



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

North Carolina Charter School Application

POWER ELITE MALE ACADEMY

Opening in the 2021-2022 School Year

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Application Instructions

APPLICATION AND APPLICATION FEE DUE DATE/TIME	
Fast-Track and Acceleration Applicants (2020 Opening)	5:00pm EST on July 29, 2019
Traditional Timeline Applicants (2021 Opening)	5:00pm EST on August 26, 2019

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline. **All applications must be submitted using the online portal.** Applicants are to use the following specifications:

1. All applications must be submitted using the online platform. Applications submitted outside of this platform will not be accepted.
2. All submitted applications must be from a nonprofit group approved by the NC Secretary of State, unless being submitted by a municipality.
3. Each major section (Mission, Purposes and Goals, Education Plan, Governance and Capacity, Operations, and Financial Plan) must be located within the designated section, as indicated in the online document.
4. If a particular question does not apply to your team or proposal, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal.
5. Each required Appendix must include a title page with the title of the Appendix and the Proposed School Name.
6. Any answer given within the application that is not original to the applicant must include a citation to the source of the answer.
7. Review all elements of the application for completeness before submitting.
8. The full application (including the narrative and all appendices) must be submitted as one PDF document.
9. The budget spreadsheet must also be submitted separately as an excel file.
10. The application narrative, without appendices, may not exceed 100 pages. Applicants submitting special requests are given an additional 5-page allowance, per special request.
11. Each section of the application should be clearly labeled according to the table of contents.
12. Late submissions **will not** be accepted. **No exceptions.**
13. Applicants must turn in the application fee and fee payment form by the stipulated timeline.

Application Contact Information

1. Name of Proposed Charter School: Power Elite Male Academy
2. Organization Type: Municipality Nonprofit Corporation
 3. Name of non-profit organization under which charter will be organized or operated:
Power Elite Preparatory Incorporated
4. Has the organization applied for 501(c)(3) non-profit status? Yes No N/A (Municipal)

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

Name of Contact Person: Rochelle V. Gray

Title/Relationship to Non-Profit: Board Chair

Mailing Address: 7209 War Emblem Court

City/State/Zip: Charlotte, NC 28216

Primary Telephone:(980) 319-7275

Alternate Telephone: (980) 319-7275

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

Geographic County: Mecklenburg

LEA/District Name: Charlotte Mecklenburg Schools

7. Was this application prepared with the assistance of a third-party person or group?
Yes
No

Give the name of the third-party person or group: Torchlight Academy Schools, LLC

Fees provided to the third-party person or group?-0-

8. Provide a full detailed response of the assistance provided by the third-party person or group while preparing this application and when the assistance will end:
Torchlight Academy Schools, LLC provided the governing board with technical writing support and provided consulting services in the development of the School Design Plan. Torchlight entered a management agreement with the nonprofit board to provide turnkey management services for the school if final approval is granted by the N.C. State Board of Education.
9. Is this application a conversion from a traditional public school or private school?

Yes. Complete the Conversion Special Request Section.

No.

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

Yes. Complete the Replication Special Request Section.

No.

Do you want your replication application to be considered for Fast-Track?

Yes. Complete the Fast-Track Special Request Section.

No

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

Yes. Complete the Acceleration Special Request Section.

No.

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

Yes. Complete the Alternative Charter School Special Request Section.

No.

13. Grade Levels Served and Total Student Enrollment

Projected School Opening Year: 2021 Month: August

14. Will this school operate on a year-round schedule? Yes No

15. Enrollment Summary. Complete the following table, graying out (or leaving blank) any rows for grades the school will not serve.

Number of Students						
Grade Level	Year 1 2021-2022	Year 2	Year 3	Year 4	Year 5	At Capacity 2025-2026
K	44	44	44	44	44	44
1	44	44	44	44	44	44
2	44	44	44	44	44	44
3	44	44	44	44	44	44
4	22	44	44	44	44	44
5	22	22	44	44	44	44
6		22	22	44	44	44
7			22	22	44	44

8				22	22	44
9						
10						
11						
12						
Totals	220	264	308	352	374	396

16. Complete the following table, providing projected enrollment for each of the following demographic groups.

Anticipated Racial/Ethnic Demographics (%)	% of Economically Disadvantaged Students	% of Students with Disabilities	% of English Language Learners
70%	>90	14%	7%

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

We selected 220 students as an enrollment goal for three reasons, (1) it is an achievable number based upon the board’s assessment of the demand for an all-male single gender school in the area, (2) the enrollment target provides sufficient revenues to support our educational plan, and (3) it is consistent with the board’s perceived ability to secure an adequate facility to operate the school. The plan includes expanding the school by one grade level per year with the terminal grade being the 8th grade. We selected this growth trajectory because it allows us to work with students in grades K-5 in the first year and slowly expand. Kindergarten to 5th grade students present a more viable opportunity to build our proposed school culture and expand it. Our rationale is that it is easier to establish our culture and norms with younger students that have not already been set in their ways by other school experiences. We also believe we can be more successful in developing reading, math, and science proficiency with an educational foundation built in our school under our leadership than with students whose foundation is uncertain.

Certify

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

Explanation (optional):

Power Elite Male Academy’s board of directors has approved the language contained in this section of the application. This section was drafted by our technical writing consultant and may contain standard language from our contract management services provider.

Charter Application Special Requests

Acceleration

Do you want your application to be considered for acceleration?

Yes. Answer questions A1-5.

No. Stop. Do not complete this section.

A. Per State Board of Education policy [CHTR-013](#), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Yes

No

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

Yes

No

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

Click or tap here to enter text.

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

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

- 1) Unique mission and educational program.
 - 2) Local, state, and national nonprofit partnerships committed to assisting the school.
 - 3) Potential for economic and educational development of the region.
 - 4) Mentoring by a successful organization that has experience in creating public schools.
 - 5) Obstacles to educational reform efforts that leave chartering as an available option.
 - 6) Commitment to work with a successful charter school board as a guiding mentor.
 - 7) The length of time the board of directors has existed.
 - 8) Whether the proposed board has previously operated or currently operates a successful public charter school.
- C. The above list is not exclusive or controlling and is intended to guide the exercise of the State Board’s discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

Conversion

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

Yes. Go to Question #2.

No. Stop. Do not complete this section.

2. Is the Conversion Public or Private? Public. Complete Question #3 below.

Private. Complete Questions #4 and 5 below.

3. Public Conversion Information

*Give the name and six-digit identifier of the school being converted: [Click or tap here to enter text.](#)

If application is for a public conversion, submit Appendix A2.1: Public Conversion Evidences

Conversion evidences must include:

- 1) Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school
- 2) Last payroll outlining current staff receiving compensation from the traditional public school
- 3) Current school enrollment
- 4) Parent support of the conversion

4. Financial History

Outline the 3-year financial history of the proposed converted charter school in the chart below as evidenced in either financial statements or the IRS Form 990. Supporting documentation will be attached as Appendix A2.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

5. Private Conversion Information

Name of the private school being converted: [Click or tap here to enter text.](#)

City and state where private school is located: [Click or tap here to enter text.](#)

- 1) Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).

Click or tap here to enter text.

- 2) Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization.

Click or tap here to enter text.

Provide a copy of the organization's IRS Form 990 for the last three years as Appendix A2.2 Private Conversion Evidences. If the current organization does not have a Form 990, tax information for the last three years along with financial statements must be included as Appendix A2.2 Private Conversion Evidences.

- 3) Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.

Click or tap here to enter text.

- 4) Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.

Click or tap here to enter text.

- 5) Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly-qualified status?

Click or tap here to enter text.

Replication

Per SBE policy [CHTR-016](#), 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.

1. Is this application being submitted as a replication of a current charter school model?
 Yes. Go to Question #2. **No. Do not complete this section.**

2. If yes, please provide the name of the charter school and the state that the charter school has been authorized to operate in.
[Click or tap here to enter text.](#)

3. Are you a board of directors currently operating a charter school in NC and applying to replicate its currently existing model?
 Yes. Answer questions #4-6. No. Go to Question #7.

4. A board of directors that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the board’s current school or schools demonstrate a consistent record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the board must meet each of the following conditions:
 - A) Each school operated by the board must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the board must meet or exceed student growth consistent with State standards, for three years immediately preceding the application, and maintain that growth throughout the application period.
 - B) Each school operated by the board must have unqualified audits for the three years immediately preceding the application, and must maintain that fiscal standard throughout the application period.
 - C) Each school operated by the board must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
 - D) A majority of the board and 50% or greater of the board’s officers must be North Carolina residents.

Does your board meet the each of criteria listed above? Yes No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

5. Describe which academic qualifications the non-profit board has met that qualify them for replication. [Click or tap here to enter text.](#)

6. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

7. Are you a board of directors that does not currently operate a school but is partnering to replicate an existing model operated by an EMO/CMO?

Yes. Answer questions #8-10 below.

No. Go to Question #11.

8. Eligibility Criteria

- A) A board of directors partnering to replicate an existing model operated by an EMO/CMO must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina

1) have an academic proficiency comparable to the LEAs in which the current schools are located; or

2) meet or exceed growth for the three years immediately preceding the application at issue.

If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

- B) The board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.

If the EMO/CMO does not currently manage any schools in NC or the schools in NC it manages do not yet have the data listed above, the board of directors must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The board of directors must maintain this standard through the application period.

Does the EMO/CMO partnering with the board meet the criteria listed above? Yes
No

Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years.

9. Describe which academic qualifications schools managed by the EMO/CMO have met that make them suitable for replication. [Click or tap here to enter text.](#)

10. Outline the 3-year financial history of the proposed replicated charter school in the chart listed below as evidenced in financial statements or IRS Form 990. Attach the related documents as Appendix A3.2 Replication Financial Evidences.

Financial History 3 Years Prior	Financial History 2 Years Prior	Financial History 1 Year Prior

11. Fast Track Replication

Do you want your application to be considered for Fast-Track Replication?

Yes. Complete the Fast Track Eligibility Criteria below.

No. You have completed the Replication Special Request section. Please attach the required appendices **3.1 Education Outcomes** for the replicated school(s) for the last three academic years, and **3.2 Replication Financial Evidences IRS Form 990**, bank statements for the replicated school(s) for the prior three years.

Fast Track Replication Eligibility Criteria

Per State Board of Education policy [CHTR-016](#), a non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is

eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

1. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

*Attach as Appendix A3.1 Replication Educational Outcomes - for the replicated school for the last three academic years. Describe which academic qualifications the non-profit board has met that qualify them for replication.

2. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard through the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

3. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.

The non-profit corporation board meets at least one of the qualifications above. Yes No

4. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

The non-profit corporation board meets at least one of the qualifications above. Yes No

Alternative

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

Yes. Continue to the next section.

No. Stop. Do not complete this section.

In order to qualify for designation as an “alternative school” for purposes of accountability under this policy (CHTR-020), the charter school must demonstrate that it serves a student population as follows:

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

Does your proposed school meet the minimum criteria?

Yes. No.

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

*The school must, in its application, designation which of the alternative accountability options it is requesting under [ACCT-038](#). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in [CHTR-020.III](#)).

Proposed Management Organization (EMO or CMO)

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

Yes No. **Stop do not complete this section.**

2. Name of the Company: Torchlight Academy Schools, LLC

Mailing Address: P.O. Box 19191

City/State/Zip: Raleigh, NC 27619

Phone Number: (919) 538-8060

Contact Person: Don McQueen

Email Address: torchlight.director@gmail.com

Website: tlaedu.org

3. Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school.

Torchlight Academy Schools, LLC has historically served a predominantly socioeconomically disadvantaged school population and consistently exceeded academic growth. Our all male school will predominantly pull from this population. Torchlight Schools has worked in urban settings and Mecklenburg County will be another urban setting that Torchlight Schools has a history of serving. Torchlight Academy, under the management of Torchlight Schools, LLC, was ranked as the #1 charter school in academic growth for the 2016 school year and has exceeded academic growth each year since.

Torchlight Academy Schools, LLC also offered our board \$50,000 in funds to market, furnish, and ultimately open our school responsibly.

Schools without a management company struggle with compliance and financial solvency. Torchlight will serve as a manager-at-risk that will ensure our school is funded to provide the services outlined in our application.

Attach Appendix A4.1: Executed Management Contract

4. What other EMO/CMOs were pursued and why did the applicant select this one? Please include information regarding other management organizations' fees and

financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.

Several charter schools in the Charlotte area have faced serious & public challenges demonstrating the complexity of establishing and developing of a successful charter. Board members from this area are aware of these challenges. Our research found most, if not all, of the charter school start-ups that faced financial, recruitment, and compliance challenges were not associated with an EMO. It was during this time that a decision was made that we would seek professional guidance.

TLS was brought to our attention during their attempt to assume a Charlotte charter school prior to that school closing. After several conversations with members of the TLS team, we decided that they would be the best fit for our vision. Other EMO firms were examined to get a comparison of what and how these firms manage their schools, the fees charged, academic results, and the types of students they served. The list included Accelerated Learning Solutions (ALS), operating Commonwealth Charter in Mecklenburg, National Heritage Academies (NHA) operating several schools throughout North Carolina, and Queens Grant Charter in Mecklenburg. It was quickly determined that TLS would be the best fit.

TLS schools have exceeded growth each of the past three years and have been closing the achievement gap serving over 95% economically disadvantaged. ALS and NHA's fee structure is like TLS. ALS originates out of Orlando, FL and has operated in NC for less than 3 years. Its Stewart Creek school opening was delayed, and the student enrollment did not meet its projections for the first year of operation according to the Charlotte N&O. NHA started in Michigan & has operated NC with mixed results. All the schools built by TLS are supported by families and leaders from 3 major cities in NC.

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

Currently, Torchlight Academy is the only school operated by Torchlight Academy Schools, LLC with published data in all stated areas. In 2017-2018, Torchlight Academy's school population was 85-90% free and reduced lunch (DPI Report). Torchlight Academy is a predominantly Black and Hispanic school and has

exceeded growth for the past three years. Students are struggling in Mecklenburg County and the board desired to partner with a management company with documented success and commitment to serving socioeconomically disadvantaged students.

Torchlight Academy has exceeded growth for the past three years and has out-produced Mecklenburg County and Wake County, the county in which Torchlight resides, significantly within the academic subgroups of Black and economically disadvantaged students. Mecklenburg County K-8 student population of Black students are among the lowest performing in the county. Torchlight's governance and financial audits have been clean.

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

The EMO will have a representative that will be given official notice of and attend all board meetings. The governing structure and the ultimate decision-making lie with the board of directors. The EMO representative will act in a consultant and in an advisory capacity.

The board of directors will govern the school independently of the EMO by receiving monthly reports in the areas of academics, governance, and financials from the Lead Administrator, just as we would without the EMO. The board will conduct yearly audits in the financials and assess the management company each year. In the first year, our board will utilize the goals of the charter school stated in the application. The board is the final decision-making authority and will annually review and evaluate the services of EMO.

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

The employees, with the exception of teachers, will be direct employees of the management company. The Lead Administrator will make recommendations to the board for approval in the hiring of teachers. Teachers will be jointly employed by the Management Company and board of directors. This is explicitly laid out in the management contract in Article VII.

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

The EMO contract can be terminated without cause. The only criteria is that the board give a 90-day notice. The measures whereby the board will evaluate the EMO are the SMART goals established earlier in the application and the findings of independent audits. Our board will iterate upon these goals and metrics as our school matures and strengths and weaknesses are identified.

9. Is the facility provided by the EMO/CMO? Yes No

Attach Appendix A4.2 Facility Buyout Agreement, if applicable

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

Torchlight Academy has maintained a positive fund balance for each of the past three years. The fund balances are: 2018 is \$204,089; 2017 is \$110,336; and 2016 is \$320,068.

Attach Appendix A4.3: EMO/CMO Financial History

Provide as Appendix A4.3 the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO, provide confirmation that the EMO is in good standing by providing bank statements from the prior three years.

Attach Appendix A4.4: IRS Form 990

Provide as Appendix A4.4 the IRS Form 990 (or equivalent documents if the organization does not file a 990) for the prior three years.

Section 1 Mission, Purposes, and Goals

1.1 Mission and Vision. State the mission and vision of the proposed charter school. 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. The vision statement outlines how the school will operate and what it will achieve in the long term. The vision statement should describe what the school will look like when it is achieving its mission. The mission and vision statement provide the foundation for the entire proposal.

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.

1. The mission statement of the proposed charter school is as follows (35 words or less):

“To promote male responsibility and prepare students for a globally competitive society.”

2. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Power Elite Male Academy’s governing board’s vision is that 100% of its student will perform at or above grade level and be postured for success in high school, college, and career. Our students will have an international consciousness and be leaders with high ethics and strong quality of character. Our students will represent examples of positive male leadership and demonstrate the principle that hard work and building strong character is virtuous and worthy of replication. Power Elite students will be responsible males who are prepared to participate in a globally competitive society. We will deem the school as achieving its mission when students are academically engaged, parents are supportive of the school and its students, and our students achieve on benchmark test and state end-of-grade test.

Educational Need and Targeted Student Population of the Proposed Charter School

3. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. 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\(e\).](#)

Power Elite will target about 220 male educationally disadvantaged male students. We expect the student population will mirror the demographics of the local school district. The population will be racially and ethnically diverse. We expect at least 14 percent of students will be students with disabilities, and 7% will be EL students. About 70 percent are expected to be racial and ethnic minorities. We also expect more than 90 percent to be eligible for free or reduced-price lunch.

4. 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?

Power Elite Male Academy will be in the Northern section of the City of Charlotte. The public schools which are assigned to that area have poor academic performance for educationally disadvantaged students. For Black and Hispanic students, the feeder schools do not score above the state standard. For male students, the situation is even worse. Black males particularly experience extremely high out of school suspension rates as compared to other students. Power Elite's single gender education model will address the needs of male students by placing them in an environment which will keep them in school by being culturally responsive.

5. 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 projected enrollment will be 220 students with 44 students per grade. This represents under 1% of the LEA's total student enrollment per grade.

6. 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?

The school will provide an active-based learning environment to provide its male student base an interactive environment.

7. 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.

The board has worked with local churches, and community groups to gain support for the school. We have held community forums, conducted Facebook campaigns, and the board members have made personal contacts with community leaders, parents, and other

stakeholders. These activities have been very productive and have resulted in the board's decision to pursue opening a charter school as an all-male academy.

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).

1.2 Purposes of the Proposed Charter School

The Six Legislative Purposes of a Charter School are:

1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
 2. Hold schools accountable for meeting measurable student achievement results.
 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.
 4. Improving student learning.
 5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.
 6. Encourage the use of different and innovative teaching methods.
-
1. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.

Power Elite Male Academy will meet legislative purpose number 3 which states "Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system." Single-Gender schools' have been described by the Court's as a "time honored tradition" and "respected theory that adolescents may study more effectively in a single-sex school." Power Elite Male Academy will expand public school choices by offering parents the opportunity to send their male students to an all-male public school. Belcher (2006) found that (a) students in single sex classrooms were significantly more attentive and interested in classroom activities, (b) male students were more likely to do additional work independently, (c) students perceived the classroom environment to be more orderly than a co-educational environment, and (d) students had significantly higher school

related self-esteem. Benson (2011) concluded the gender specific classrooms can be used to improve achievement. These findings support a single-gender, all-male school, as a viable “expanded choice in the types of educational opportunities available within the public-school system.”

Power Elite will also “improve student learning.” The type of educational choice is also seen as benefitting student outcomes, as previously stated. A catered classroom environment to male students will seek to remedy the over 5 point academic achievement gap between males and females currently being experienced in Mecklenburg County.

1.3 Goals for the Proposed Charter School

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

The governing board of Power Elite Male Academy will adopt a matrix of goals for which the school’s lead administrator shall submit an annual report to the governing board and the school’s stakeholders (including parents) each year at a date and time to be fixed by the board. The annual report shall report the school’s progress toward achieving said goals. Power Elite Male Academy goals to be reported upon for each of the first five years are as follows:

Operations

The school’s lead administrator shall include progress on the operations matrix goals as part of its monthly report at each governing board meeting. The operating goals are as follows:

1. Meet 100% of all requirements for facilities inspections for fire, health, and safety.
2. Meet 100% of health and sanitation requirements for the school child nutrition program.
3. Meet 100% of safety requirements for the school’s bus transportation program including bus inspections.
4. Meeting 100% of state licensure requirements for staff, including teachers and other personnel requiring a professional license.

5. Meet 100% of requirements for recordkeeping including student records, exceptional children records, business, and financial records.

Academics

The school's lead administrator shall include progress on the academic matrix goals as part of its monthly report at each governing board meeting. The academic goals are as follows:

1. The school will test greater than 100% of all students required to be tested under the N.C. Accountability Program.
2. Each student subgroup matriculating at the school will achieve a minimum of 1.2 times growth over the previous year or the beginning of year benchmark test.
3. Each student subgroup matriculating at the school will exceed the performance composite of the local school district for the same subgroups by 5 points.
4. All non-state tested grades will show 1.2 times growth over their beginning year benchmark test by the end of the school year.
5. All non-state tested grades year end performance composite will exceed their initial benchmark performance composite by 5 percent.

Finance

The finance goals shall be reviewed each quarter by the governing board where indicated:

1. The governing board will adopt an annual operating budget each fiscal year for the next fiscal year by June 15th of each year.
2. The school's annual single audit, completed by a Local Government Commission approved Independent Certified Public Accountant, will show no deficit and zero "0" adverse finding.
3. The school will have zero "0" non-compliance finding in its financial operations for all state, local, and federal programs.
4. The governing board shall receive 12-month financial reports each year, one for each month of the year which shows the schools financial position including the approved budget, funds received, and funds expended.
5. The governing board shall monitor its Dun & Bradstreet Credit Report each quarter and assure that all its current bills are paid on time and the school maintains a high credit rating.

Governance

The governance goals shall be reviewed by the governing board each quarter where indicated:

1. The board shall conduct a minimum of ten (10) regular board meeting per year.
 2. A total of 100% of governing board members will complete an annual conflict of interest disclosure by June 30th each year.
 3. The governing board will complete an annual self-evaluation by June 30th each year.
 4. The governing board will complete a formal evaluation of the lead administrator by June 30th each year.
 5. The governing board shall complete a formal service evaluation of the contracted educational services provider by June 30th each year.
-
2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

Power Elite Male Academy's governing board will establish an annual internal evaluation process with reporting requirements to the governing board which will empower the board to gauge progress toward attaining the mission statement as well as goals set by the board. The board will know it is obtaining its mission when males in the surrounding areas that are struggling in their current schooling environment join our school and experience academic achievement and growth they were unable to obtain in traditional schooling environments.

Section 2 Education Plan

2.1 Instructional Program

1. 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.

Power Elite Male Academy is a proposed all-male, single-gender, school which will serve grades K-8. Power Elite identifies three separate grade-bands, including grades K-2, grades 3-5, and grades 6-8. The school will use the North Carolina Standard Course of Study as the educational

standards upon which it will build its education program. The instructional program will use active-based learning as its overarching instructional methodology. Active-based learning is a brain-based method which engages students by presenting instruction through use of multiple neural pathways. Active-based learning is particularly effective with educationally disadvantaged male students because it operates outside traditional instructional methods which may not effectively address student learning styles or be culturally responsive. Active-based learning is participatory and interactive. Power Elite Male Academy will use School Net to create benchmark assessments during the first 10 days of school, and at the end of each marking period for all grade levels. The school will participate in the North Carolina Accountability Model. We will facilitate Beginning of Grade (BOG) testing for 3rd grade “read to achieve.” Grades 3-8 will take the end of grade test (EOG) for read and math, and 5th and 8th grade will take the science EOG. The school will also participate in the ACT test and other North Carolina mandated test.

Our targeted student population consists of male educationally disadvantaged students. Our educational model will meet our targeted student population needs by creating a school culture which will effectively engage students in a rigorous academic program, monitor progress, provide data-driven instruction, provide appropriate remediation, and build leadership skills and ethics. The single-gender school model is similar to the traditional military school model. The military school model includes structured movement, competition, mentoring, and empowerment. Belcher (2006), in a peer reviewed study published in the School Social Work Journal, found that (a) students in single sex classrooms were significantly more attentive and interested in classroom activities, (b) male students were more likely to do additional work independently, (c) students perceived the classroom environment to be more orderly than a co-educational environment, and (d) students had significantly higher school related self-esteem. Benson (2011) concluded the gender specific classrooms can be used to improve achievement. These findings support a single-gender school as a viable educational model.

Curriculum and Instructional Design

2. 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.

Power Elite Male Academy basic learning environment consists of single classrooms with an average of 22 students in each class. There are two classrooms per grade level and three separate grade spans (i.e. K-2, 3-5, and 6-8). The regular classroom teacher is the instructional leaders in each classroom and is responsible for training students in the school etiquette. Each regular classroom teacher will maintain regular contact with student's parents and family. The basic learning environment is academically rigorous characterized by strong student engagement.

3. 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.

Power Elite Male Academy's mission is *"To promote male responsibility and prepare students for a globally competitive society."* The school's curriculum cohesively aligns to the school's mission, targeted student population, and the North Carolina Accountability Model. The ultimate goal of the education plan is to raise student academic performance to at or above grade level. Our chosen curriculum consists of four components, including standards, instructional methods, content materials, and assessment. The standards used are the North Carolina Standard Course of Study. The instructional method of active-based learning is the critical component which has shown demonstrated success with educationally disadvantaged students at Torchlight Academy and at Success Academies in New York. One of Success Academy School's recently was reported as having 100 percent of its students pass the New York math end of grade test. Our chosen curriculum has a track record in driving academic improvement for all students and closing achievement gaps. Active-based learning is a brain-based method which engages students through multiple neural pathways. The school's curriculum content materials will come from School Net resources, and the school's digital repository of approved instructional content materials. Finally, we will use School Net for benchmark testing, and we will participate in all the testing required to be administrated as a part of the N.C. Accountability System.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement

for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Power Elite Male Academy will provide teacher professional development and expect its teachers to master Active-Based Learning Strategies, “Teach Like a Champion,” Culturally Responsive Teaching, and Differentiated Instruction. These strategies will be used within each grade-span (i.e. Grade K-2, 3-5, and 6-8).

Active-Based Learning Strategies

Active-Based Learning Strategies are designed to fully engage students in the learning process. The defining characteristic of active-based learning is that students are engaged in the learning activity using at least three neural pathways. Research evidence shows that students engaged in learning through multiple neural pathways learn the materials or concepts at higher levels of the Bloom’s Taxonomy, they retain the information longer, and demonstrate a greater capacity to apply the information learned. Increased academic achievement has been demonstrated where active learning has been used. The structure to the lesson plan is provided in Appendix O.

Teach Like a Champion

Award-winning author Doug Lemov reports the success of “Teach Like a Champion” utilized at Uncommon Schools and various other schools across the country. Whether defined as an instructional strategy, classroom management, or student management strategy, “Teach Like a Champion” improves student academic achievement by helping the teacher manage the classroom to effectively facilitate student learning.

Culturally Responsive Teaching

Culturally Responsive Teacher training prepares teachers to better understand the students in their classroom, what motivates them, how they learn, and to understand their current educational foundation. Students come to school with differing educational foundations which are shaped by their cultural background and socioeconomic experience. Many students are left behind in America’s schools because the teacher did not understand the student’s prior experiences and therefore could not scaffold learning upon prior knowledge. The Culturally Responsive Teacher identifies students’ individual learning foundations and cements the foundation upon which to scaffold instruction. Culturally Responsive Teachers improve learning for all students by being sensitive to the real educational needs of students.

Differentiated Instruction

Research indicates effective teachers master the use of “Differentiated Instruction.” Differentiated Instruction has been identified as a “Tool Kit” approach to instruction. Teachers must learn to recognize the nexus between instruction and the information being taught. Teachers must have an arsenal of instructional strategies which they can appropriately apply based upon what they are attempting to teach. This is the essence of what makes teaching a profession and calls for professional judgment on the part of the teacher. Differentiated Instruction improves student outcomes by the teacher using the most appropriate instructional strategy for the occasion. Active-based learning is an effective overarching method because it has demonstrated success with our targeted student population.

Multiple Intelligence Theory

Our teachers will receive training in Multiple Intelligence Theory. Multiple Intelligence Theory was first identified by Dr. Howard Gardner in a 1983 publication titled “Frames of Mind: The Theory of Multiple Intelligences. The theory states there are nine intelligence domains including musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Teachers will receive training in testing and identifying students’ dominant intelligence domain. Teachers will use intelligence domain data collected to encourage student academic success and to support instruction.

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

Power Elite Male Academy’s proposed instructional plan requires students to obtain a minimum of 70 percent performance on the individual student report card. This plan ensures that students master the requirements of each grade level which prepares them to move to the next grade level. At the school’s terminal grade level, the students will have been met all previous requirements and can transition beyond the terminal grade level by meeting the terminal grade level requirements, which consist of making 70 percent of the individual student report card.

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

Power Elite Male Academy’s mission is *“To promote male responsibility and prepare students for a globally competitive society.”* The education plan calls for a single-gender school (all males) and use of active-based learning as the overarching instructional strategy. The school’s calendar coincides with the mission and education plan by providing appropriate instructional time for student mastery of the curriculum content.

7. 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.

Power Elite Male Academy operates Monday through Friday from 7:00 a.m. to 3:35 p.m. The daily schedule requires a 90-minute reading/ela block each day. There are 60-minute blocks for Math, Science, and Social Studies each day. The school day is 8 hours and 35 minutes each day, typically five days per week. The school operates in excess of 1025 hours per year. The school’s calendar and daily/week schedules provide optimal learning time for students.

8. Describe a typical day for a teacher and a student in the school’s first year of operation. They typical day for teachers starts at 7 a.m. and classes end at 3:35 p.m. There are four and one-half hours of core instructional activities. Teachers have lunch breaks and a minimum of one hour of planning time. Students arrive at school at 7:00 a.m. and the school day ends at 3:35 p.m. Students have breakfast and lunch and four and one-half hours of core instructional activities.

High School Graduation and Postsecondary Readiness (High Schools Only)

9. Describe how the proposed charter school will meet the Future-Ready Core requirements. 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.

Power Elite Male Academy is proposed to serve grade K-8. Therefore, this question is not applicable.

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

Power Elite Male Academy is proposed to serve grade K-8. Therefore, this question is not applicable.

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

Power Elite Male Academy is proposed to serve grade K-8. Therefore, this question is not applicable.

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.

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.

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

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.

2.2 Special Populations and “At-Risk” Students

1. 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.

POWER ELITE MALE ACADEMY will use a Response-to-Intervention (RTI) model to manage teacher and staff response to data collected from initial benchmark tests and end of marking period benchmark tests. The school will collect data through its assessment program and plan which will enable the school’s instructional leader and teachers to specifically identify students who are performing below grade level very early in the school year. The assessment data will identify student academic performance as compared to their grade level peers. The RTI system is the management plan to address data-driven academic interventions to help students perform at or above grade level by the end of the academic school year. Intervention strategies are tiered and may include whole class instruction, small group instruction, individual instruction, tutoring,

technology-assisted instruction, and other intervention methods designed to facilitate student academic progress.

2. 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.

Power Elite Male Academy's pre-opening plan to prepare for special populations is based upon the expectation that the school will attract special student populations in a similar ratio as exists in the traditional local school district. The school will hire a licensed exceptional children's teacher with the qualifications to serve as the school's exceptional children's director. The exceptional children's director, under the supervision of the Lead Administrator, will prepare the school to provide a full range of services to exceptional children services and proper accommodations to Section 504 students whom may enroll in the school. The board will adopt a policy and procedure for identifying exceptional children and 504 students during the student registration process prior to the start of school (after lottery). The school will hire a licensed EL teacher who is qualified to serve as the EL Program Coordinator. During the student registration process, all students will be required to complete the Home Language Survey. The Home Language Survey is the foundational tool which starts the process of identification of EL students in need to services. The Instructional Leader will select a team of teachers to form the school's Professional Learning Community to formulate strategies to identify and accommodate academically gifted students. The school's 21st Century instructional program is designed to accommodate gifted students by establishing a means for students to matriculate as slow as their cognitive abilities require but also as fast as their cognitive abilities enable them. The school's overall academic program and school culture is designed to address the needs of educationally disadvantaged students.

3. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:
 - a. Methods for identifying EL students (and avoiding misidentification).

- b. 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.
- c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.
- d. Means for providing qualified staffing for EL students.

Power Elite Male Academy will be fully prepared to address the needs of EL students within the context of the school's instructional plan and curriculum. The school's objective is high student academic performance for each subgroup. The school will facilitate EL's students' full access and participation in the instructional plan and curriculum by providing services which eliminate the language barrier which may block access to the instructional plan and curriculum. First, parents of students will complete the Home Language Survey during the school registration process after the student has been accepted for enrollment at the close of the school lottery. Students whose first language is not English or for whom English is not spoken at home as identified on the Home Language Survey are tested using the W-Apt and Wida Screener. The school will use the state scoring standards to determine if a student is eligible for EL services and at what level. Students identified as in need of EL services shall be provided the level of services indicated. The school will provide push-in services for EL students in the regular classroom. The school will provide pull-out services for students whose EL Plan provides for it. Students will be tested each year using the ACCESS test to determine progress and adjust the level of services. The ACCESS test will be used as an exit assessment tool for students who have gained adequate levels of English language proficiency to independently function in the classroom. The school will seek teachers with dual certifications which include EL certification during the initial teacher hiring process.

4. Explain how the school will identify and meet the needs of gifted students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

POWER ELITE MALE ACADEMY will identify and meet the needs of gifted students by providing an instructional program which is designed to treat all students as being academically gifted. We subscribe to Howard Gardner’s “Multiple Intelligences Theory.” We recognize that students who may display genius in a non-traditional intelligence domain is typically excluded from traditional academically gifted programs. We will seek to identify all our students’ unique talents and skill and encourage student success. Our overall data-driven program will enable us to monitor all students’ progress and provide support.

2.3 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.*

Identification and Records

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

After the initial enrollment application and lottery, parents of students who are accepted will be required to completed student registration within 10 days of formal written notice of acceptance. Student registration forms will include questions which seek to identify whether the student has been previously found to be eligible for special education services or are protected under the Section 504 of the Rehabilitation Act. Subsequently, the school will send a student records request to the student’s prior school which specifically includes a request for any exceptional children’s or 504 records. Finally, the Exceptional Children’s Director will review all previously mentioned records to determine the student’s status. Prior to the first day of school, the Student Information Management staff will run list of students who are identified as Exceptional Children and 504 from the databases of POWERSCHOOLS and CECAS. On day one of the start of school, Exceptional Children and 504 Students will receive required services and accommodations.

2. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

The school will post 'Child Find' posters at strategic locations within the school, on the school's website, and discuss 'Child Find' at open house and parent orientation meetings. The school's staff, including all teachers and instructional staff, will receive professional development in 'Child Find.' Parents, teachers, instructional staff, and other professionals working with a student may refer the student for evaluation for eligibility for Exceptional Children's services or 504 status. The school will adopt a specific policy and procedure regarding referrals. Once a referral is made and the parent has provided consent, the eligibility determination process will be completed within 90 days as required by law. The Exceptional Children's Director will obtain reports from all teachers who are teaching the student. The student will be immediately scheduled for testing by the school's contracted educational psychologist. The Exceptional Children's Director will obtain any written reports from outside professionals which can be provided by parents. The Exceptional Children's Director shall make every effort to ensure that a complete record is made and the eligibility determination meeting (Individual Education Plan-IEP) is timely held. Student evaluations and assessments will be completed by professionals. The school will maintain, on file at the school, a copy of the School Psychologist's professional license, the Certifications of all personnel involved at the school level involved in processing the referral, and the Exceptional Children's Director shall review the complete record along with another qualified staff or consultant to verify there are no misidentifications of special education students.

3. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
 - a. Requesting Records from previous schools
 - b. Record Confidentiality (on site)
 - c. Record Compliance (on site)

The school will manage Exceptional Children's and 504 student records in accordance with federal and state law. All staff will receive professional development prior to the start of school to ensure that staff is familiar with the Federal Educational Right to Privacy Act (FERPA) and other privacy laws regarding the handling of student records and information sharing issues. The school will

request records from the student's previous school during the final student registration process (after lottery) which includes a specific request for records which indicate Exceptional Children or 504 status. The records clerk will establish a separate, locked, records room for all Exceptional Children's and 504 Accommodations records. The records clerk shall immediately file Exceptional Children and 504 student records in secure locked filing cabinets. The room will have restricted access, including a specific sign-in and sign-out procedure. Record confidentiality shall be maintained by the restricted access to records and the professional training of those who have access to the records. The Exceptional Children's Director or qualified designee shall make a review of Exceptional Children's records each marking period to determine that each record is in compliance with federal and state requirements. For example, review shall include, but is not limited to, determination that all eligibility determinations were completed within the required 90 days. The review will examine whether all proper signatures were obtained from parents and IEP teams. The review will determine whether all DEC forms were timely and properly completed. The school will adopt a written internal compliance audit protocol.

Exceptional Children's Programming

4. Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

The properly constituted IEP Team is charged by law with making the determination of how each individual Exceptional Child's learning needs are met in the least restrictive environment possible. All staff which may be involved on an IEP team will have proper training and credentials. All staff will have received training in the concept and requirements for a Free and Appropriate Public Education (FAPE). Each IEP Team will take into consideration whether a student's disabilities are mild, moderate, or severe when creating, modifying, amending, or discontinuing an IEP. Special Education Students receive their status because an eligible disability has been shown to adversely impact student learning. The purpose of the IEP is to attempt to remediate the adverse impact of the disability on the student's ability to learn. It shall be the policy of the school to use data-driven instruction will all students, including students with disabilities and 504 Accommodations. The School's Lead Administrator shall coordinate with the Exceptional Children's Director to regularly review student progress data (at least each marking period) to determine whether Exceptional Children, as a subgroup, are making adequate progress. The

school will offer a full range of Exceptional Children's Services. Exceptional Children Teachers may push-in to regular classroom or students may be pulled-out of regular classrooms for special instructional services dependent upon the student's IEP. The school will also have a self-contained classroom available if needed. Students may be homebound as needed. The school and the IEP Team will be responsive to the individual needs of students and provide services to students in the least restrictive environment as determined by the IEP Team.

5. 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?

The school will provide regular classroom push-in services, regular classroom pull-out services, small group instruction, tutoring, self-contained classroom, and homebound services as needed based upon the student's IEP. The school's general education curriculum will be the basis of the school's educational program for Exceptional Children as well as all other students. Regular education and special education students are tested using the State's end-of-grade testing unless a student's IEP has approved alternative testing. Students whose disabilities require alternative testing may be provided a modified version of the general education curriculum which is consistent with the approved alternative testing. On a continuum, Special Education Students with less severe needs will participate in the general education curriculum in the regular classroom. These students may be pulled-out for speech therapy or occupational therapy as indicated in the IEP. Other students with greater needs may be pulled-out of the regular classroom for modified reading or math instruction in a small group setting based upon the IEP. There may be students with severe needs which may be educated in a self-contained classroom. All teachers and instructional staff shall be required to provide students access to the general education curriculum and prepare students for success on the end-of-grade test. The only exception to full participation in the general education curriculum is where an IEP Team has determined that student is in need of a modified curriculum and alternative testing.

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

FAPE is an acronym for the legal requirements under the Individuals with Disabilities Education Act (IDEA) to provide a Free and Appropriate Education. Special Education and 504 students will not be charged any student fees that regular education students are not charged. The school will pay the cost for all services provided in the IEP or 504 Plan. The school, through the IEP Team, will ensure students receive an education which is appropriate to their disabilities in the professional opinions of the IEP Team. The school, through the IEP Team, shall ensure, to the extent possible, that Special Education and 504 students are educated in a public-school setting. The exception is if a private school placement is deemed in the best interest of the student and properly approved. If a private school placement is necessary, the cost is born by the school. The methods and support systems used to ensure FAPE include the school's general education program, its Exceptional Children's Program, the availability of related services providers, having qualified and properly credentialed staffing, proper staff training, appropriate policies and procedures, and proper program supervision. The education we provide to our Exceptional children and 504 students is designed to prepare them for the future, including higher education, career, employment, and personal independence.

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

The Exceptional Children's Director is responsible for oversight of the implementation of the IEP. The Exceptional Children's Director will conduct a conference at least once each marking period to discuss student progress with parents and the students. The Exceptional Children's Teacher, regular education teachers, and other appropriate staff will participate in weekly data-review sessions where all students' progress is discussed including students with disabilities. The Exceptional Children's Teacher will maintain services schedules. There shall be services schedules for related services. The Exceptional Children's Director shall review IEP's and services schedules each month to ensure that all Exceptional Students are receiving proper services according to their IEP. The Exceptional Children Director shall report on the progress of Exceptional Children at least once each month on an agreed upon schedule. Exceptional Children are a state established student subgroup within the school for testing and accountability purposes.

The school will make every effort to ensure that Exceptional Children and 504 students receive a high-quality education and are able to perform on end-of-grade test to the best of their abilities.

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

The board recognizes that hiring qualified staff and providing proper training and planning is critical to a successful exceptional children’s program. The human resources committee will conduct a nationwide search through teachers-teachers.org, conduct interviews of qualified candidates, and select the best qualified staff based upon our overall program and proposed school culture. The Exceptional Children’s Director shall solicit services proposals from qualified related services providers. The school will select the best qualified providers. The school will also maintain a standby list of providers to timely provide proper related services. Related services include but are not limited to the services of an educational psychologist, a speech pathologist, audiologist, occupational therapist, and optometrist.

2.4 Student Performance Standards

1. Describe the student performance standards for the school as a whole.

Power Elite Male Academy schoolwide performance standards will be set by the governing board which shall, at a minimum, establish a grading scale for classwork on the following scale.

Classroom Performance Scale

<u>Letter Grade</u>	<u>Point Grade</u>
A	90+
B	80+
C	70+
D	60+
F	Below 60

Student benchmark tests will be point scaled and included in the classroom performance. A student must receive at 70+ composite on the individual school report card to pass to the next grade level and ultimately pass the terminal grade level.

2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Power Elite Male Academy will use School Net assessment features to create benchmark tests that will be used within the first 10 days of school and at the end of each marking period. School Net will be used as a summative assessment for non-state tested grade levels. The school will test reading/ela, math, and science. Data collected on the initial benchmark will be used to plan and ensure that students whose test scores show a need for special interventions get the support they need. The instructional leaders of the school will monitor students' academic progress from one benchmark to the next. The school will be able to reasonably monitor student progress toward achieving adequate grade level performance. Data collection will enable the instructional staff to improve the overall operations of the academic program over time by analyzing data trends and reviewing student lesson plans and teachers' instruction.

3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Power Elite Male Academy will require students to achieve 70% or higher on the individual report card to pass to the next grade level. Special needs students are subject to the same grading criteria as all other students. Students with an IEP or 504 Plan may receive approved test accommodations or alternative testing. The school's grading policy, including promotion criteria shall be included in the Parent/Student Handbook and will be distributed at the beginning of the school year. The Parent/Student Handbook will be posted on the school's website.

4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for students at risk of dropping out.

Power Elite Male Academy's terminal grade is 8th grade. Students must make the 70% proficiency standard embraced by the school. The school adopts the North Carolina Standard Course of Study. The standards for reading, math, and science set forth what a student should know and be able to do adopted by Power Elite Male Academy. All students are subject to the same rigorous standards. The only exception is for students that have an approved alternative accountability plan.

Students at risk of dropping out will be alerted in January of the school year and be provided an intervention plan to take corrective actions. The school will enter a STUDENT, PARENT, TEACHER, SCHOOL COMPACT which outlines what supports the school and the teachers will provide to ensure student success.

2.5 School Culture and Discipline

1. 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.

Power Elite Male Academy's mission statement is *"To promote male responsibility and prepare students for a globally competitive society."* The school ethos is all about male responsibility, personal discipline, leadership, and ethics. The school will teach its culture to students through its courses in Leadership, Ethics, and the general curriculum. The school will provide all students an orientation which includes "School Etiquette." The school's use of the active-based learning strategy will reinforce student intellectual and social development in an environment which embraces academic rigor and student success. The teachers will teach and model the school's culture and ethos.

2. 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.

Power Elite Male Academy's staff will provide professional development to all staff prior to the first day of school. The staff will be taught the proposed school culture and will be responsible for implementation on the first day of school and in open houses prior to the first day of school.

Students who enter school mid-year will be provided the same orientation that all other students will get at the beginning of the school year. The school will adopt an induction process to ensure that all student and parents understand and embrace the school culture.

3. 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:
 - a. Practices the school will use to promote effective discipline.
 - b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
 - c. 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.
 - d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Power Elite Male Academy staff will be trained in both “culturally responsive teaching” and “Teach Like a Champion.” These strategies will be used for classroom management and to ensure the school maintains strong student discipline. The school’s mission “to promote male responsibility and build leadership for a globally competitive future,” and the school education plan aligns to the school’s Student Code of Conduct. The Student Code of Conduct includes a “Student, Parent, Teacher, School Compact.” The Compact is a way to get students, parents, teachers, and the school all on the same page regarding student behavioral expectations.

Power Elite Male Academy embraces the 16 statutory mandatory report offenses and their statutory definitions. The school’s Student Code of Conduct will include three levels of offenses, including minor offenses, intermediate level offenses, and serious offenses. Serious offenses may result in long-term suspension or expulsion. Any student which is long-term suspended or expelled will be provided a copy of the Parent/Student Grievance Policy and Procedure and informed of the appeals process and the schools due process procedures. Student with disabilities which are protected under the Individual Disabilities Education Act (IDEA) will be subject to the same Student Code of Conduct and discipline as all other students, except that IDEA protected students will receive their exceptional children’s services outlined in their IEP’s on the 11th day of any cumulative suspensions.

Each student and parent will receive a copy of the Parent/Student Handbook on or before the first day of school. The Handbook will be posted on the school's website. Parents and teachers will receive and orientation regarding the Handbook, including the Student Code of Conduct and the Parent/Student Grievance Policy and Procedure.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Power Elite Male Academy board of directors has approved the language contained in this section of the application. This section was drafted by our technical writing consultant and may contain standard language from our contract management services provider.

Section 3 Governance and Capacity

3.1 School Governing Body

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

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

Name of Private Non-profit: Power Elite Preparatory Incorporated

Mailing Address: 7209 War Emblem Court

Street Address: 7209 War Emblem Court

City/State/Zip: Charlotte, NC 28216

Phone (xxx-xxx-xxxx): (980) 319-7275

Fax: (xxx-xxx-xxxx): (919) 850-9961

Name of Registered Agent and Address: Rochelle V. Gray
1132 Brighton Place, Charlotte, NC 28205

Federal Tax ID: Pending

2. 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.

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

Yes. **Attach Appendix F Federal Documentation of Tax-Exempt Status**

No.

N/A. The applicant is a tax-exempt municipality.

3.2 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.

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

Board Member Name	Board Title	County of Residence	Current Occupation	Past or Present Professional Licenses Held	Any disciplinary action taken against any of these professional licenses?
Rochelle V. Gray	Board Chair	Mecklenburg	Teacher	NC Teacher License, NC Principal License	None
Tiffany R. Ingram	Board Member	Mecklenburg	Human Resources	N/A	None
LaCher Wright	Board Member	Mecklenburg	Financial Consultant	Yes	None
Anthony Weeks	Secretary	Mecklenburg	College Recruiter	No	None
Cheryl Monsanto	Treasurer	Mecklenburg	Risk Analyst	N/A	N/a

2. 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 board is ultimately responsible for the success of the charter school. The board will:

- Create policies that govern the school
- Create and monitor the budget that operates the school
- Engage the community and recruit families
-

The school will conduct a nationwide search for a Lead Administrator that has an appreciation for a single-gender, all male school and experience in cultivating young men. The Lead Administrator will be required to report to the board monthly in the areas of academics, financials, and operations. The board will adjust the reporting requirements as the school year progresses and benchmarks of interest are identified.

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

The Power Elite Male Academy board is comprised of 5 board members, 1 man and 4 women. The board is responsible for crafting policies that govern the school and overseeing their faithful implementation. The board is ultimately responsible for the outcomes of the school, especially outcomes related to academics, finances, and operations. The board will continuously engage the community to ensure the policies reflect the needs and desire of the community.

The board will meet monthly to review metrics provided by the Lead Administrator and will adjust policies accordingly.

4. 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.

The board has experience in educating and mentoring young men and families, especially among educationally disadvantaged students. The board chair has served on a board of education in New Jersey and is currently a teacher in Mecklenburg County. Anthony Weeks works full-time with families and students to help plan and prepare for college. These two board members are well-versed in the Mecklenburg education landscape and have years of experience working with male students. A third member has experience as a substitute teacher but has more recently moved into the human resources side of placing substitute teachers.

The two other the board members have more business experience, especially in finance. These two board members will provide professional oversight and guidance as it relates expenditures of the school.

All of the board members are local to Mecklenburg County and engage hundreds of students each year in varying educational capacities.

5. Explain how this governance structure and composition will help ensure that
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.
 - A. The board is comprised of multiple educators that understand the different parts associated with running a school. The board chair was elected to the Board of Education in New Jersey and served for three years. She served as the Vice President for 1 Term and was instrumental in passing a bond referendum to build a middle school. Two board members have extensive financial experience that will ensure financial viability.
 - B. The board chair is familiar with evaluating schools and educational programs. Multiple board members have worked in evaluating and responding to metrics.
 - C. Most of the board members have children and all are local to Mecklenburg County. The board will regularly recruit new people to apply to be on the board of directors at multiple forums and look to solidify a strong list of candidates who are invested in the community.

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

The board was constructed by Rochelle Gray. Rochelle reached out and vetted potential members that would best reflect and serve the male-student of Mecklenburg County. If a vacancy is unplanned, the board will follow the by-laws and install a new member within 30 days. If a vacancy is anticipated, the board will promptly work to train and prepare candidates for the vacancy. The board will collectively vote on what candidate would best round out the board composition.

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

Members of the board have worked extensively with families and students in the community for over a decade. Their experience in the community has positioned the board to reach hundreds of families by simply reaching out to their network. Their experience in educating students and preparing students for college has shaped the board's understanding of the community and has prepared them to create a school that

serves the needs of students in the community.

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

The board will meet monthly and abide by open meetings laws. The day and time is yet to be decided.

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

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

Board Member Orientation

The board will regularly recruit potential new board members and replacement board members to assure the board maintains the threshold number of board members identified in the By-Laws. The board will also prepare individuals for participation on any formed Advisory Boards or committees. All potential board members will be required to participate in a new board member orientation prior to being formally nominated and considered to serve on the board of directors. The new board member orientation consists of a two, two-hour training sessions.

First Session Topics:

- Robert's Rules of Order
- North Carolina Open Meetings Laws
- North Carolina Public Records Act
- The first session will include Roberts Rules of Order (modified), Board By-Laws, review of North Carolina Open Meetings Laws, and review of the North Carolina Public Records Act.

Second Session Topics:

- North Carolina Charter School Act

- Charter School Policies and Procedures of the North Carolina SBE
- N.C. Accountability Program
- Non-Profit Board of Director Ethics
- Boards Conflicts of Interest Policy and Procedure and Board Policy and Procedure

Once the four hours of training have been completed and the background check is completed, the potential board member will be eligible for nomination, interview, and vote to be accepted as a regular board member. Completion of the four hours of training is required and must be completed prior to participation on any of the boards as a member. The successfully elected board member will then be given a binder that includes: By-Laws, the Charter Agreement, Board Policies & Procedures, the charter school's established goals, and the most recent Lead Administrator Report.

Board Member Professional Development Program

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

The board will send board representatives to the National Charter School Conference and State Charter School Conferences to participate in external board training and obtain new information which will support the objectives of a high-quality charter school. The board will set professional development goals and participate in an annual self-evaluation. Board Members and Officers will be required to participate in specialized training related to correct board meeting minutes, review and use of data, formal board reports, policy development, and internal compliance programs. The management company will set aside funds to ensure the funds are in place for board development each year.

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

The board has submitted a conflict of interest policy for the board of directors. Any potential conflicts of interest are required to be reported formally to the board of directors. Board members may not vote on any matter in which they have a conflict of interest. The board has no known conflicts of interest. If the board becomes aware of a conflict of interest, immediate action will be taken to resolve the conflict in accordance with the drafted conflict of interest policy.

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

The board will enter discussion to develop school policies and make a final decision by a mutually agreed upon decision. If not possible, a vote will be taken with majority ruling. When items are not time sensitive, time will be taken to compile research, consult experts, and discuss options at the next board meeting.

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

The board does not currently have established advisory councils. The board will strive to create advisory bodies that are empowered to impact school policy and direction. All advisory bodies that are formed will report directly to the board of directors.

Internal councils may be formed such as Financial, Academic, and Operational. Board members shall chair each of these bodies.

The school will form a Parental Advisory Council before the beginning of the school year that will present and speak before the board of directors each month there is a board meeting. The Parental Advisory Council's by-laws will be reviewed and established by the board of directors.

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

Parents will be given the Student Handbook at the beginning of each year that spells out the information on due process rights and the process for filing a

grievance. In addition, if a student is suspended or at risk for expulsion, the parents will be informed in writing of their due process rights. Parents of students that are suspended (in school or out of school) will be contacted by an Administrator. In most cases, conferences with parents will occur at the school, or home site if preferred by the parent.

Parents can provide a written request to the Lead Administrator to appeal any suspension or expulsion. If the parent is still unsatisfied after meeting with the Lead Administrator, they may provide a written request for a grievance hearing to the Board as per the guidelines outlined in the student handbook.

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

1. Discuss the problem with the person or persons involved as soon as possible after the event has taken place.
2. If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator.
3. A conference will be held with the Lead Administrator, the aggrieved, and other involved parties.
4. If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in writing to the Lead Administrator within 10 days following the aforementioned grievance conference. This request will be provided to the Board to seek a final resolution. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

***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).

***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

***Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member**

***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.

***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.

3.4 Staffing Plans, Hiring, and Management

Projected Staff

1. 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.

Position	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal/School Leader	0	1	1	1	1	1
Assistant Principal						
Dean(s)						
Additional School Leadership		1	1	1	1	1
Core Classroom Teachers		10	12	14	16	18
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		4	5	6	7	8
Student Support Positions (e.g. social workers, psychologists, etc.)						
Student Support Positions						
Specialized School Staff						
Teaching Aides or Assistants						
School Operations Support Staff						

Staffing Plans, Hiring, and Management

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

Recruitment

The board and management company will seek out teachers that have the aptitude to creatively differentiate instruction in an active-based learning environment.

Teachers must embrace the idea of the mission that drives our school.

To teach at our school, teachers must embrace Culturally-Relevant Pedagogy, Active-Based Learning, Teach Like a Champion strategies, and the importance of contextualizing learning in ethics.

The school will provide professional development and instructional infrastructure to help teachers realize their full potential as professional educators. We will offer teachers the opportunity to innovate and exercise their craft without traditional restrictions that can impede teacher and student success. The Board will: 1) Create detailed job descriptions for each position. 2) Post job openings on the school website, social media, recruitment sites, local newspapers and other resources and collaborative community programs, to include local colleges and universities. 3) Participate in job fairs 4) Have school board members and leaders share recruitment activities at national conferences and other networking opportunities. 5) Examine recommendations from Management company for review.

Retention

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

Teachers will receive regular cost of living raises each year, with a goal being the cost of inflation.

3. 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.

The school leader has not yet been identified. Any school leader selected will be required to complete the training provided by the contracted management company which includes training in how to develop the school culture proposed for this school. The candidate must have a Master Degree at least 3 years of educational management experience. The leader will also participate in a professional development plan which will be completed within the first 30 days of being hired.

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

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

All employees, except teachers, will report directly to the management company. Teachers will be jointly hired by the management company and the board of directors. All teacher candidates that are hired must first be confirmed by the board of directors.

Explicit contract descriptions of personnel relationships can be found in the management contract.

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

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

The hiring procedures are as follows: The Board, Lead Administrator, and management company will discuss and agree to the board procedures for both hiring and firing. Submitted resumes are reviewed by the administrative staff, the management company, and the Board. The Lead Administrator will make final hiring recommendations to the Board in

accordance with terms of the charter. Panel interviews will be conducted with attention to specific responses regarding teaching diverse and socioeconomically disadvantaged populations and the receptiveness to implementing our educational model. Candidates will be required to teach a sample lesson or provide video of instruction during the interview process. Complete reference checks will be done for each employee before hiring.

The criminal background check policy shall follow the criminal background check policy of the Local Education Agency. To dismiss school personnel: Every effort will be made to assist employees who are not performing adequately to improve their job performance. Dismissing a staff member can occur only after a progression of actions beginning with a warning, and in compliance with NC regulations. The school's first course of action would be to create a performance coaching plan with the goal always being to nurture, grow, and retain our employees for optimum school continuity and culture.

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

The salary range for the Lead Administrator is \$65-\$75K. The Instructional Leader is \$40-50K. Core Content Teachers are \$40-55K. All positions are negotiable within the budgeted amount. The budget list average salaries. The school will pay up to \$400 per month for all full-time employees for health care cost and 4 percent employer match for retirement.

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

Any employee who feels that they have been treated unjustly or unfairly may have their issue heard, per these procedures:

- Discuss the problem with the person or persons involved as soon as possible after the event has taken place.
- If an agreement as to how the problem will be handled is not arrived at, the employee should file his/her grievance, in writing, with the Lead Administrator. A conference will be held with the Lead Administrator, the aggrieved and other parties.
- If a resolution is not reached, the aggrieved party has the option to continue with the grievance process. Such intent must be submitted in

writing to Lead Administrator within 10 days following the aforementioned grievance conference.

- If no resolution can be reached, the employee must submit to the Lead Administrator a written request to the Grievance Committee of the Board in order to seek a final resolution. This request must be submitted within ten days of receipt of the Lead Administrator's decision. After hearing the grievance, and with advice from legal counsel, the decision of the Board Grievance Committee is final.

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

During the school's infancy years, the school will require that multiple positions serve dual purposes:

- Exceptional Children's Teacher: Will also serve as the EC Coordinator until more EC teachers are needed. (LEA/State)
 - Instructional Leader: Test Coordinator. The Instructional Leader will serve as the testing coordinator during the first few years of school operation (LEA/State)
9. 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.

Teachers will be hired in the first year who are able and qualified to complete compliance paperwork in conjunction with the management company, per agreement. An EC Instructional Assistant will be added in year 3 to assist with instructional duties. The school will develop and maintain relationships with at least one Psychologist, Speech Pathologist and Occupational Therapist within the community. These services will be contracted on an as-needed basis per IEP. Many of our service providers will be able to bill Medicaid in addition to Medicaid reimbursement. The school has allocated funds within the budget to meet these needs.

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

The Lead Administrator is responsible for the overall day-to-day operations of the school. The Leader Administrator will have at least a Master Degree and three

years related experience. The Instructional Leader is responsible for the school instructional program including supervision of the teaching and instructional staff. The Instructional Leader will also act as the school Test Coordinator. The Instructional Leader will have at least a Master Degree. Teacher(s) will have a North Carolina Teaching License and at least a Bachelor Degree. Teacher will be responsible for classroom instruction. All staff will receive training from the contracted management company.

3.5 Staff Evaluations and Professional Development

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

Power Elite’s Lead Administrator, in conjunction with the contracted management company, will be primarily responsible for maintaining teacher licensure requirements and professional development. The school’s general teacher licensure status and professional development will be made a regular part of monthly Lead Administrator’s report to the governing board.

2. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school’s mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Power Elite’s mission statement is ***“To promote male responsibility and prepare students for a globally competitive society.”*** The school’s education plan utilizes active-based learning as the school’s overarching instructional methodology. The school will also require teachers to understand and utilize culturally responsive pedagogy. The school will use “Teach Like a Champion” (TLAC) as its major classroom management strategy. The school’s mission and educational plan will be carried out by strategically hiring teachers and staff, providing them with appropriate professional support, and providing them timely evaluations and feedback which is designed to facilitate their professional growth and success in teaching our students.

Under North Carolina Charter School law, public charter schools are required to maintain a minimum of 50% of its teachers having a valid North Carolina Teaching License. Under ESSA, Title I, Part A, a public school is required to have 100% of its teachers in a highly qualified status. During summer professional development, each teacher will complete a Teacher Professional

Development Plan in coordination with the school's Lead Administrator. The Teacher Professional Development Plan shall set forth a plan for each individual teacher to obtain or maintain professional licensure. The Lead Administrator shall review each teacher's progress in fulfilling the Teacher Professional Development Plan each month.

The Lead Administrator shall assign a mentor to all beginning teachers. The school will adopt a Beginning Teacher Licensure Support Policy and Procedure which will be approved by the N.C. Department of Public Instruction. The school has budgeted about \$15,000.00 to support the school's professional development program. The school will provide appropriate support to individual teachers and staff to assure they have access to proper professional development opportunities, mentoring, and peer support. The school's goals include retaining teachers who serve the best interest of our students.

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

The core components of Power Elite Male Academy professional development plan include ten (10) days of mandatory in-house summer professional development, plus eight (8) day of professional development during the school year for a total of eighteen (18) days of professional development each year. The in-house professional development will be provided the contracted management company. The professional development's focus includes providing teachers training in active-based learning strategies, culturally responsive pedagogy, TLAC, our school culture, and all elements of our educational plan. Another core component of professional development plan is the individual Teacher Professional Development Plan designed to ensure teachers obtain and/or maintain professional licensure and highly qualified status. The next core component of the school's professional development program emphasizes mentoring and peer support training. Finally, the school will provide limited resources for teachers to participate in outside professional development required to help teachers obtain or maintain teacher licensure and/or highly qualified status.

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and

how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Power Elite Male Academy will conduct ten (10) full days of professional development prior to the school opening for a total of 80 hours. The tentative schedule is as follows:

<u>Date(s)</u>	<u>Training Topics</u>
Aug., 2021	Orientation, The School's Educational Plan, The School Culture, Teacher Professional Development Plan, School Etiquette, Staff/Parent Relations, Active-Based Learning Strategies, Culturally Responsive Pedagogy, Teach Like a Champion, Data-Drive Instruction, Testing & Assessment, Role of Volunteers in the school, FERPA, FAPE, Recordkeeping, Grades, Communications with Parents, Technology, CIPA, Health & Safe (including CPR, EpiPens, Diabetes Plans, Blood borne Pathogens, emergency evacuation, Code Blue, Inclement Weather, Fire Drills, and other topics TBA.

Staff will be trained in every aspect of the new school's operations. The governing board believes that mandatory professional development will enable the school to build an effective school culture that will result in high student achievement. All teachers will be required to become proficient in active-based learning, culturally responsive pedagogy, and TLAC. Additional professional will be provided during the school year.

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

Power Elite Male Academy has built into its regular calendar eight (8) additional full days or 64 contact hours of professional development to be carried out during the school year. The eight (8) days are mandatory teacher workdays. The school may provide professional development during weekly staff meetings if there are issues which require the additional support.

3.6 Marketing, Recruitment, and Enrollment

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

Marketing Plan

1. 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)).
 - Initial Application process (Nov - Dec 2020) - Communications to local media outlets (local newspapers and radio) regarding the start date of a new school. Flyers will be distributed throughout local businesses regarding the process of a child applying to the school and contact persons. The management company and the board will have a forum for parents and potential students to attend for information and questions regarding the school and the application process.
 - Open Enrollment Period (Jan-March 2021) – Applications will be accepted for two months. Open enrollment will close at the end of February. Beginning in March, applications will be reviewed by the management company in accordance to NCGS 115C § 281.45 regulations, a lottery held, and then successful applications submitted to the board for approval. A board meeting will be scheduled at the end of the month to review the management company recommendations which will be open to the public.
 - Preliminary Planning Period (Apr. - May 2021) Applications have been accepted and the management company begins outreach to the parents on requirements and information needed for their child to attend the first day of school. The board will assist the management as needed to in this process.

- Final Approval, Student Enrollment and Planning Period (June - July 2021) Upon receipt of all information with the recommendation of the management group for student enrollment for 2021-2022 school year, the board will review and accept or deny the recommendation. The board will meet early enough that any corrections and/or additions can be made to ensure we have met our number of students to begin the school year. The board will work closely with management group and school administration in a consultant capacity with classroom sizes, teacher placement, and student pairing.
- First 20 Days of School (Aug. - mid Sept. 2021) - The board will have their first meeting during the school year to take a snapshot of the school from the management group's perspective on how parents and students view the school and ensure correct policy and procedures are being implemented by the management in accordance with board expectations and state statutes. This meeting will be open to the public.
- First Semester (Dec. 2020) - The board will review the data supplied by the management company on the progress of the school to date. Key indicators that the board will look at i.e., student attendance, adaptability of curriculum, parent's assessment of school and student attitude towards learning. The meeting will be open to the public.
- Open Enrollment / Enrollment Period for the 2021 - 2022 school year (Jan. - May 2021) The school will plan and add an additional grade level per our charter agreement. If the school loses students, this will give us the opportunity to recruit more students to replace those that did not return.
- Finalizing Plan and Expansion for Year Two (June 2021 to July 2022) - The board will review and approve the performance of the management group and our desire to continue to use their services based upon the data received about the students' performance, fiscal responsibility and regulatory compliance. The facility we picked is adequate to accommodate the expansion. We will work with school administration and the management group to add additional staff to accommodate the expansion and approve the process when completed.

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

Various marketing methods will be utilized to reach all students. These methods include:

- Door-to-Door Marketing
 - Mailers
 - Radio Public Service Announcements
 - Newspaper Press Releases
 - Social Media Engagement
 - Regular Public Forums/Events
 - Association Engagements
 - Day-care outreach
 - Local Youth Football Leagues
 - Social Services
3. 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.
 - November 2020
 - Host a public forum to announce school opening in 2020 (Board)
 - Send radio clips in both English and Spanish to local radio stations to be aired as PSA's (Torchlight Schools (TLS))
 - Begin full-website development (TLS)
 - Advertise on Social Media (Board/TLS)
 - December 2020:
 - Participate in holiday activities of all religions to engage diverse communities (Board)
 - Advertise upcoming open enrollment (Board/TLS)
 - Finalize website (Board/TLS)
 - January 2021:
 - Open Enrollment Begins
 - February 2021
 - Open Enrollment Ends, Lottery event is held, and parents are contacted to confirm acceptance (Board/TLS)

- Parents are required to finalize enrollment by submitting required information
- March 2021:
 - Open Enrollment is re-opened if target student number is not met
 - A celebratory event is held at the campus site for accepted and enrolled students (Board)
- April 2021:
 - Public Forum is held for parents that are on waiting list and what that means for their chances of attending our school (Board/TLS)
- May 2021:
 - Back-to-School Information is sent to the address of enrolled students (TLS)
- June 2021:
 - Advertise Meet-the-Teacher Event in July (TLS)
 - Hold a Cook-out for enrolled students/parents (Board)
- July 2021:
 - Hold a Meet-the-Teacher Event for all upcoming students (Board)
 - Contact all parents/students that did not attend to confirm interest and attendance in August (TLS)
- August 2021:
 - Hold a week-long program leading up to school to ensure school interest and attendance come the start of school (Lead Admin/TLS)
 - Hold Student/Parent Orientation (Lead Admin)

Metrics:

- ROI on events and the number of applications submitted
 - Parent surveys from parents at our orientation event that asks where they first heard of the school, if they applied online or in-person, and an open-ended question making recommendations on best ways to engage their family
 - Website views/Facebook likes that occur after each event/marketing push.
- This will help us understand how successfully our marketing/community engagement tactics work to facilitate parental action to learn more. We hope to keep the cost of obtaining an application under \$5. With a marketing budget of \$5,000 in the first year, this would put us well under budget.

4. 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.

- Our marketing materials will be in both English and Spanish to engage ELL students and families.
 - Free transportation and free and reduced lunch will be advertised so economically disadvantaged families are aware that our charter school serves all students.
 - Most students are at-risk of academic failure in the area, and our board is determined to serve those students. We will host forums that are accessible to low-income families and host events that attract low-income families such as backpack giveaways.
5. What established community organizations would you target for marketing and recruitment?
- Multiple church congregations our board members lead
 - Local Daycares
 - Girls & Boys Club

3.7 Parent and Community Involvement

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

Upon approval of the Charter Application, the board will continue its parent and community engagement. All board of directors' meetings will be open to the public and include a public comment period. The board will establish a Parent-Community Support Committee to work directly with the school's Lead Administrator. The board and school administration will communicate with parents and the community by posting information on the school's website, sending emails, and by written correspondence. The school will establish open enrollment dates and a lottery date. The school will hold a series of public forums during the open enrollment period to explain the school's mission and purpose and to engage the support of parents and the community. The school will establish a roster of students that are successful applicants for the schools initial opening year. The school will also establish a wait list for unsuccessful applicants after the school's lottery.

The school's Parent-Community Support Committee will be engaged to support the Leader Administrator and the Board by volunteer service in getting the

school open including installation of the playground equipment, cleaning of the facility and setting up the furniture. Parents and community volunteers will assist with conducting open house and parent/community volunteers will receive training to support volunteer service and to qualify to serve of the school's boards and committees. Parents will receive training to act as volunteer tutors, engage in fundraising, support their students and participate in the life of the school.

2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

All parents will be invited to participate in monthly Parent-Community Support Committee meetings. The monthly meetings will include training opportunities on issues such as supporting our academic scholars, parenting, volunteer service, and many other topics of interest. The Parent-Community Support Committee may volunteer as bus monitors, greeters for morning and afternoon car rider lines, lunch and recess support, field trip chaperones, monthly Saturday clean-up of the school facilities and grounds, tutor assistance during academic enrichment activities after school or on Saturday enrichment events. The Parent-Community Support Committee will assist in the facilitation of the school's carpool.

Parent and community involvement in the school will be an important part of the school's program. The school's culture will require parents to support the school at home by enforcing and facilitating homework and study time to encourage students to do their best. The school will conduct regular events which involve family participation. The school will work to assure that students who may not have strong family support have other parent and community volunteers that will support their academic success.

3. 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.

Parent Workshops- (Monthly, time and location TBD)

- Parent Volunteer Training Workshop
- Parents as Tutors Workshop
- Family Budgeting and Financial Workshop
- Family Support of Academic Success
- Personal Development Workshop

- Child Discipline
- Time Management Workshop
- Reading at Home
- Math at Home Science at Home
- Fundraising Workshop

3.8 Admissions Policy

1. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
 - a. 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.
 - b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
 - c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
 - e. Clear policies and procedures for student withdrawals and transfers.

Power Elite Male Academy's board of directors will adopt an admissions policy which details the school's admissions process. Open enrollment will be scheduled for a minimum of 30 days in January-February, in accordance with state statute. The lottery will take place in February-March. We will run public service announcements in local news and social media outlets to announce the period of open enrollment and lottery prior to the first day of open enrollment. On the first day of open enrollment, an admissions application will be available online and via printed copies. We will email a link to the admissions application to our developed email list that we have been gathering through the application process. We will mail admissions application forms to those on the list that do not use email. We will conduct a significant effort to get the word out about open enrollment. We will collect admissions applications for the 30 days of open enrollment. If the number of applications exceeds the number of seats available at any grade level, we will conduct a lottery for that grade level on the scheduled lottery date. Admissions applications received after the close of open enrollment will go on a secondary wait list in the order received.

After the lottery is completed, those students that were not successful in obtaining admission through the lottery will be placed on a wait list. The wait list order will be based upon the drawing. The school will publish applicant's assigned lottery number (no names) on the school website showing the applicant lottery number of students accepted by grade level and the ordered wait list. Parents and students do not have to be present to win the lottery. Immediately following the lottery, the school will send an official notice of acceptance for students accepted. We will also send a notice to students that were not accepted with waitlist instructions. Accepted students and parents will have 10 business days to contact the school and accept admission. If admission is not formally accepted within 10 business days, the seat will be given to the next person on the waitlist. Admissions Acceptance Forms will be available on the date of the lottery.

Once a student has been formally accepted, parents will be required to submit student registration information. The initial Admissions Application will only include the students name, address, residency, grade level, date of birth, sibling information, and preferred contact information and method. The full registration packet will include records request authorizations and detailed information including health, immunizations, exceptional children and 504 statuses, and so forth.

The school will conduct a series of introductory events prior to the start of school. The school admission policy will also address withdrawals, re-enrollment, and transfers. Students that withdraw because of parent military service, employment, or education have an admission preference if they return during the two-year period. Students that withdraw outside of the policy preference will be required to go through the lottery process over again. Students that transfer under the withdraw preference may return when a seat is available as a preference. The school will also recognize limited preferences for board members, teacher, and staff.

Weighted Lottery

*Does your school plan to use a weighted lottery? Yes. Complete the following section.

No.

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

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

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

1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Click or tap here to enter text.

Section 4 Operations

4.1 Transportation Plan

1. 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:

- a. 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.
- b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
- c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services.

Power Elite Male Academy's budget provides contracted transportation services. The transportation coordinator will manage the day-to-day operations of the school's transportation program. The school will contract qualified bus drivers and provide its own buses. The transportation coordinator will set bus routes, pickup times, and locations. The school will use an alert system which uses a text messaging feature to communicate bus information and updates to parents. The school will make any special arrangements for special transportation needs. The school will use its dedicated transportation funds or amend its budget as needed to assure that all students in need of special transportation arrangements are able to get to and from school. The transportation coordinator will ensure that all school buses or other vehicles used for school transportation are regularly and properly inspected in accordance with state, local, and federal laws. The transportation coordinator will confirm that buses are inspected at least monthly to ensure the buses are in good repair and safe for our students.

The transportation coordinator will collaborate the school's lead administrator to ensure that bus drivers receive training on the school's culture and the Student Code of Conduct and rules of discipline on the buses. The transportation coordinator and the lead administrator will provide parent orientations on the school's transportation program. The transportation coordinator will oversee the school's parent carpool program.

Power Elite Male Academy's transportation program is designed to provide accessibility of our school to all students. The school anticipates working closely with educationally disadvantaged students. The school's transportation is designed

so that children get to school in a bus atmosphere which is consistent with the schools proposed culture, mission, and vision.

4.2 School Lunch Plan

1. 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:

- a. How the school will comply with applicable local, state, and federal guidelines and regulations;
- b. Any plans to meet the needs of low-income students; and
- c. 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.

Power Elite Male Academy's governing board recognizes the interest between good nutrition and student academic performance. The school will provide students a high-quality breakfast and lunch for its students. The school will participate in the National School Lunch Program and provide high quality meals which are compliant with United States Department of Agriculture (USDA) standards. The school's budget provides for a child nutrition coordinator whom will be responsible to the day-to-day operations of program. The school will establish procurement policies and procedures, and set up meal plans, serving guidelines, and address all health and safety issues related to food preparation, storage, serving, and sanitation. The child nutrition coordinator will ensure the school's operation meets all local, state, and federal requirements. The school will initially collect family income data from student's parents to determine whether the student qualifies for free or reduced-price lunch. If the school reaches the required 40 percent threshold, the school will participate in the Community Eligibility Provision (CEP) program and will use the Direct Certification process to determine eligibility.

4.3 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:

- a. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
 - b. General Liability: one million dollars (\$1,000,000) per occurrence;
 - c. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
 - d. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
 - e. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
 - f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.
1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	\$1,403.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	\$4,277.00
Property Insurance		\$450.00
Automobile Liability	\$1,000,000.00/occurrence	\$181.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	\$332.00
Worker's Compensation	\$500,000	\$5,113.00
Other Coverage		\$2,469.00
Total Cost		\$14,225.00

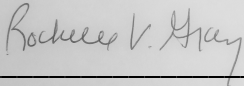
***Attach Appendix L: Insurance Quotes**

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.

4.4 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.

We, the Board members at **Power Elite Male Academy** 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.



8-26-2019

Board Chair Signature

Date

Start-Up Plan

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

Power Elite Male Academy will submit this application, participate in the charter school interview, will schedule governance strengthening exercises, and participate in the board training provided by the Office of Charter Schools for the planning year. Each month the board will review and adopt policies and procedures for the operations of the school. In October, the board will announce that open enrollment will begin on January 1 and remain open for a period of 30 days and be followed by a lottery. The board will promote open enrollment through free public service announcements, news coverage from the local media, and social media. The school will also hold several community forums to promote student enrollment. The contracted management company and selected volunteers will provide staff support for start-up activities. In March, the school will begin advertising staff positions at the school, including teachers, administrators, clerical support, and other positions. In April and May, a selected board committee in coordination with the management company assignee will complete application reviews and enter staff employment agreements. There will be two weeks (10 full days) of professional development for all teachers and instructional staff in July or August, prior to the arrival of students.

In April and May, an appointed board committee and the management company assignee will begin selecting furnishings, entering agreements for equipment and technology, and assembling everything the school will need to operate on day one. The team will work with the contractors and the landlord to ensure the facility will be ready with an educational certificate of occupancy by July 1. The board chair and the management company assignee will work together to ensure the school completes all its ready-to-open requirements by May 30 and be able to present the educational certificate of occupancy during the first week of July.

The school will begin processing student registrations after completion of open enrollment and lottery. The school will establish itself in the NC EDDIE system during the first week in July. The school will conduct open houses and

parent orientation in August (at least two events). On the first day of school, a contingent of parent volunteers will be on standby.

2. 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.

The major start-up challenges identified by the board will be meeting the enrollment number of 220 with only male students. The board in place has connections with many students and families and anticipates these connections playing a vital role in engaging and enticing students and families to attend Power Elite Male Academy. The management company has assured \$50,000 in start-up funds to help with marketing and other various expenses that could occur prior to school opening.

4.5 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.

1. 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.

The governing board of Power Elite Male Academy has identified a facility located at 10100 Sardis Crossing Drive as the proposed site for the school. The site contains 35,375 SF and is situated on 7 acres. The cost is within our budget and the facility can be ready for occupancy by July 1, 2021. Once we have preliminary approval from the State Board of Education, we will finalize an agreement for the space. The owner, and our contracted management company, have set forth a plan which enables us to have all fire, health and safety, and other inspections completed and to have obtained an educational certificate of occupancy on or before July 1, 2021.

2. 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.

Power Elite Male Academy will need 10 regular classrooms of about 800 SF per class, plus one EC classroom of 800 SF. We will need a multipurpose space for lunch and PE.

The 35,375 Sf space will allow us to expand to meet our total growth needs over the first five years. There is adequate outdoor space for sports and activities for students. We budget \$14,166.00 per month for a triple net lease. Our actual cost is anticipated to be about \$4.00 per SF which is significantly use what we budgeted. We will have about \$2,300 per month extra which is more that our estimated cost of any modifications we may have to make.

3. 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, work room/copy room, supplies/storage, teacher work rooms, and other spaces.

Our facility needs include 10 classroom spaces and one exceptional children’s space. We estimate our classroom space needs are about 8,800 square feet. We will also need administrative office space, teacher workroom, storage, and multipurpose space. We anticipate we will need less than 15,000 SF to start.

4. 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.

Our cost is about \$4.00 per SF. Cost in the area range from \$3.00/SF to \$30.00/SF.

5. 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.

We have identified a facility located at 10328 Plaza Road Extension which contains a 17,695 SF facility on 4.9 acres. This site is our second choice. We have a licensed North Carolina Realtor working with us to help us identify facility space. We need about 15,000 SF to make all our programs work. This facility can be ready by July 1, 2021.

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

The governing board has engaged a management company to help it address its facility’s needs. The management company has extensive experience in charter school

facilities. The board has taken steps to assure it has expert advisers regarding facilities. It also has a North Carolina licensed realtor working with the board.

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Power Elite Male Academy board of directors has approved the language contained in this section of the application. This section was drafted by our technical writing consultant and may contain standard language from our contract management services provider.

Section 5 Financial Plan

5.1 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.

***Attach Appendix M: Revenue Assurances**

Assurances are needed to confirm the commitment of any additional sources of revenue.

***Attach Appendix N: Proposed Budget for Year 1 through Year 5**

Budget template can be located on the Office of Charter Schools Application website.

5.2 Budget Narrative

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

1. How was the student enrollment number projected?

The student enrollment project for the school's first year of operations is 220. Several factors were taken into consideration in making the projections for years one through five. First, we considered the potential need for the school and potential applicant pool within a 50-mile radius or approximately 1-hour bus ride to the school location. Next, we considered the limitations on startup resources and the feasibility of providing facilities and bus transportation.

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

Our research indicates that parents of male educationally disadvantaged students have all but given up on having a school choice option which meets the needs of their students. Our data indicates that more than a enough parents will select Power Elite Male Academy as a school choice for their male students.

3. Provide the break-even point of student enrollment.

Power Elite Male Academy break-even point for its first year of operations is 180 students.

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

Power Elite Male Academy governing board will amend its budget or use a contingency budget if anticipated revenues are less than estimated. Contingency budgeting involves establishing priorities of what can be cut first and establishing an order to timely reduce expenditures to assure the school operates within the available resources and does not run a deficit. The plan also considers cash flow issues such as timing of inflows and outflows of cash. The board will set priorities to first assure the integrity of programs which could

impact student outcomes. The school will not rely on revenues which are not committed and have a reasonable expectation of being received. The school's core program will operate from state and local funds. Federal funds are considered supplemental and will not supplant state and local funds. The management company also serves as manager-at-risk.

5. **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.**

Power Elite Male Academy budget does not rely upon sources of funds other than state, county, and federal funds. If any other funding commitments arise, the school will not rely upon said funds without a written commitment and without verifying the reliability of the sources.

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

Power Elite Male Academy budget was built upon a student to teacher ratio of 22 to 1. The core teacher to student ratio does not include specials courses or other instruction which may not involve the core teacher. The core teacher ratio does not include or account for the impact of planning time or other times the core teacher is not with his/her class. The school recognizes the student to core teacher ratio as a valuable but limited metric in planning high-quality educational programs.

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

Power Elite Male Academy governing board recognizes its limitations and capacity regarding charter school financials. However, the board is comprised of multiple board members with financial backgrounds and a member who has served on a Board of Education. The combined experiences of these members provides the board a solid foundation on which to implement and oversee a school budget. In addition, the board will engage in professional development in this area, engage financial professionals, and consider management company proposals.

8. **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.**

Power Elite Male Academy governing board recognizes that one or more high needs students with disabilities can have a substantial budget impact on a charter school. The governing board further recognizes students' rights to attend the charter school and the legal requirements to provide services. The governing board plans to be fully prepared to meet the needs of all students by recognizing when and how to apply for resources needed to meet the needs of its students, such as PRC 029 funds or PRC 118 for autistic student support. The school will also be prepared to seek reimbursements from Medicare, Medicaid, and Private Insurance for reimbursable services to high needs

students. The governing board recognizes the need to plan ahead and to fully understand the operating environment and resources which may be available. Power Elite Male Academy will remain full prepared to address the needs of all students which are accepted thru the lottery and to provide FAPE.

9. **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.**

Power Elite Male Academy has entered into a management contract with Torchlight Academy Schools, LLC which will provide financial management services for the school including payroll, benefits administration, and accounting services. The board will separately contract a Local Government Commission approved Independent Certified Public Accountant to conduct the annual single audit. In all cases, the school will identify and investigate at least three vendors and will select the best candidate which can meet the needs of the school. The board will consider price, quality, and experience in the matrix use to select vendors. The governing board will adopt procurement policies and procedures.

10. **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.**

Power Elite Male Academy will adopt and publish procurement policies and procedures which govern selection of vendors with appropriate threshold amounts for informal purchasing, obtaining three quotes, and a formal bid process.

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

Power Elite Male Academy's budget is designed to ensure the school can meet its mission statement. The budget provides sufficient funding to meet the school's curricular offerings, its transportation plan, and provide for the school's facility needs. The budget is aligned to the stated elements by providing sufficient resources to assure that said items can be carried out.

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

Power Elite Male Academy's governing board's general fund balance goals is 3 to 8 percent of revenue. The school anticipates that general fund balance goals will be tied to student enrollment and the marginal cost of the school's operations.

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

Power Elite Male Academy's governing board will enter a financing lease for its facilities, furnishing, and equipment (including student computers). The school will also maintain a line of credit to assure the school meets its cash flow needs. The contracted management company is committed to providing the school with \$50,000.00 in start-up capital.

14. **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.**

Power Elite Male Academy governing board has entered a management contract with Torchlight Academy Schools, LLC. The management company has committed \$50,000.00 for start-up capital.

5.3 Financial Compliance

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

Power Elite Male Academy governing board will adopt Internal Control Policies and Procedures which comply with Generally Accepted Accounting Practices (GAAP).

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

None

3. 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.

Darrell L. Keller, CPA, PA, 105 S. city St., Kings Mountain, NC 28086. Telephone: (704) 739-0771; Fax: (704) 739-6122

Certify

This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application. Yes No

Explanation (optional): Power Elite Male Academy board of directors has approved the language contained in this section of the application. This section was drafted by our technical writing consultant and may contain standard language from our contract management services provider.

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 **July 29, 2019 at 5:00 pm EST** for Fast Track and Accelerated applications, and **August 26, 2019 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

***Application Note: The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 29, 2019 at 5:00 pm EST for Fast Track and Accelerated applicants, and August 26, 2019 at 5:00 pm EST 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 North Carolina Department of Public Instruction

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

Signature Page

The foregoing application is submitted on behalf of the Board of Directors of Power Elite Male Academy. 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: Rochelle V. GRAY
Board Position: Board Chair
Signature: Rochelle V. Gray
Date: 8-22-2019

Sworn to and subscribed before me this 22 day of August, 2019 ^(BBW)

Notary Public: Barbara R. Barnett-Woods

Official Seal:



My commission expires: 10/3, 2022