as a volunteer board member of HerSpark Inc, a local nonprofit equipping girls with the STEM skills and opportunities to succeed in future careers. My current role is as Strategic Lead which helps define and plan future direction of organization to include events, member recruitment, and corporate/community sponsorships.

8. Describe the specific knowledge and experience that you would bring to the board.

Military Veteran with 30+ years' experience in leadership, project management, operations management, and instructional delivery across multiple industries. I have extensive board experience, specifically in strategic planning and financial management. In addition, I currently have over four years experience in charter school instruction and administration.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission: Through project based and leadership curriculums, Riverside Leadership Academy develops confident, community focused, future ready leaders. Students thrive from meaningful connections between families, school staff, and community members curated by involvement of all stakeholders. This encompasses one of my passions, project-based learning (PBL). Through this approach, students will have the opportunity to gain real-world experience tackling issues important to them. Additionally, this opportunity provides students with leadership opportunities and a chance to gain experience serving their community.

2. What is your understanding of the school's proposed educational program?

With a focus on PBL, students will have the opportunity to gain knowledge and experience through performing projects that benefit the community. This approach focuses on 21st century skills of critical thinking, communication, creativity, problem-solving, and collaboration. As a certified project manager, I see the need for these skills in current and future employment across all industries. RLA students will have the opportunity to learn and lead projects providing advantage in future path, whether continued education or participating in the workforce.

3. What do you believe to be the characteristics of a successful school?

For a school to operate successfully, the main characteristic is collaboration. The administration has to be collaborative with staff providing vision and mission guidance while empowering teachers in the classroom. In addition, there has to be collaboration and communication between school staff and the local community. Families need to have a stake in their students' education with opportunities to help and support classroom environments. The board of directors serves to guide the school and be the communication piece for the community. With open communications, student/family empowerment, and teacher support, the school can achieve its goals to benefit students.

4. How will you know that the school is succeeding (or not) in its mission?

I believe success could be measured through observations and metrics. Board should be involved and visit the school to garner feedback and observe school culture. This observation should encompass administration, staff, students, and families interactions. Visit the classrooms to get a sense of setup and environment.

Metrics from formative tests can help determine whether students are on track. Tests do not give the full picture, but analyzing student growth can help determine whether instructional direction is successful.

## **Governance**

1. Describe the role that the board will play in the school's operation.

Board members are the fiduciaries who steer the organization towards a sustainable future by adopting sound, ethical, and legal governance and financial management policies.

2. How will you know if the school is successful at the end of the first year of operation?

First year success can be measured based on student enrollment, staffing positions filled, and administration interacting between board and school community. As with any organizational startup, challenges arise. Success will be based on board and school staff managing challenges and providing a student-focused environment.

3. How will you know at the end of five years of the schools is successful?

At the end of the fifth year, success can be measured on different metrics. Board should review staffing recruitment and retention to determine trends. If staff have low turnover, it is a

good indication of a successful culture. High turnover is an indication of poor culture and leadership concerns. Additionally, student attendance can be measured to determine if we are meeting enrollment goals. Another good source for determining success is community feedback. Board needs to gather feedback from families, students, and staff to determine the true picture of school performance.

True measure of success is determining whether the board and school were able to meet growth and expansion goals while maintaining academic integrity.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board needs to be engaged to ensure the school is successful. Board member success is taking an active role in performing duties and responsibilities, using experience and skills to guide policies and procedures, and being present for school and local community to hear feedback. Visiting the school would be a good barometer of measuring culture.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The board is a group of volunteers from various backgrounds. If board members are operating in a way that opposes the best interest of the school, I would address my concern with all board members. In my experience, this could help clarify situations and bring light to missteps if not on purpose. If the grievance warranted (stealing, unethical partnerships, etc.), I would issue a formal complaint with the board chair and follow up to make sure appropriate action was taken.

As a formal military member, and through my various board positions, ethics and values are very important to me. All board operations should be done with transparency and no one is above questioning.

\*Please include the following with your Information Form

- a **one page** resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

### **Certification**

I, Damien Neil Perez, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Riverside Leadership Academy Charter School is true and correct in every respect.

Signature



Date

23 April 2022

# DAMIEN N. PEREZ

(910) 578-7026, [perezd100@gmail.com](mailto:perezd100@gmail.com), <https://www.linkedin.com/in/damienperez>

## PROFESSIONAL SUMMARY

**Military Veteran** with 30+ years' experience in leadership, project management, operations management, and instructional delivery across multiple industries. Excel in a fast-paced, dynamic work environment with shifting demands and priorities incorporating analytical and solutions-oriented capabilities.

## COMPETENCIES

**Project Management Professional**® certified, focuses on relationship building across organizational levels providing influential and inspirational leadership. Proven organizational, interpersonal, management, and leadership skills with experience working independently and collaboratively with teams. **Top skills include:** leadership, strategic planning, business development, program/project management, change management, volunteer management, public speaking, and team leadership.

## PROFESSIONAL EXPERIENCE

**Operations Program Manager / Educator**  
Ascend Leadership Academy (ALA), Sanford, NC

March 2018 to Present

**Strategic Consultant-** In collaboration with managing director, provides Strategic Planning and Implementation services for the 6-12 Charter school encompassing growth challenges for beginning operations to employee recruitment/retention. Instructmental in aligning ALA's organizational structure to ensure staff/resources are in alignment with present and future needs.

**Operations Consultant-** Provide critical oversight to various portfolios ensuring school safety, state/federal compliance, and program efficiency. Responsible for daily operations, activities, and stewardship of school resources overseeing 50+ staff members and approximately 460 students. Communicates across all stakeholders expectations related to program implementation.

**Program/Project Management Consultant-** Develop and evaluate processes and procedures for all of ALA's major systems and programs to promote efficiency and effectiveness in all areas of school operation. Organize and track ALA programs through implementation of management tools to include record retention/file taxonomy systems. Responsible for site-level procurement of supplies, materials, and equipment/inventory management.

## EDUCATION

### MASTER OF SCIENCE IN MANAGEMENT, SPECIALIZATION IN OPERATIONS MANAGEMENT & PROJECT MANAGEMENT

Embry-Riddle Aeronautical University, Fort Bragg, NC      October 2017      GPA 3.8/4.0

### BACHELOR OF SCIENCE IN PROFESSIONAL AERONAUTICS, MINOR IN AVIATION SAFETY

Embry-Riddle Aeronautical University, Kirtland AFB, NM      June 2002      GPA 3.8/4.0

### ASSOCIATE OF APPLIED SCIENCE IN AVIONICS SYSTEMS TECHNOLOGY

Community College of the Air Force, United States Air Force      December 2010

## TECHNOLOGY / SKILLS

Advanced User on PC/Apple Operating Systems; MS Office (Outlook, Word, PowerPoint, Excel, Access, Project, Publisher); Apple Applications; Google Applications; Cloud Applications; CRM software; NCEdCloud Applications; SMART Board Applications.

Lean Six Sigma Yellow Belt Certification – American Society for Quality's Yellow Belt Body of Knowledge- Dec 2016.

Lean Six Sigma Green Belt Certification – American Society for Quality's Green Belt Body of Knowledge- Feb 2021.

## PROFESSIONAL ORGANIZATIONS / VOLUNTEER

**Project Management Institute (PMI)**- Current Vice-President of Certifications, continuing volunteer for Board of Directors since Feb 2017; Veterans Committee member since May 2016; PMI Educational Foundation volunteer since November 2016 promoting academic scholarships and awards. Facilitates philanthropic activities and creation of community programs. Currently provides organizational implementation of certification courses for close to 4K members.



## Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve: Riverside Leadership Academy.
  
2. Full name:  
Deanna Lynn Taylor  
Home Address: 217b Neuchatel Ct. New Bern NC 28562  
Business Name and Address:  
Telephone No.: 3042903679  
E-mail address: [dtaylorrla@gmail.com](mailto:dtaylorrla@gmail.com)
  
3. Brief educational and employment history.  
Graduate of UC Berkley certificate of completion in Leading change and agility. Harvard Leadership program graduate. Employed as a Senior Director of Sales for Sundae Inc.
  
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?  
  
No:       Yes:
  
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?  
I saw announcement regarding interest on a proposed Charter School for New Bern. I reached out to ask some questions and express interest. I am passionate about education for our students. The students and parents of Craven County deserve choices. This would be

the first Charter in the county and serving a great need. I wish to help bring this option to the community.

6. What is your understanding of the appropriate role of a public charter school board member?  
To help provide guidance and vision for the school. Oversee school operations and finances. A board member must act with integrity and ethics. Responsible for financial guidance and approval and give input into the decisions that affect the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I was part of the planning and application process for another charter school in Pitt County 8 years ago. I am an active member of a program in NC called Portrait of a Graduate that focuses on what the needs are of students in public schools.
8. Describe the specific knowledge and experience that you would bring to the board.  
Experience in the overall understanding of how a school operates, the community insight and leadership. Being a parent of a school aged child I have first hand knowledge of current school issues.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To be a school of choice who offers academics focused on project based. To always do the right thing for the students and each other. To be a school of good character in the community and a school that people are proud to attend.
2. What is your understanding of the school's proposed educational program?  
A project based educational program that also consists of community volunteer hours and being a good steward of the community.
3. What do you believe to be the characteristics of a successful school?  
Diversity, pride, futuristic, flexibility, empathetic, engaged and unity.
4. How will you know that the school is succeeding (or not) in its mission?  
The engagement of the students, parents and community. The academic achievements and the retainment of staff.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Oversee plans, suggest and recommend resources. Implementation of processes and making the school a great environment. Staying financially responsible within the means of the school and searching for best solutions for the students, parents and staff.

2. How will you know if the school is successful at the end of the first year of operation?  
Feedback from students, parents and staff. Hearing from community and measuring student academics. Increase in enrollment for following year.
3. How will you know at the end of five years of the schools is successful?  
Through growth in studen enrollment, growth in staff and retainment of staff.  
Being viewed as important part of the community and a school of choice.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Working together as a team, listening to the needs of the community, diverse viewpoints, remaining fair and consistent in processes. Ask questions and learn from other charter schools.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would have a conversation with the member directly. I would then take my concerns to the chair and explain the conversation the other member and I had. Working together and transparency are extremely important.

\*Please include the following with your Information Form

- a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

**Certification**

I, Seanna Taylor, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Riverside Leadership Academy Charter School is true and correct in every respect.

Seanna Taylor

4-11-2022

Signature  
Date

# DEE TAYLOR

(304) 290-3679

New Bern, NC 28562-7039

deewill1988@yahoo.com

linkedin.com/in/dee-taylor-salesleadership

## SENIOR DIRECTOR OF SALES

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**Communicative leader supports growth on all fronts, building strong relationships with clients and partners, identifying business needs, coaching others to success and developing custom strategies to drive sales and increased revenue.**

Performance Management & Oversight  
Sales & Contract Negotiations  
Cross-functional Team Leadership

Collaborative Strategy Development  
Business Analysis & Process Improvement  
Communication & Networking

---

## CAREER HISTORY

### Sundae-

California

#### Senior Director of Sales

Jan2021-current

### U.S. Cellular

Greenville, NC

#### Director of Sales and Operations (Aug 2012 – Oct 2021)

Directed retail store operations for 80+ stores across NC and IA, **generating \$4M+ in annual revenue** through strategic management oversight, relationship development, opportunity identification, and additional distribution point planning and implementation.

Spearheaded **top line revenue and gross profit improvement** by establishing a performance budget for all sales divisions and providing detailed analyses, feedback, and new solutions while encouraging KPI achievement.

Identified and solved complex strategy problems related to sales management and business direction, **creating and executing a “go to market” initiative** to improve underserved areas.

Lead a team of professional sales consultants and sales leaders. Motivate, inspire and create sales goals on a quarterly basis. Monitor, analyze and adjust budgets. Selling all IOT, consumer, B2B, and major account sectors. Selling CDM and 5G.

Collaborate with franchise partners to sell our products and services. Consult on their business and how to maximize profits. **Consultant on their business for CRM and inventory.**

Area Sales Manager (Jan 2010 – Aug 2012)

**Developed and established innovative strategies** to increase sales and territory or market positioning for the entire organization, maintaining an edge on industry trends to improve product and service knowledge for optimized business operations.

## EDUCATION, AWARDS & TECHNICAL SKILLS

UC Berkeley of Executive Education, Accelerating Change Readiness and Agility

Harvard Business Leadership Program

Leading Women Executives Program



### Charter School Board Member Information Form

*Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.*

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve: Riverside Leadership Academy

2. Full name: Jameesha Harris

Home Address: 222 Monterey Cir, New Bern, NC 28562

Business Name and Address:

Telephone No.: 252-622-2719

E-mail address: jameesha.harris@gmail.com

3. Brief educational and employment history.

- EAST CAROLINA UNIVERSITY | Greenville, NC
- BACHELOR OF SCIENCE IN UNIVERSITY STUDIES | Administrative Studies

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:  Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was sent an interest email about a new school coming to Craven County and I wanted to learn more about the opportunity. I believe there should be more options for students and parents in Craven County.

6. What is your understanding of the appropriate role of a public charter school board member?  
The appropriate role is to ensure that the school is equitable, that it meets the needs of Craven County students, has an open line of communication with parents and the community and that it follows the regulations of the state.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on a non-profit for over 5 years and we deal with educating the youth and encouraging young professionals to start their own businesses. I am the Alderwoman for the city and I have a strong voice and support in Craven County.

8. Describe the specific knowledge and experience that you would bring to the board.  
I bring knowledge of education, community relationships, financial background

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The guiding beliefs are that through project based learning and education focused on leadership can help students be successful in their educational career and beyond.

2. What is your understanding of the school's proposed educational program?

The proposed program is meeting needs that the school system is not meeting for students, while maintaining standards for the state.

3. What do you believe to be the characteristics of a successful school?

A school that challenges and supports students to become responsible learners, citizens, and community members is the best school environment. A school that offers students global views and allows them to think outside of the box best prepares students for the real world and education beyond k-12.

4. How will you know that the school is succeeding (or not) in its mission?

The school will show that it is succeeding in ways beyond just testing. Students who are able to problem solve, speak publically, and show their learning will show the success of the school.

### **Governance**

1. Describe the role that the board will play in the school's operation.

The board will choose a leader to effectively run the school and assist with curriculum choice and course offerings.

- 2. How will you know if the school is successful at the end of the first year of operation?  
Student learning display will show me the success of the school.
- 3. How will you know at the end of five years of the schools is successful?  
Through display of learning, student enrollment, teacher interest in working there
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Hold the administration to be accountable for successful student learning and a positive working and learning environment .
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would want to meet as a board to discuss the actions and next steps.

\*Please include the following with your Information Form

- a one page resume

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

**Certification**

I, Jameesha Harris, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Riverside Leadership Academy Charter School is true and correct in every respect.

\_\_\_\_\_  
 Signature *Jameesha Harris*      *4/28/2022*  
 Date



jameesha.harris@gmail.com | 252.622.2719 | 222 Monterey Cir, New Bern, NC 28562

**PROFILE SUMMARY**

A results-oriented individual with a can-do attitude and a customer-oriented mindset, seeking the next big challenge to continuously develop and apply a diverse set of skills in leadership, management, and customer services. I thrived throughout my career by optimizing and achieving the targets set by the organization by diligently performing my expected role therein with a high sense of teamwork. Self-starter who works well under pressure and a confident multi-tasker, whilst simultaneously managing various projects with conflicting priorities. Proficient at balancing multiple tasks within high-pressure environment.

**POLITICAL EXPERIENCE****Aldерwoman Ward 2****Dec 2017 - Present****The city of New Bern. New Bern, NC**

- Identifying best-in-class developments within the appropriate context and potential impact on the organization.
- Participating in meetings, conference calls, task teams, and other activities to the fullest extent possible.
- Reviewing legislative files in the citywide database for format and completeness.
- Assisting with the liquor renewal license process, mailings, and notifications.
- Conducting research and analysis related to City policies, procedures, operational programs, budgets, or other issues related to City business.

**WORK EXPERIENCE****Member Exp. Detective****Jan 2022 – Present****Headspace – Mx Member Advocacy. Remote**

- Providing Tier -2 level contact for customer issues and concerns
- Serve as a liaison to the Social Impact Team with regards to content

**Customer Success Representative****Oct 2019 – Dec 2021****BrainTap – Success Team. New Bern, NC**

- Providing expert customer insight to product management, marketing, and sales on what innovation and continuous improvement are needed in the user experience.
- Providing the first-level contact and convey resolutions to customer issues
- Performing monthly/weekly account reviews to ensure clients are meeting goals and make recommendations to improve metrics.
- Providing monthly, quarterly, and annual financial reports for senior management and finance department.
- Providing ongoing support for SaaS-based service desk and asset management solutions on a per-needed basis.

**Counselor****Mar 2014 – Dec 2017****Maximus - Child Support Services Office. New Bern, NC**

- Developed comprehensive service plans, coordinated case management, and substance abuse services.
- Execute the preparation of legal documents and correspondence as required
- Maintained confidential files, secured releases, and facilitated the exchange of information between referring agencies.
- Served as a client advocate and directly facilitate client access to services.
- Proficient with using the child support system (ACTS) and NCFAS to work caseload

**EDUCATION****EAST CAROLINA UNIVERSITY | Greenville, NC****BACHELOR OF SCIENCE IN UNIVERSITY STUDIES | Administrative Studies****REFERENCES**

Available Upon Request

| <u>Area of Proposed Coverage</u>            | <u>Proposed Amount of Coverage</u>                                   | <u>Cost (Quote)</u> |
|---|--|---------------------|
| Comprehensive General Liability             | \$1,000,000.00/occurrence  | \$2,004             |
| Officers and Directors/Errors and Omissions | \$1,000,000.00/occurrence  | 4,277               |
| Property Insurance                          | \$10,500,000 building and contents                                   | 10,750              |
| Automobile Liability                        | \$1,000,000.00/occurrence  | 4,600               |
| Crime Coverage - Minimum/Maximum Amount     | \$250,000.00   \$250,000.00  | 332                 |
| Worker's Compensation                       | \$500,000.00   | 10,046              |
| Other Coverage                              | \$1,000,000 umbrella liability plus misc other coverage endorsements | 2,469               |
| Total Cost                                  |  | \$34,478            |



# NORTH CAROLINA

## Department of the Secretary of State

**To all whom these presents shall come, Greetings:**

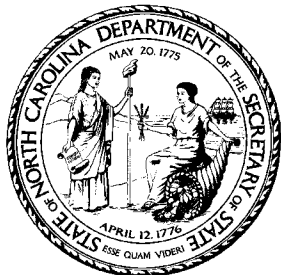
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

**OF**

**RIVERSIDE LEADERSHIP ACADEMY, INC**

the original of which was filed in this office on the 8th day of April, 2022.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 8th day of April, 2022.

*Elaine F. Marshall*

**Secretary of State**

SOSID: 2392482

Date Filed: 4/8/2022 10:21:00 AM

Elaine F. Marshall

North Carolina Secretary of State

C2022 098 00590

**State of North Carolina  
Department of the Secretary of State**

**ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION**

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Riverside Leadership Academy, Inc.

2.  (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Dee Taylor.

4. The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 217 Neuchatel Ct

City: New Bern State: NC Zip Code: 28562-8988 County: Craven

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

5. The name and address of each incorporator is as follows:

| Name              | Address   |
|-------------------|---|
| <u>Dee Taylor</u> | <u>217 Neuchatel Ct New Bern NC, 28562-8988 United States</u> |
| _____             | _____   |
| _____             | _____   |

6. (Check either "a" or "b" below.)

a.  The corporation will have members.

b.  The corporation will not have members.

7.  Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8.  Attached are provisions regarding the limitation of activities of the corporation.

9. Any other provisions which the corporation elects to include are attached.

10. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (304) 290-3679

Number and Street: 217 Neuchatel Ct

City: New Bern State: NC Zip Code: 28562-8988 County: Craven

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

11. Principal Office Email Address: Privacy Redaction

12. **(Optional):** Listing of Officers (See instructions for why this is important)

| Name | Address | Title |
|------|---------|-------|
|      |         |       |
|      |         |       |

13. **(Optional):** Please provide a business e-mail address: Privacy Redaction.  
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

14. These articles will be effective upon filing, unless a future time and/or date is specified: \_\_\_\_\_

This is the 8th day of April, 2022.

Dee Taylor

Incorporator Business Entity Name

Dee Taylor, Vice Chair

Signature of Incorporator

Dee Taylor, Vice Chair

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.



**Purpose of Corporation**

The corporation is organized for the following purpose(s): (check all that apply):

- Religious
- Charitable
- Educational
- Testing for public safety
- Scientific
- Literary
- Fostering national or international amateur sports competitions, and/or
- Prevention of cruelty to children or animals.

### The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

### The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

# INSURANCE PEOPLE

Below are the estimated annual premiums for **Riverside Leadership Academy**

## **Property Premium Estimate** **\$10,750**

|                              |              |
|------------------------------|--------------|
| Building                     | \$10,000,000 |
| Contents                     | \$500,000    |
| Deductible                   | \$1,000      |
| Form                         | Special      |
| Equipment Breakdown Included |              |

## **General Liability Premium Estimate** **\$2,004**

|                      |          |     |
|----------------------|----------|-----|
| <b>Rating Basis:</b> | Students | 480 |
|                      | Faculty  | 41  |

### **Limits:**

|                            |   |
|----------------------------|---|
| Per Occurrence Limit       | \$1,000,000   |
| Annual Aggregate           | \$3,000,000   |
| Sexual Abuse & Molestation | \$1,000,000 per occurrence<br>\$3,000,000 aggregate |
| Employee Benefits          | \$1,000,000 per occurrence<br>\$3,000,000 aggregate |

## **School District & Educators Legal Liability (D&O/ E&O) Premium Estimate**

**\$4,277**

|                    |                              |
|--------------------|------------------------------|
|                    | \$1,000,000 per occurrence   |
|                    | \$2,000,000 aggregate        |
| Additional Defense | \$100,000/\$50,000/\$100,000 |

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

# INSURANCE PEOPLE

|  |                     |                 |
|--|---------------------|-----------------|
| <b>Fidelity Bond Estimate</b>                |                     | <b>\$332</b>    |
| Limit  | \$250,000           |                 |
| <b>Auto Premium Estimate</b>                 |                     | <b>\$4,600</b>  |
| Four School Buses                            |                     |                 |
| Limit of Liability                           | \$1,000,000         |                 |
| <b>Head of Class Endorsement</b>             |                     | <b>\$82</b>     |
| <b>Workers Compensation Premium Estimate</b> |                     | <b>\$10,046</b> |
| Statutory State - NC                         |                     |                 |
| Employers Liability                          | \$500/ \$500/ \$500 |                 |
| Payroll Estimate                             | \$1,700,000         |                 |
| <b>Umbrella Premium Estimate</b>             |                     | <b>\$2,387</b>  |
| Limit of Liability                           | \$1,000,000         |                 |
| <b>TOTAL ESTIMATED PREMIUM</b>               |                     | <b>\$34,478</b> |
| Student Accident Coverage                    |                     | \$7.00/ student |

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

## Enrollment Projections Year 1 through Year 5

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

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

**LEA #1:** 250-Craven

What percentage of students from t

**LEA #2:** 160-Carteret

What percentage of students from t

**LEA #3:**

What percentage of students from t

| Grade              | Year 1     |            |          | Year 2     |            |          |            |
|--------------------|------------|------------|----------|------------|------------|----------|------------|
|                    | LEA #1     | LEA #2     | LEA #3   | LEA #1     | LEA #2     | LEA #3   | LEA #1     |
|                    | 250        | 160        |          | 250        | 160        |          | 250        |
| Kindergarten       | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 1            | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 2            | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 3            | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 4            | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 5            | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 6            | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 7            | 41         | 19         |          | 41         | 19         |          | 41         |
| Grade 8            |            |            |          | 41         | 19         |          | 41         |
| Grade 9            |            |            |          |            |            |          | 41         |
| Grade 10           |            |            |          |            |            |          |            |
| Grade 11           |            |            |          |            |            |          |            |
| Grade 12           |            |            |          |            |            |          |            |
| <b>LEA Totals:</b> | <b>328</b> | <b>152</b> | <b>0</b> | <b>369</b> | <b>171</b> | <b>0</b> | <b>410</b> |

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



ects to enroll. In addition,  
ose on the initial cover page.

icular level.

|   |            |
|---|------------|
| The LEA selected above will qualify for EC funding? | <b>14%</b> |
|---|------------|

|   |            |
|---|------------|
| The LEA selected above will qualify for EC funding? | <b>17%</b> |
|---|------------|

|   |  |
|---|--|
| The LEA selected above will qualify for EC funding? |  |
|---|--|

| Year 3     |          | Year 4     |            |          | Year 5     |            |          |
|------------|----------|------------|------------|----------|------------|------------|----------|
| LEA #2     | LEA #3   | LEA #1     | LEA #2     | LEA #3   | LEA #1     | LEA #2     | LEA #3   |
| 160        |          | 250        | 160        |          | 250        | 160        |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
| 19         |          | 41         | 19         |          | 41         | 19         |          |
|            |          | 41         | 19         |          | 41         | 19         |          |
|            |          |            |            |          | 41         | 19         |          |
|            |          |            |            |          |            |            |          |
| <b>190</b> | <b>0</b> | <b>451</b> | <b>209</b> | <b>0</b> | <b>492</b> | <b>228</b> | <b>0</b> |

et forth and approved in the projected enrollment tables. However, in

## Budget: Revenue Projections from each LEA Year 1

**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.

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

**Federal EC 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 #1:          | 250-Craven                    |                   |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$5,702.71                    | 328               | \$1,870,488.88                 |
| Local Funds      | \$2,016.78                    | 328               | \$661,503.84                   |
| State EC Funds   | \$4,549.88                    | 42                | \$190,275.98                   |
| Federal EC Funds | \$1,514.35                    | 42                | \$63,330.12                    |
| <b>Total:</b>    |                               |                   | \$2,785,598.82                 |

| LEA #2:          | 160-Carteret                  |                   |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$5,812.33                    | 152               | \$883,474.16                   |
| Local Funds      | \$2,992.00                    | 152               | \$454,784.00                   |
| State EC Funds   | \$4,549.88                    | 19                | \$88,176.67                    |
| Federal EC Funds | \$1,514.35                    | 19                | \$29,348.10                    |
| <b>Total:</b>    |                               |                   | \$1,455,782.94                 |

| LEA #3:          |                               |                   |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      |                               |                   |                                |
| Local Funds      |                               |                   |                                |
| State EC Funds   |                               |                   |                                |
| Federal EC Funds |                               |                   |                                |

Total:

\$0.00



## Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

| Income:<br>Revenue Projections | Year 1              | Year 2              | Year 3              | Year 4              |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| State ADM Funds                | \$ 2,753,963        | \$ 3,098,208        | \$ 3,442,454        | \$ 3,786,699        |
| Local Per Pupil Funds          | \$ 1,116,288        | \$ 1,255,824        | \$ 1,395,360        | \$ 1,534,896        |
| State EC Funds                 | \$ 278,453          | \$ 313,259          | \$ 348,066          | \$ 382,872          |
| Federal EC Funds               | -                   | \$ 92,678           | \$ 115,848          | \$ 127,433          |
| Other Funds*                   |                     |                     |                     |                     |
| Working Capital*               |                     |                     |                     |                     |
| <b>TOTAL REVENUE:</b>          | <b>\$ 4,148,704</b> | <b>\$ 4,759,970</b> | <b>\$ 5,301,727</b> | <b>\$ 5,831,900</b> |

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t 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 Appenc



on federal funding in

| Year 5    |                  |
|-----------|------------------|
| \$        | 4,130,945        |
| \$        | 1,674,432        |
| \$        | 417,679          |
| \$        | 139,017          |
|           |                  |
|           |                  |
| <b>\$</b> | <b>6,362,073</b> |

Additional questions by  
creating budget, please  
these funds. If these

ix M.

**Personnel Budget: Expenditure Projections**

| Budget Expenditure Projections                           | Year 1          |                |                     | Year 2          |                |                     | Year 3          |                |                     | Year 4          |                |                        | Year 5          |                |                     |
|--|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|------------------------|-----------------|----------------|---------------------|
|  | Number of Staff | Average Salary | Total Salary        | Number of Staff | Average Salary | Total Salary        | Number of Staff | Average Salary | Total Salary        | Number of Staff | Average Salary | Total Salary           | Number of Staff | Average Salary | Total Salary        |
| <b>Administrative &amp; Support Personnel</b>            |                 |                |                     |                 |                |                     |                 |                |                     |                 |                |                        |                 |                |                     |
| Lead Administrator                                       | 1               | \$ 85,000      | \$ 85,000           | 1               | \$ 86,275      | \$ 86,275           | 1               | \$ 86,706      | \$ 86,706           | 1               | \$ 87,140      | \$ 87,140              | 1               | \$ 87,576      | \$ 87,576           |
| Assistant Administrator                                  |                 |                | \$ -                |                 |                | \$ -                | 1               | \$ 65,000      | \$ 65,000           | 1               | \$ 65,975      | \$ 65,975              | 1               | \$ 66,965      | \$ 66,965           |
| Finance Officer  |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| Clerical   | 2               | \$ 35,000      | \$ 70,000           | 2               | \$ 35,525      | \$ 71,050           | 3               | \$ 35,703      | \$ 107,108          | 3               | \$ 35,881      | \$ 107,643             | 3               | \$ 36,061      | \$ 108,182          |
| Food Service Staff                                       |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| Custodians   |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| Transportation Staff                                     | 4               | \$ 10,800      | \$ 43,200           | 5               | \$ 10,962      | \$ 54,810           | 5               | \$ 11,017      | \$ 55,084           | 6               | \$ 11,072      | \$ 66,431              | 6               | \$ 11,127      | \$ 66,764           |
| School Psychologist and Military Liaison                 | 1               | \$ 55,500      | \$ 55,500           | 1               | \$ 56,333      | \$ 56,333           | 1               | \$ 56,614      | \$ 56,614           | 1               | \$ 56,897      | \$ 56,897              | 1               | \$ 57,182      | \$ 57,182           |
| Dean of Curriculum and Instruction                       | 1               | \$ 55,000      | \$ 55,000           | 1               | \$ 55,825      | \$ 55,825           | 1               | \$ 56,104      | \$ 56,104           | 1               | \$ 56,385      | \$ 56,385              | 1               | \$ 56,667      | \$ 56,667           |
| School Counselor   | 1               | \$ 52,500      | \$ 52,500           | 1               | \$ 53,288      | \$ 53,288           | 2               | \$ 53,554      | \$ 107,108          | 2               | \$ 53,822      | \$ 107,643             | 2               | \$ 54,091      | \$ 108,182          |
| *** Edit text as needed. ***                             |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| *** Edit text as needed. ***                             |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| <b>Total Admin and Support:</b>                          | <b>10</b>       |                | <b>\$ 361,200</b>   | <b>11</b>       |                | <b>\$ 377,580</b>   | <b>14</b>       |                | <b>\$ 533,724</b>   | <b>15</b>       |                | <b>\$ 548,115</b>      | <b>15</b>       |                | <b>\$ 551,515</b>   |
| <b>Instructional Personnel</b>                           |                 |                |                     |                 |                |                     |                 |                |                     |                 |                |                        |                 |                |                     |
| Core Content Teacher(s)                                  | 24              | \$ 42,500      | \$ 1,020,000        | 27              | \$ 43,138      | \$ 1,164,713        | 30              | \$ 43,353      | \$ 1,300,596        | 33              | \$ 43,570      | \$ 1,437,808           | 36              | \$ 43,788      | \$ 1,576,361        |
| Electives/Specialty Teacher(s)                           | 4               | \$ 42,500      | \$ 170,000          | 5               | \$ 43,138      | \$ 215,688          | 7               | \$ 43,353      | \$ 303,472          | 8               | \$ 43,570      | \$ 348,560             | 8               | \$ 43,788      | \$ 350,302          |
| Exceptional Children Teacher(s)                          | 4               | \$ 47,500      | \$ 190,000          | 5               | \$ 48,213      | \$ 241,063          | 5               | \$ 48,454      | \$ 242,268          | 6               | \$ 48,696      | \$ 292,175             | 6               | \$ 48,939      | \$ 293,636          |
| Instructional Support                                    |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| Teacher Assistants                                       | 6               | \$ 20,000      | \$ 120,000          | 6               | \$ 20,300      | \$ 121,800          | 6               | \$ 20,402      | \$ 122,409          | 6               | \$ 20,504      | \$ 123,021             | 6               | \$ 20,606      | \$ 123,636          |
| *** Edit text as needed. ***                             |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| *** Edit text as needed. ***                             |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| *** Edit text as needed. ***                             |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| *** Edit text as needed. ***                             |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| *** Edit text as needed. ***                             |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                |                 |                | \$ -                   |                 |                | \$ -                |
| <b>Total Instructional Personnel:</b>                    | <b>38</b>       |                | <b>\$ 1,500,000</b> | <b>43</b>       |                | <b>\$ 1,743,263</b> | <b>48</b>       |                | <b>\$ 1,968,745</b> | <b>53</b>       |                | <b>\$ 2,201,564</b>    | <b>56</b>       |                | <b>\$ 2,343,935</b> |
| <b>Total Admin, Support and Instructional Personnel:</b> | <b>48</b>       |                | <b>\$ 1,861,200</b> | <b>54</b>       |                | <b>\$ 2,120,843</b> | <b>62</b>       |                | <b>\$ 2,502,469</b> | <b>68</b>       |                | <b>\$ 2,749,679.10</b> | <b>71</b>       |                | <b>\$ 2,895,451</b> |

| Benefits  | Year 1          |          |              | Year 2          |          |              | Year 3          |          |              | Year 4          |          |               | Year 5          |          |              |
|---|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|---------------|-----------------|----------|--------------|
|   | Number of Staff | Cost Per | Total        | Number of Staff | Cost Per | Total        | Number of Staff | Cost Per | Total        | Number of Staff | Cost Per | Total         | Number of Staff | Cost Per | Total        |
| <b>Administrative &amp; Support Benefits</b>                        |                 |          |              |                 |          |              |                 |          |              |                 |          |               |                 |          |              |
| Health Insurance  | 6               | \$ 7,397 | \$ 44,382    | 6               | \$ 7,397 | \$ 44,382    | 8               | \$ 7,397 | \$ 59,176    | 9               | \$ 7,397 | \$ 66,573     | 9               | \$ 7,397 | \$ 66,573    |
| Retirement Plan--NC State   |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| Retirement Plan--Other  | 6               | \$ 2,167 | \$ 13,003    | 6               | \$ 2,060 | \$ 12,357    | 8               | \$ 2,287 | \$ 18,299    | 9               | \$ 2,192 | \$ 19,732     | 9               | \$ 2,206 | \$ 19,855    |
| Life Insurance  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| Disability  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| Medicare  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| Social Security   | 10              | \$ 2,763 | \$ 27,632    | 11              | \$ 2,626 | \$ 28,885    | 13              | \$ 2,916 | \$ 37,913    | 15              | \$ 2,795 | \$ 41,931     | 15              | \$ 2,813 | \$ 42,191    |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
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| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| <b>Total Admin and Support Benefits:</b>                            |                 |          | \$ 85,017    |                 |          | \$ 85,624    |                 |          | \$ 115,389   |                 |          | \$ 128,236    |                 |          | \$ 128,618   |
| <b>Instructional Personnel Benefits</b>                             |                 |          |              |                 |          |              |                 |          |              |                 |          |               |                 |          |              |
| Health Insurance  | 38              | \$ 7,397 | \$ 281,086   | 43              | \$ 7,397 | \$ 318,071   | 48              | \$ 7,397 | \$ 355,056   | 53              | \$ 7,397 | \$ 392,041    | 56              | \$ 7,397 | \$ 414,232   |
| Retirement Plan--NC State   |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| Retirement Plan--Other  | 38              | \$ 2,368 | \$ 90,000    | 43              | \$ 2,432 | \$ 104,596   | 48              | \$ 2,461 | \$ 118,125   | 53              | \$ 2,492 | \$ 132,094    | 56              | \$ 2,511 | \$ 140,636   |
| Social Security   | 38              | \$ 3,020 | \$ 114,750   | 43              | \$ 3,101 | \$ 133,360   | 48              | \$ 3,138 | \$ 150,609   | 53              | \$ 3,178 | \$ 168,420    | 56              | \$ 3,202 | \$ 179,311   |
| Disability  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| Medicare  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| Life Insurance  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
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| *** Edit text as needed. ***  |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -         |                 |          | \$ -          |                 |          | \$ -         |
| <b>Total Instructional Personnel Benefits:</b>                      |                 |          | \$ 485,836   |                 |          | \$ 556,026   |                 |          | \$ 623,790   |                 |          | \$ 692,555    |                 |          | \$ 734,179   |
| <b>Total Personnel Benefits:</b>                                    |                 |          | \$ 570,853   |                 |          | \$ 641,650   |                 |          | \$ 739,178   |                 |          | \$ 820,790    |                 |          | \$ 862,798   |
| <b>Total Admin &amp; Support Personnel (Salary &amp; Benefits):</b> | 10              |          | \$ 446,217   | 11              |          | \$ 463,204   | 14              |          | \$ 649,113   | 15              |          | \$ 676,350.91 | 15              |          | \$ 680,134   |
| <b>Total Instructional Personnel (Salary &amp; Benefits):</b>       | 38              |          | \$ 1,985,836 | 43              |          | \$ 2,299,289 | 48              |          | \$ 2,592,534 | 53              |          | \$ 2,894,119  | 56              |          | \$ 3,078,115 |
| <b>TOTAL PERSONNEL:</b>   | 48              |          | \$ 2,432,053 | 54              |          | \$ 2,762,493 | 62              |          | \$ 3,241,647 | 68              |          | \$ 3,570,470  | 71              |          | \$ 3,758,248 |

\*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.

## Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

| OPERATIONS BUDGET:<br>Administrative and Support                               |               |               |               |
|--|---------------|---------------|---------------|
|  | Year 1        | Year 2        | Year 3        |
| <b>Office</b>  |               |               |               |
| Office Supplies  | \$ 7,500.00   | \$ 8,000.00   | \$ 8,500.00   |
| Paper  | \$ 7,500.00   | \$ 7,500.00   | \$ 7,500.00   |
| Computers & Software   | \$ 25,000.00  | \$ 5,000.00   | \$ 5,000.00   |
| Communications & Telephone   | \$ 5,000.00   | \$ 6,000.00   | \$ 7,000.00   |
| Copier leases  | \$ 7,500.00   | \$ 8,500.00   | \$ 8,750.00   |
| Postage  | \$ 1,000.00   | \$ 1,100.00   | \$ 1,200.00   |
| Background Checks/Drug Screenings  | \$ 1,000.00   | \$ 1,100.00   | \$ 1,200.00   |
| Bank Fees  | \$ 500.00     | \$ 550.00     | \$ 600.00     |
|  |               |               |               |
|  |               |               |               |
| <b>Management Company</b>  |               |               |               |
| Contract Fees  | \$ -          | \$ -          | \$ -          |
| Other  | \$ -          | \$ -          | \$ -          |
| RLA will not use an EMO/CMO. All management decisions to be made by the school |               |               |               |
|  |               |               |               |
| <b>Professional Contract</b>   |               |               |               |
| Legal Counsel  | \$ 7,500.00   | \$ 5,000.00   | \$ 6,000.00   |
| Student Accounting   | \$ 72,000.00  | \$ 81,000.00  | \$ 87,000.00  |
| Financial  | \$ 143,520.00 | \$ 161,460.00 | \$ 163,420.00 |
| Operational Support  | \$ 166,080.00 | \$ 186,840.00 | \$ 190,680.00 |
| Audit  | \$ -          | \$ 9,500.00   | \$ 10,000.00  |
| IT Support Services  | \$ 2,000.00   | \$ 2,250.00   | \$ 2,500.00   |
|  |               |               |               |
| <b>Facilities</b>  |               |               |               |
| Facility Lease/Mortgage  | \$ 500,000.00 | \$ 750,000.00 | \$ 775,000.00 |
| Building Repairs and Maintenance   | \$ 16,000.00  | \$ 17,000.00  | \$ 18,000.00  |
| Building Supplies  | \$ 17,500.00  | \$ 18,500.00  | \$ 20,000.00  |
| Custodial Contract   | \$ 35,000.00  | \$ 36,000.00  | \$ 38,000.00  |
| Property Insurance   | \$ 10,750.00  | \$ 11,287.50  | \$ 11,851.88  |
| General Liability Insurance  | \$ 2,004.00   | \$ 2,104.20   | \$ 2,209.41   |
| D&O / E&O  | \$ 4,277.00   | \$ 4,490.85   | \$ 4,715.39   |
| Auto Premium   | \$ 4,600.00   | \$ 4,830.00   | \$ 5,071.50   |
| Workers Compensation   | \$ 10,046.00  | \$ 10,548.30  | \$ 11,075.72  |
| Umbrella Liability   | \$ 2,387.00   | \$ 2,506.35   | \$ 2,631.67   |
| Security Monitoring and Fire Alarm   | \$ 15,000.00  | \$ 17,500.00  | \$ 20,000.00  |

|   |                        |                        |                        |
|---|------------------------|------------------------|------------------------|
| Custodial Supplies                                    | \$ 5,000.00            | \$ 5,250.00            | \$ 5,500.00            |
|   |                        |                        |                        |
| <b>Utilities</b>                                      |                        |                        |                        |
| Electric  | \$ 25,000.00           | \$ 26,500.00           | \$ 28,000.00           |
| Gas   | \$ 15,000.00           | \$ 16,000.00           | \$ 17,000.00           |
| Water/Sewer   | \$ 12,500.00           | \$ 12,750.00           | \$ 13,000.00           |
| Trash   | \$ 3,000.00            | \$ 3,100.00            | \$ 3,200.00            |
|   | \$ -                   |                        |                        |
|   |                        |                        |                        |
|   |                        |                        |                        |
| <b>Transportation</b>                                 |                        |                        |                        |
| Buses   | \$ 20,000.00           | \$ 21,000.00           | \$ 10,000.00           |
| Gas   | \$ 30,000.00           | \$ 31,500.00           | \$ 33,075.00           |
| Oil/Tires & Maintenance                               | \$ 15,000.00           | \$ 15,750.00           | \$ 16,537.50           |
| Other   |                        |                        |                        |
|   |                        |                        |                        |
|   |                        |                        |                        |
| <b>Other</b>  |                        |                        |                        |
| Marketing   | \$ 15,000.00           | \$ 12,500.00           | \$ 10,000.00           |
| Child nutrition, net of revenues                      | \$ 50,000.00           | \$ 55,000.00           | \$ 60,000.00           |
| Travel  | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            |
| Memberships   | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            |
| Athletics Programs, net of revenue                    | \$ 20,000.00           | \$ 22,500.00           | \$ 25,000.00           |
|   |                        |                        |                        |
|   |                        |                        |                        |
|   |                        |                        |                        |
|   |                        |                        |                        |
|   |                        |                        |                        |
|   |                        |                        |                        |
| <b>Total Administrative &amp; Support Operations:</b> | <b>\$ 1,284,164.00</b> | <b>\$ 1,590,417.20</b> | <b>\$ 1,639,218.06</b> |

| <b>OPERATIONS BUDGET:</b>                    |                        |                        |                        |
|--|------------------------|------------------------|------------------------|
| <b>Instructional</b>                         | <b>Year 1</b>          | <b>Year 2</b>          | <b>Year 3</b>          |
| <b>Classroom Technology</b>                  |                        |                        |                        |
| Software                                     | \$ 20,000.00           | \$ 20,000.00           | \$ 22,500.00           |
| Other  |                        |                        |                        |
| Student Computers                            | \$ 50,000.00           | \$ 10,000.00           | \$ 12,500.00           |
|  |                        |                        |                        |
| <b>Instructional Contract</b>                |                        |                        |                        |
| Staff Development                            | \$ 30,000.00           | \$ 25,000.00           | \$ 27,500.00           |
| EC Services                                  | \$ 15,000.00           | \$ 15,000.00           | \$ 17,500.00           |
| Psychological Services                       | \$ 3,500.00            | \$ 3,750.00            | \$ 4,000.00            |
| Related Services (Speech, OT, PT)            | \$ 6,000.00            | \$ 6,500.00            | \$ 7,000.00            |
| *** Insert rows and edit text as needed. *** |                        |                        |                        |
|  |                        |                        |                        |
| <b>Books and Supplies</b>                    |                        |                        |                        |
| Instructional Materials                      | \$ 30,000.00           | \$ 30,000.00           | \$ 30,000.00           |
| Curriculum/Texts                             | \$ 25,000.00           | \$ 25,000.00           | \$ 25,000.00           |
| Copy Paper                                   | \$ 10,000.00           | \$ 10,000.00           | \$ 10,000.00           |
| Testing Supplies                             | \$ 7,500.00            | \$ 7,500.00            | \$ 7,500.00            |
| EC Supplies                                  | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            |
| Theatre Program                              | \$ 10,000.00           | \$ 11,000.00           | \$ 12,000.00           |
| Arts   | \$ 7,500.00            | \$ 7,750.00            | \$ 8,000.00            |
| Military Liaison                             | \$ 1,000.00            | \$ 1,000.00            | \$ 1,000.00            |
| Other Student Activities                     | \$ 5,000.00            | \$ 5,000.00            | \$ 5,000.00            |
|  |                        |                        |                        |
| <b>Total Instructional Operations:</b>       | <b>\$ 225,500.00</b>   | <b>\$ 182,500.00</b>   | <b>\$ 194,500.00</b>   |
| <b>TOTAL OPERATIONS:</b>                     |                        |                        |                        |
|  | <b>\$ 1,509,664.00</b> | <b>\$ 1,772,917.20</b> | <b>\$ 1,833,718.06</b> |

*\*Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

| Year 4 |            | Year 5 |            |
|--------|------------|--------|------------|
| \$     | 9,250.00   | \$     | 10,000.00  |
| \$     | 7,500.00   | \$     | 7,500.00   |
| \$     | 5,000.00   | \$     | 15,000.00  |
| \$     | 8,000.00   | \$     | 9,000.00   |
| \$     | 9,000.00   | \$     | 18,000.00  |
| \$     | 1,300.00   | \$     | 1,400.00   |
| \$     | 1,300.00   | \$     | 1,400.00   |
| \$     | 650.00     | \$     | 700.00     |
|        |            |        |            |
|        |            |        |            |
| \$     | -          | \$     | -          |
| \$     | -          | \$     | -          |
|        |            |        |            |
|        |            |        |            |
| \$     | 7,000.00   | \$     | 8,000.00   |
| \$     | 93,000.00  | \$     | 99,000.00  |
| \$     | 195,380.00 | \$     | 197,340.00 |
| \$     | 224,520.00 | \$     | 228,360.00 |
| \$     | 10,500.00  | \$     | 11,000.00  |
| \$     | 2,750.00   | \$     | 3,000.00   |
|        |            |        |            |
| \$     | 825,000.00 | \$     | 975,000.00 |
| \$     | 22,500.00  | \$     | 25,000.00  |
| \$     | 25,000.00  | \$     | 30,000.00  |
| \$     | 42,500.00  | \$     | 45,000.00  |
| \$     | 12,444.47  | \$     | 13,066.69  |
| \$     | 2,319.88   | \$     | 2,435.87   |
| \$     | 4,951.16   | \$     | 5,198.72   |
| \$     | 5,325.08   | \$     | 5,591.33   |
| \$     | 11,629.50  | \$     | 12,210.98  |
| \$     | 2,763.25   | \$     | 2,901.41   |
| \$     | 22,500.00  | \$     | 25,000.00  |



|                        |                        |
|------------------------|------------------------|
| \$ 5,750.00            | \$ 6,000.00            |
|                        |                        |
|                        |                        |
| \$ 30,000.00           | \$ 32,000.00           |
| \$ 18,000.00           | \$ 19,000.00           |
| \$ 13,250.00           | \$ 13,500.00           |
| \$ 3,300.00            | \$ 3,400.00            |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
| \$ 10,000.00           | \$ 10,500.00           |
| \$ 34,728.75           | \$ 36,465.19           |
| \$ 17,364.38           | \$ 18,232.59           |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
| \$ 11,000.00           | \$ 12,000.00           |
| \$ 70,000.00           | \$ 80,000.00           |
| \$ 5,000.00            | \$ 5,000.00            |
| \$ 5,000.00            | \$ 5,000.00            |
| \$ 27,500.00           | \$ 30,000.00           |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
|                        |                        |
| <b>\$ 1,802,976.46</b> | <b>\$ 2,022,202.79</b> |

| Year 4    |                   | Year 5    |                   |
|-----------|-------------------|-----------|-------------------|
| \$        | 25,000.00         | \$        | 30,000.00         |
|           |                   |           |                   |
| \$        | 15,000.00         | \$        | 50,000.00         |
|           |                   |           |                   |
| \$        | 30,000.00         | \$        | 35,000.00         |
| \$        | 25,000.00         | \$        | 30,000.00         |
| \$        | 4,250.00          | \$        | 4,500.00          |
| \$        | 7,500.00          | \$        | 8,000.00          |
|           |                   |           |                   |
|           |                   |           |                   |
| \$        | 30,000.00         | \$        | 30,000.00         |
| \$        | 25,000.00         | \$        | 25,000.00         |
| \$        | 10,000.00         | \$        | 10,000.00         |
| \$        | 7,500.00          | \$        | 7,500.00          |
| \$        | 5,000.00          | \$        | 5,000.00          |
| \$        | 13,000.00         | \$        | 14,000.00         |
| \$        | 8,250.00          | \$        | 8,500.00          |
| \$        | 1,000.00          | \$        | 1,000.00          |
| \$        | 5,000.00          | \$        | 5,000.00          |
|           |                   |           |                   |
| <b>\$</b> | <b>211,500.00</b> | <b>\$</b> | <b>263,500.00</b> |

|           |                     |           |                     |
|-----------|---------------------|-----------|---------------------|
| <b>\$</b> | <b>2,014,476.46</b> | <b>\$</b> | <b>2,285,702.79</b> |
|-----------|---------------------|-----------|---------------------|

## Overall Budget

| SUMMARY             | Logic     | Year 1          | Year 2          | Year 3          | Year 4          | Year 5          |
|---------------------|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Personnel     | J         | \$ 2,432,053.00 | \$ 2,762,492.86 | \$ 3,241,647.49 | \$ 3,570,469.53 | \$ 3,758,248.30 |
| Total Operations    | M         | \$ 1,509,664.00 | \$ 1,772,917.20 | \$ 1,833,718.06 | \$ 2,014,476.46 | \$ 2,285,702.79 |
| Total Expenditures  | N = J + M | \$ 3,941,717.00 | \$ 4,535,410.06 | \$ 5,075,365.55 | \$ 5,584,946.00 | \$ 6,043,951.08 |
| Total Revenue       | Z         | \$ 4,148,703.54 | \$ 4,759,969.70 | \$ 5,301,727.20 | \$ 5,831,899.91 | \$ 6,362,072.63 |
| Surplus / (Deficit) | = Z - N   | \$ 206,986.54   | \$ 224,559.63   | \$ 226,361.64   | \$ 246,953.92   | \$ 318,121.55   |

| <b>Riverside Leadership Academy Start-Up Budget</b> |                      |                |                |                |                |                |                 |                        |                                    |
|---|----------------------|----------------|----------------|----------------|----------------|----------------|-----------------|------------------------|------------------------------------|
| <i>July 2023 - June 2024</i>                        |                      |                |                |                |                |                |                 |                        |                                    |
| <u>Description</u>                                  | <u>23-24 Budget</u>  | <u>Jan YTD</u> | <u>Feb YTD</u> | <u>Mar YTD</u> | <u>Apr YTD</u> | <u>May YTD</u> | <u>June YTD</u> | <u>Remaining Funds</u> | <u>Notes</u>                       |
| <b>REVENUE</b>                                      |                      |                |                |                |                |                |                 |                        |                                    |
| Start up Loan                                       | \$ 255,000.00        |                |                |                |                |                |                 |                        |                                    |
| <b>TOTAL REVENUE</b>                                | <b>\$ 255,000.00</b> |                |                |                |                |                |                 | \$ 255,000.00          |                                    |
| <b>EXPENSES</b>                                     |                      |                |                |                |                |                |                 |                        |                                    |
| 12 mo. Admin Salary                                 | \$ 85,000.00         |                |                |                |                |                |                 | \$ 85,000.00           |                                    |
| 6 mo. Curriculum Specialist                         | \$ 35,000.00         |                |                |                |                |                |                 | \$ 35,000.00           |                                    |
| 6 mo. Office Support                                | \$ 20,000.00         |                |                |                |                |                |                 | \$ 20,000.00           |                                    |
| Payroll Taxes                                       | \$ 10,710.00         |                |                |                |                |                |                 | \$ 10,710.00           |                                    |
| Insurance/Bank Fees                                 | \$ 3,500.00          |                |                |                |                |                |                 | \$ 3,500.00            | Insurance quote came in at \$3,231 |
| Supplies  | \$ 15,000.00         |                |                |                |                |                |                 | \$ 15,000.00           |                                    |
| Postage   | \$ 1,490.00          |                |                |                |                |                |                 | \$ 1,490.00            |                                    |
| Software  | \$ 2,500.00          |                |                |                |                |                |                 | \$ 2,500.00            |                                    |
| Technology  | \$ 7,500.00          |                |                |                |                |                |                 | \$ 7,500.00            |                                    |
| Transportation/Travel                               | \$ 2,000.00          |                |                |                |                |                |                 | \$ 2,000.00            |                                    |
| Accounting  | \$ 20,000.00         |                |                |                |                |                |                 | \$ 20,000.00           |                                    |
| Marketing   | \$ 15,000.00         |                |                |                |                |                |                 | \$ 15,000.00           |                                    |
| Professional Development                            | \$ 10,000.00         |                |                |                |                |                |                 | \$ 10,000.00           |                                    |
| Rental of Office Space                              | \$ 15,000.00         |                |                |                |                |                |                 | \$ 15,000.00           |                                    |
| Utilities   | \$ 7,300.00          |                |                |                |                |                |                 | \$ 7,300.00            |                                    |
| Attorney Fees                                       | \$ 5,000.00          |                |                |                |                |                |                 | \$ 5,000.00            |                                    |
| <b>TOTAL EXPENSES</b>                               | <b>\$ 255,000.00</b> |                |                |                |                |                |                 |                        |                                    |
| <b>Net</b>  | <b>\$ - .00</b>      | <b>\$ -</b>    | <b>\$ -</b>    | <b>\$ -</b>    | <b>\$ -</b>    | <b>\$ -</b>    | <b>\$ -</b>     | <b>\$ 255,000.00</b>   |                                    |



April 22, 2022

To Whom It May Concern:

Lenoir Community College would be privileged to offer Career & College Promise courses to eligible students at Riverside Leadership Academy, should the need arise, and provided local opportunities are not available when needed.

Sincerely,

A handwritten signature in cursive script that reads "T. M. Fisher".

Dr. Timothy Maddox-Fisher

Associate Vice President of Instruction

Lenoir Community College

252.527.6223 ext. 919

[tdmaddox07@lenoircc.edu](mailto:tdmaddox07@lenoircc.edu)



April 27, 2022

Mr. Dave Machado  
Office of Charter Schools  
6307 Mail Service Center  
Raleigh, NC 27699-6307

Re: Riverside Leadership Academy

Dear Mr. Machado and Members of the Charter School Advisory Board,

I'm writing a letter for support for Riverside Leadership Academy. Hubrich Contracting, Inc. and Riverside Leadership Academy have been discussing a partnership for development and construction of a new charter school. Hubrich Contracting, Inc. would be the developer/contractor for the new charter school located in New Bern, North Carolina and will provide financial support for design, programming, project management and construction. Hubrich Contracting, Inc. has successfully completed 31 projects in North Carolina and South Carolina. We began discussions in February 2022, and Hubrich Contracting, Inc. and Riverside Leadership Academy have been discussing and reviewing finance structures and potential sites for the development of this new charter school. Given all the complexities with zoning, traffic, and land availability, Hubrich has been engaged and visited numerous sites in New Bern, NC. Hubrich offered insight as to positives and negatives of the different sites to help provide guidance and are in the process of securing land and or renovating buildings. We have been reviewing potential project budgets and the project is realistic given other charter school projects we have been involved with in the past.

Please do not hesitate to call me if you have any further questions. 919-697-5571

Sincerely,

Steve Hubrich

President  
Hubrich Contracting, Inc.

**Board Member Name**

Amy Hobgood  
Siobhan Brewer  
Jameesha Harris  
Damien Perez  
Dee Taylor

**Board Title**

Board Chair  
Vice Chair  
Board Member  
Treasurer  
Secretary

**County of Residence**

**Current Occupation**

Granville

Executive Director

Craven

Instructor- Lenoir Community College

Craven

Alderwoman/Realtor

Harnett

Charter Administrator

Craven

Senior Director of Sales



**Past or Present Professional Licenses Held**

NC Professional Educator License- Admin, Reading K-12, and  
Elementary Education K-6

Past- NC Teaching License 2006-2019

NC Real Estate License 2018-Present

NC Real Estate License 2007-2015 /

Tax preparer 2002-2015

**Any disciplinary action taken against any of these professional licenses?**

None

None

None

None

None

# Riverside Leadership Academy

## Bylaws

### **ARTICLE I: NAME**

The name of the Corporation is Riverside Leadership Academy, Inc. (hereinafter the "Corporation" or the "School").

### **ARTICLE II: PURPOSE**

The Corporation is a nonprofit corporation whose purpose is to provide a charter school for the New Bern, North Carolina area in accordance with the laws, rules and regulations governing charter schools in North Carolina (the "Education Laws"). The Corporation, which is organized under the Non-Profit Corporation Act of North Carolina, shall operate exclusively for charitable and educational purposes and in a manner consistent with Chapter 55A of the General Statutes of North Carolina and Section 501 (c)(3) or successor provisions of the Internal Revenue Code. It shall be the policy of the Board of Directors and the school not to discriminate in admissions and hiring practices in violation of the law.

The corporation is organized exclusively for charitable and educational purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

#### Prohibited Activities.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Three hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in

any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

### **ARTICLE III: MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Officers" or the "Directors") of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Officers or approval by the Board of Directors (hereinafter the "Board").

### **ARTICLE IV: BOARD OF DIRECTORS**

- A. **Powers.** The Public Charter School shall at all times be operated by the Board of Directors of the non-profit corporation in accordance with G.S. 115C-218-et seq. and all other applicable laws and regulations. The Board will be responsible for setting policy, overseeing operation matters including budgeting, operating procedures and community relations. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the Education Laws, nonprofit corporation law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Officers;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as Officer under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
  9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
  10. To indemnify and maintain insurance on behalf of any of its Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the North Carolina Not-for-Profit Corporation Law and the limitations noted in these Bylaws.
- B. **Number of Officers.** The number of Officers of the Corporation shall be not fewer than five (5) and shall not exceed nine (9). The Board shall fix the exact number of Officers, within these limits, by Board resolution or amendment of the Bylaws.
- C. **Election of Officers.**
1. **Election.** The Board shall elect the Officers by the vote of a majority of the Officers then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Officer.
  2. **Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively. The Corporation will seek to have Officers who represent a cross-section of backgrounds, professions and experiences. Officers will undergo a reference check, interview with the Board, and will be subject to a criminal background check.
  3. **Interested Persons.** The members of the governing board of the nonprofit shall receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the board. Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
  4. **Term of Office.**
    - i. The Founding Officers elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
    - ii. The terms of office of the Founding Officers initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Directors, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these

- designated terms, the term of each Founding Officer may continue for three (3) additional years by majority approval of the board.
- iii. The term of office of an Officer elected to fill a vacancy in these Bylaws begins on the date of the Officer's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of an Officer, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Officers authorized.
  - iv. An Officer's term of office shall not be shortened by any reduction in the number of Officers resulting from amendment to the Charter, the Bylaws, or other Board action.
  - v. An Officer's term of office shall not be extended more than one year for which the Officer was elected by amendment of the school's charter or the Bylaws or other Board action.
  - vi. An Officer who has served a term shall not be eligible for election or appointment to a new term until one year after the expiration of the current term.
5. Time of Elections. The Board shall elect Officers whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
  6. Removal of Officers. The Board may remove an Officer at any time by a vote of at least 75% of the other Officers.
  7. Resignation by Officer. An Officer may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of an Officer.
  8. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of an Officer, upon the removal of an Officer, upon declaration of vacancy pursuant to these Bylaws, or upon an Officer's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Officers. Officers may be elected to fill vacancies by a majority vote of the Officers then in office.
  9. Compensation of Officers. Officers shall serve without compensation. However, the Board may approve reimbursement of an Officer's actual and necessary expenses while conducting Corporation business.

#### **ARTICLE V: MEETINGS OF THE BOARD**

- A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

- B. Annual Meetings. An Annual Meeting shall be held once each year for the purpose of electing Officers, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- C. Regular Meetings. The Board will meet monthly during the school year at an agreed upon time and place. The Board shall meet, at minimum, eight (8) times annually.
- D. Special Meetings. A Special Meeting shall be held at any time called by the Chairman or by any Officer upon written demand of not less than one-half of the entire Board. Each special meeting must be advertised to the public, and, at a minimum, include the posting of a written notice for at least 48 hours at the place of regular meetings and by giving oral or written notice at least 48 hours in advance at the front door of the administration buildings.
- E. Adjournment. A majority of the Officers present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. Notices. Notices to Officers of Board Meetings shall be given as follows:
1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
  2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or email. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Officer or to a person whom it is reasonably believed will communicate it promptly to the Officer.
  3. For an emergency meeting, the public body shall cause notice of the meeting to be given to each local newspaper, local wire service, local radio station, and local television station that has filed a written request, which includes the newspaper's, wire service's, or station's telephone number, for emergency notice with the clerk or secretary of the public body or with some other person designated by the public body. This notice shall be given either by email, by telephone, or by the same method used to notify the members of the public body and shall be given immediately after notice has been given to those members. This notice shall be given at the expense of the party notified. Only business connected with the emergency may be considered at a meeting to which notice is given pursuant to this paragraph.
- G. Waiver of Notice. Notice of a meeting need not be given to an Officer who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

- H. Open Meetings. The Board will observe the Open Meetings Law (Article 33C if Chapter 143 of the North Carolina General Statutes), including without limitation by giving or providing notice of all “official meetings” (as defined in the Open Meetings Law) in the manner required by law and by providing access to records of Board meetings to the public in the manner required by law.

## **ARTICLE VI: ACTION BY THE BOARD**

- A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Directors shall constitute a quorum for the transaction of any business or of any specified item of business.

### **B. Action by the Board.**

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Officers present may adjourn the meeting until a quorum is obtained.
2. Board Participation by Other Means. In all events, a quorum of Officers must be present to lawfully conduct a Board Meeting of the School. To the extent that, pursuant to Section 143-318.13(a) of the Open Meetings Law, the board provides a location and means whereby members of the public may listen to the meeting. Officers may participate in the meeting by use of conference telephone or other electronic means, provided that all Officers participating in such meeting can hear one another. If Board members cannot hear one another, quorum may be affected.

### **C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than two Officers, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five Officers.
2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chairman of the Board. The Board shall have a Personnel Committee chaired by the Chairman of the Board who will also appoint additional members. The Board shall have a Facility Committee chaired by the Vice Chair of the Board with additional members of the committee appointed by the Chairman of the Board.



3. Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - a. The election of Officers;
  - b. Filling vacancies on the Board or any committee which has the authority of the Board;
  - c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
  - d. The appointment of other committees of the Board, or the members of the committees.
4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

#### **D. Standard of Care.**

1. Performance of Duties. Each Officer shall perform all duties of an Officer, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of an Officer, an Officer shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a. One or more Officers or employees of the Corporation whom the Officers believes to be reliable and competent in the matters presented;
  - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - c. A Board Committee on which the Officer does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Officer believes the Committee merits confidence and the Officer acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
  - d. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among

other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Officer has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Officer has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Officer shall be excused from the discussion (other than to present factual information or to respond to questions prior to the discussion) and vote on any matter involving such Officer relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Officer uniquely; or (d) any other matter at the discretion of a majority of the Officers then present.

G. Duty to Maintain Board Confidences. Every Officer has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any closed session of the Board. Any Officer violating this confidence may be removed from the Board.

## **ARTICLE VII: OFFICERS**

- A. Officers. The Officers of the Corporation consist of a Chairman (hereinafter "Chairman"), Vice Chairman (hereinafter "Vice Chairman"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.
1. Chairman. Subject to Board control, the Chairman has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings. The Chairman will be an authorized joint signer of all checks.
  2. Vice Chairman. If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice

Chairman shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Officer; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe. The Treasurer will be authorized to sign checks.

**B. Election, Eligibility and Term of Office.**

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. An Officer may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.
4. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the

resignation taking effect upon receipt of the notice or at a later date specified in the notice.

### **ARTICLE VIII: NON-LIABILITY OF OFFICERS**

#### **Liability of Directors and Officers.**

1. A member of the Board and any Officer shall be subject to the liabilities imposed by law upon them.
2. All Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the articles of incorporation, or bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution.
3. All Officers shall stand in a fiduciary relationship to the Corporation and shall discharge the duties of their respective positions in good faith, and with the diligence and care which a reasonably prudent person would exercise in similar circumstances and like positions.

### **ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS.**

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the North Carolina Nonprofit Corporation Act and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

### **ARTICLE X: CONFLICT OF INTEREST AND NEPOTISM POLICY.**

Any Officer or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be averse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the

vote thereon and, where applicable, the abstention from voting and participation.

The Board may adopt formal policies requiring:

- a. Regular annual statements from Officers and key employees to disclose existing and potential conflicts of interest; and
- b. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Prior to employing any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors, such proposed employment or engagement shall be:

- a. disclosed to the board of directors and
- b. approved by the board of directors in a duly called open session meeting.

The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ the immediate family of any member of the board of directors or a charter school employee with supervisory authority.

## **ARTICLE XI: OTHER PROVISIONS**

- A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.
- B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Principal/Managing Director, Treasurer, or other Officer. Such items for amounts of \$2,000.00 or greater must be signed by two of these individuals.
- D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the North Carolina Nonprofit Corporation Act and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in

these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

- E. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.
- F. Dissolution. Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation as required by North Carolina law. Specifically, and only as long as required by state law pursuant to the Charter Act or its successor provisions, all net assets of the Corporation purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

## **ARTICLE XII: AMENDMENT**

A majority of the Officers may adopt, amend or repeal these Bylaws. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements. Any amendment must be submitted to the Office of Charter Schools through the amendment process.

## **ARTICLE XIII: AGENT ADDRESS**

The street address and county of the initial registered office of the Corporation is as follows:

217 Neuchatel Ct  
New Bern, NC  
28562

The mailing address of the initial registered office is

217 Neuchatel Ct  
New Bern, NC  
28562



| <b>Anticipated Racial/Ethnic Demographics (%)</b> | <b>% of Economically Disadvantaged Students</b> | <b>% of Students with Disabilities</b> | <b>% of English Language Learners</b> |
|---|---|--|---------------------------------------|
| <b>Total: 100%</b>                                | <b>30%</b>                                      | <b>14%</b>                             | <b>4%</b>                             |
| <b>White: 57.04%</b>                              |   |  |                                       |
| <b>Black: 19.24%</b>                              |   |  |                                       |
| <b>Asian/PI: 3.5%</b>                             |   |  |                                       |
| <b>Amer In or AN: .22%</b>                        |   |  |                                       |
| <b>Native Hawaiian" .4%</b>                       |   |  |                                       |
| <b>2 or more races: 7.52%</b>                     |   |  |                                       |



**Academic  
School Year**

**Grade Levels**

**Total Projected  
Student Enrollment**

|        |      |     |
|--------|------|-----|
| Year 1 | K-7  | 480 |
| Year 2 | K-8  | 540 |
| Year 3 | K-9  | 600 |
| Year 4 | K-10 | 660 |
| Year 5 | K-11 | 720 |

| <b><u>Position</u></b>  | <b><u>Year 0</u></b> | <b><u>Year 1</u></b> |
|---|----------------------|----------------------|
| Principal/School Leader /Lead Administrator   | 1                    | 1                    |
| Assistant Principal   | 0                    | 0                    |
| Dean(s) of Curriculum and Instruction   | 0.5                  | 1                    |
| Additional School Leadership  | 0                    | 0                    |
| Core Classroom Teachers   | 0                    | 24                   |
| Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)                                | 0                    | 8                    |
| Student Support Positions (e.g. social workers, psychologists, etc.) School Psychologist/Military Liason; Counselor | 0                    | 2                    |
| Specialized School Staff - Transportation   | 0                    | 4                    |
| Teaching Aides or Assistants  | 0                    | 6                    |
| School Operations Support Staff   | 0.5                  | 2                    |

Year 2

Year 3

Year 4

Year 5

|    |    |    |    |    |
|----|----|----|----|----|
| 1  | 1  | 1  | 1  | 1  |
| 0  | 1  | 1  | 1  | 1  |
| 1  | 1  | 1  | 1  | 1  |
| 0  | 0  | 0  | 0  | 0  |
| 27 | 30 | 33 | 33 | 36 |
| 10 | 12 | 14 | 14 | 14 |
| 2  | 3  | 3  | 3  | 3  |
| 5  | 5  | 6  | 6  | 6  |
| 6  | 6  | 6  | 6  | 6  |
| 2  | 3  | 3  | 3  | 3  |

## Signature Page

The foregoing application is submitted on behalf of Riverside Leadership Academy [insert name of board of directors for the proposed school]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Amy Hobgood  
Board Position: Board chair  
Signature: Amy Hobgood  
Date: 4/27/2022

Sworn to and subscribed before me this 27<sup>th</sup> day of April, 2022.

Notary Public: Tiffany N. Clark

My commission expires: 04-24, 2024.

