

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

Power Elite Male Academy

Email *

ezellas92@gmail.com

Telephone *

980-319-7275

Fax

Address *

PO Box 19191

Unit/Suite

Zip Code *

27619

City *

Raleigh

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

EMO/CMO

Primary Contact Name

Rochelle Gray

Has the School Leader Been Identified? Yes No**Do you have any Corporate Partnerships?** Yes No**Proposed Leader Name ***

Rochelle Gray

Proposed School Leader Current Job/Position *

Teacher/Teacher Trainer

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Certified AVID Instructor, Certified Time to Teach Instructor, Certified Restorative Justice Teacher, Principal's License, M.A

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
Kindergarten	40	40	40	40	40	40
First Grade	22	44	44	44	44	44
Second Grade	22	22	44	44	44	44
Third Grade	22	22	22	44	44	44
Fourth Grade	22	22	22	22	44	44
Fifth Grade	22	22	22	22	22	44
Sixth Grade	0	22	22	22	22	44
Seventh Grade	0	0	22	22	22	44
Eighth Grade	0	0	0	22	22	44

Team Members Roaster



Name	Title	Position	Email Address
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Rochelle Gray	1132 Brighton Place Charlotte, NC	28205	rochellegray@gmail.com	Education
Anthony Weeks	4243 Castleton Road Charlotte, NC	28211	aweeks@collegeplanningtoday.com	Juvenile Justice/Education/College
LaCher Wright	7209 War Emblem Ct.	28216	lacherbaker@gmail.com	Education/Business
Cheryl Monsanto	7924 McCarron Way	28215	cmonsanto@carolina.rr.com	Project Management
Guy Lawrence	1013 Potomac Rd. Indian Trail, NC	28079	guylawrence@att.net	Finance/Securities
Angela Hames	2001 Weststone Dr.	28208	Ahames57@gmail.com	Nonprofit Governance/Grant Writing
Paul Vickers	8834 Chalkstone Rd. Charlotte, NC	28216	integrity2324@gmail.com	Finance/Loss Mitigation

1. Application Contact Information

Q1. **Organization Type**

- Municipality
- Nonprofit Corporation

Q2. **Name of the nonprofit organization**

Power Elite Male Academy

Q3. **Has the organization applied for 501C3 nonprofit status?**

- Yes
- No

Q4. **The next few questions will** inquire about 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.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Rochelle Gray - Board Chair/Future Lead Administrator

Q5. **Primary Contact's**

Mailing AddressCity, State, Zip

1132 Brightton Place Charlotte, NC 28205

Q6. **Primary Contact's Primary Telephone Number**

(980) 319-7275

Q7. **Primary Contact's Alternate Telephone Number**

(980) 319-7275

Q8. **Geographic County in which charter school will reside**

Mecklenburg

Q9. **LEA/District Name**

Charlotte Mecklenburg Schools

Q10. **Projected School Opening Month**

August 2022

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

- Yes
- No

Q12. **Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.**



The school projects a total of 150 male students in its first year serving grades K-5. Kindergarten will have two classes of 20 students while every other grade will have one class of 22 students. The school adds one grade level each year until it reaches its terminal grade level of 8. The grade levels chosen were to ensure that we could recruit 150 students. By offering six grades, it keeps our enrollment target modest and feasible while still providing the enrollment numbers to provide a viable working budget. It was important for the board to recognize that the total number of potential students was cut in half because of our model to only serve male students.

The school recognizes that literacy is the foundation of education, and that as little as 1/3 students are reading at grade level in our targeted area. By starting in the elementary grades, the school will work to establish the academic fundamentals and culture. The school will be better prepared to integrate and matriculate our students into the middle school grades. Growing each year will require a strategy surrounding daycares and kindergarten. This keeps the students within our school familiar with one another and provides a familial type setting that provides camaraderie with the boys that matriculate through the school. The school would like to keep Kindergarten at a max of 20 students per classroom. This ensures Kindergarteners have the necessary focus of the teacher during their introductory year to school. When the Kindergarten class moves to 1st grade, the school will allow entry to a few students each year at that grade level so that 1st grade will have a total of 22 students per classroom.

The sheer size of the Charlotte-Mecklenburg LEA makes the enrollment projection an achievable figure considering the district is over 147,000 total students despite the relative saturation of charter schools in the area. In addition, Charlotte is one of the largest and fastest growing cities in the country, recently surpassing the likes of San Francisco in total population. The extremely large size of the district, the uniqueness of being a single gender model, and the growth rate of the city will ensure our modest starting size of 150 in its inaugural year.

The 14 square mile area the school is seeking to locate within the Charlotte-Mecklenburg LEA has over 8,000 people under the age of 18 (According to US Census 2010 data). Due to the massive growth of Charlotte, this number is probably much higher making these following estimates conservative. Assuming an equal distribution of people across each age range, the school would serve approximately 5% of the male population aged 5-14 in the Census Tracts 54.03, 54.01, 55.10, 61.09, and 55.12 (Refer to Appendix to attached document for a view of this area). There are currently no charter schools within these Census Tracts. Lastly, the school has received numerous support letters and surveys identifying over 59 parents are ready to send their children to our school. This number is admittedly lower than the board would have liked, however; COVID-19 did change how easy or effective it was to acquire surveys from our targeted population of economically disadvantaged families. The board feels it has a much higher number of interested parents based on their long-standing status within the community and their vast network of parents.

Evidence :



Screenshot (282)_LI.jpg

Red outline is the 14 square mile area, the blue area is where we also asked for our real estate agent to investigate

Q13. [Projected Enrollment Demographics](#)

Q14. [Certification of Originality](#)



7. EMO/CMO

Q15. Name of the EMO/CMO

Torchlight Academy Schools, LLC

Q16. EMO/CMO

Mailing Address

City State Zip

PO Box 19191 Raleigh, NC 27619

Q17. EMO/CMO Phone Number

(919) 538-8060

Q18. EMO/CMO Contact Person

Don McQueen

Q19. EMO/CMO Email Address

adminmcqueen@tlaedu.org

Q20. EMO/CMO Website

tlaedu.org

Q21. 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 an urban, predominantly socioeconomically disadvantaged school population and consistently exceeded academic growth. The Power Elite's all male school will predominantly pull from an area with the same characteristics as Torchlight's flagship school Torchlight Academy. Torchlight Academy, under the management of Torchlight Academy Schools, LLC, was ranked as the #1 charter school in academic growth for the 2016 school year and has exceeded academic growth for four straight years. Torchlight Academy is one of the longest standing charter schools in the state, having been in operation for 20 years. Their model has included separating boys and girls into separate classrooms. While this isn't quite the same as an all-boys school, it is the only management company operating in North Carolina that the board is aware of that provides instruction in single-sex classroom settings. The school leader, Rochelle Gray, is intent on operating her vision at the school, and Torchlight Academy Schools has the experience to assist in operating a charter school and the flexibility to allow her to implement that vision. Other management companies, such as NHA and KIPP, require schools to implement their educational program. Torchlight Academy Schools does not.



Torchlight will serve as a manager-at-risk, providing start-up funds and ensuring the school's operational and financial success each year. As stated in the contract, Torchlight Academy Schools will provide funds for the acquisition and upfit of a facility, marketing materials for students, and general preparation of the school opening. Torchlight Academy Schools previously submitted revenue assurances with school applications, but recognized how small an amount it was when compared to the overall expenses incurred. When charter schools first began in North Carolina, schools would be provided \$500,000 in order to help open their doors. Torchlight has helped open multiple schools with significant investments. These investments are not loans and schools are never required to pay that amount back. In addition, Torchlight most recently secured over one million dollars in federal grant funds from both the NC ACCESS and 21st Century Grants for its two schools currently under contract, Torchlight Academy and Elaine Riddick Charter School. There was no extra charge that the management company charged those schools for securing those funds. The board believes the investment, expertise, and proactivity of the management company is in the school's financial benefit.

Lastly, Torchlight has had clean audits each of its past three years and has had no governance issues. Torchlight has made budgets work with as little as 100 students in the past, and understands the steps necessary to operate a budget and provide the board feedback. Torchlight will help serve the school's back office needs and guide our board of directors in understanding the various nuances associated with charter schools.

Q22. Attach Appendix A4.1: Executed Management Contract

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

Evidence :


Power Elite Contract 2020.pdf

Q23. 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.

TAS was brought to the board's attention several years ago during their attempt to assume a Charlotte charter school prior to that school closing. After several conversations with members of the TAS team and visiting Torchlight Academy, the board bought into the management company methodology and appreciated that it was a



locally, black-owned management company. The management company explained the roles and duties of EMO's and CMO's and presented other popular EMO's that served North Carolina. Many of the educators on our board had already heard of these other management companies such as KIPP and NHA.

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. After reviewing the mixed results of these management companies, the board still felt strongly about partnering with TAS.

One of the most important part of TAS was its willingness to adapt to the board's vision of the type of school we wanted to operate. Our desire to run an all-male school is not something many of the larger and more established management companies have expressed the desire to operate. TAS has performed especially well with economically disadvantaged children of color at Torchlight Academy and have experience with classrooms separated by gender. Torchlight's results and classroom climate fit with what Power Elite Male Academy is attempting to bring to the struggling economically disadvantaged male students in Charlotte. Torchlight Academy Schools has expressed the willingness to allow the school leader, Rochelle Gray, implement many of the academic programs she has implemented over the years.

Lastly, Torchlight Academy, has exceeded growth each of the past four years and have been closing the achievement gap serving over 95% economically disadvantaged in an urban setting. ALS and NHA's fee structures are like TAS. ALS originates out of Orlando, FL and has operated in NC for over 5 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. TAS's contract is modeled after the NHA contract, so the financial implications were not changed by partnering with Torchlight versus the popular NHA contract that has been approved many times by CSAB and the SBE.

Q24. 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. Torchlight Academy is a predominantly Black and Hispanic school and has exceeded growth for the past four 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. This management company also expressed willingness to work with the identified Lead Administrator, Rochelle Gray, in implementing her vision rather than a generic educational model like many of the other management companies.

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, Hispanic, and economically disadvantaged students. Mecklenburg County's minority and economically disadvantaged male students are among the lowest performing in the county. Torchlight is one of the most successful schools in the state in serving minority economically disadvantaged students and is one of the most prominent one doing so in gender separated classrooms. Torchlight's governance and financial audits have been clean.

In last year's application, multiple reviewers took aim at the mixed results of the management company's partnered schools and its capacity was questioned during CSAB interviews. This year, the management company has decided to provide some context for the mixed results of some of their more recently partnered schools. The purpose of this context is not to absolve the management company of responsibility, but to illustrate the complexities of a management company's relationships with the boards they work with and the communities they serve.

Elaine Riddick Charter School is the most recently partnered school to be approved by CSAB and it has successfully completed its RTO requirements during a time where at least 5 different charter schools elected to postpone their opening due to the COVID-19 pandemic. Securing a facility in such a rural environment proved to be challenging and marketing during a pandemic was uncharted territory. Despite those obstacles, the school is set to open in August 2021 with its targeted enrollment after meeting CSAB stipulations.

A previously managed school, Essie Mae Kiser Foxx Charter School, was under management of Torchlight in 2018. In 2019, the board and management company agreed to part ways. The reasons for the parting are numerous. However, the board publicly expressed that the management company was at fault and claimed that they had been performing many of the duties of the management company during the previous school year. This was widely publicized and referenced by both reviewers and CSAB members. The management company recognizes both parties could have done better but disagrees with the overall assessment and statements made by the charter board. After the split from the management company, CSAB expressed frustration with the Essie Mae Kiser Foxx Board during the September 2019 CSAB meeting when the board presented a bloated budget displaying a



deficit despite multiple positions on payroll absent from the budget. The board was not able to articulate the budget. The CSAB chair stated at the time, “When you decided to split with the management company, clearly there were some things they were doing.... this is a very serious situation.”

The Director of Torchlight Schools is also a member of the management company Global Education Resources. Global Education Resources was part of the first charter school assumption in the state in 2018 when National Heritage Collegiate was assumed by a new board and renamed to Three Rivers Academy. During the initial interview that came down to Charter One and Global Education Resources, CSAB ultimately decided to choose Global Education Resources largely because of its commitment to open that same year. The CEO of Charter One, a national management company with over a dozen schools, stated in the CSAB interview that an assumed school opening within a few months of the assumption simply wouldn't work and that he had seen it before. He repeatedly asserted that the school would need to be assumed, totally rebranded for a year, and opened a year later even after CSAB requested he reconsider. At the time, CSAB and Global Education Resources placed a high amount of importance upon the school staying open so as to not lose enrollment and require students to go to and from the school over a two-year period. In hindsight, perhaps Charter One's experience and thoughts on the matter were the most accurate assessment of the situation.

The assumption process did not take place until around June of that year with an opening in August. Global Education Resources had to make a herculean effort to open the school in time despite numerous obstacles of obtaining information, access, and funds from the previous school operator. DPI was also put in a position to scramble, having to now determine the best way to transition all the required information in the most efficient manner possible without having ever undertaken such a task and certainly not within such a small window of time. It was not a smooth process for any of the administrative parties, but the ability to essentially open a new school in 2 months under an unknown and unorganized process speaks to the capability and dedication of the management operator. Due credit to the Office of Charter Schools as well.

That year, the school scored an F without meeting growth during the 2018-2019 school year. Due to COVID-19, data is not available for the 2019-2020 school year. Bertie County is one of the most impoverished counties in the state with Three Rivers Academy serving the highest percentage of economically disadvantaged students of any school in the county. Statistically speaking, such a high number of economically disadvantaged students can be a hard school in which to produce results. However, the Torchlight Academy Schools' operator expects to facilitate high levels of results with all students and recognizes it must do better in doing so at Three Rivers Academy. The Torchlight Academy Schools' operator has already stated to CSAB that if results do not improve this year, he would be the first to recommend relinquishment of its charter. The Global Education Resources team is confident that this year will be different than the past and has undergone a total staff remake and curriculum review.



Before Torchlight Academy Schools was formed, the management company operator's first task in the charter school industry was to take control of a failing charter school, Northeast Raleigh Charter Academy, that was well below the statutory enrollment threshold, and turn it into one of the highest growth schools in the state – now known as Torchlight Academy. It is important to remember that the board of directors is ultimately responsible for the success of the school and that the management company serves as a vendor to execute its will. Not all decisions or actions by a management company are of its own recommendations. However, the management company does recognize that its affiliation with any school will reflect how they are perceived. The management company has added internal capacity to assist in supporting its partnered boards and has implemented a vetting process when deciding on potential partnerships. The management company recognizes the accountability it must take for the shortcomings of its partnered schools and has learned an incredible amount in a short period of time as it has expanded its operation to rural areas, partnered with a multitude of distinct boards, and undergone the process of opening multiple charter schools.

Power Elite Male Academy believes in the results of Torchlight Academy and recognizes that Torchlight School's best results have taken place in an urban setting with the students we are seeking to serve. The board has faith in itself to oversee this school and respects the management company for its experiences, expertise, and ability to facilitate high academic achievement with a demographic of students that most schools fail to adequately serve.

Q25. 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 lies with the board of directors. The EMO representative will act in a consultant and in an advisory capacity – they will not have a vote. This representative is typically the Lead Administrator (referred to as School Director within the Bylaws.)

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 it would without the EMO. The difference will be that the Lead Administrator is direct employee of the management company, as stated in the management contract. The Lead Administrator will reflect the management company and the Lead Administrator's success directly affects the perception and outcomes of the school. This clause of the contract has changed this year to ensure that the management company has the ability to more directly impact the outcomes of the school. However, the board of directors ultimately can decide if they would like to remove the Lead Administrator as the ultimate authority of the school. This process is outlined in the contract just as it is done in NHA's.



The board will conduct yearly financial audits and assess both the Lead Administrator and 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.

Q26. Provide a description of the relationship that will exist between the charter school employees and the Management Organization

The management contract details the relationship that the charter school employees will have with the management organization in Article VII. All employees, except for teachers, will be direct employees of the management company. Teachers will be jointly employed by the Management Company and board of directors. This ensures that teachers have access to the benefits of Torchlight Academy Schools. The Lead Administrator and all other employees, while not specifically employed by the board of directors, must all be approved to work at the school by the board of directors.

The management company is responsible for running the day-to-day operations of the school at the discretion and will of the board of directors. The Lead Administrator serves as the management company's representative, which gives the management company incentive in ensuring their success at the school. If the school does not meet its goals, both the Lead Administrator and the management company will be the primary figures investigated.

Q27. 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 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.

Q28. Is the facility provided by the EMO/CMO?

- Yes
- No

Q29. Attach Appendix A4.2 Facility Buyout Agreement, if applicable

N/A

Upload Required

File Name: Appendix A4.2 Facility Buyout Agreement File Type: pdf, image, excel, word, text Max File Size: 50
Mandatory: No

Evidence :

Not Applicable.docx


Q30. 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: 2019: \$177,835; 2018: \$204,089; 2017: \$110,336.

Q31. 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.

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

Evidence :


Reference Letter - 07.21.2020.pdf

Q32. 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

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 10

Evidence :


Form 990 Explanation.docx



8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q33. **The mission statement of the proposed charter school is as follows (35 words or less)**

“To support the whole male student in a high-expectation learning environment that improves academic achievement, promotes confidence, and fosters social development to develop thoughtful leaders.”

Q34. **What is the vision of the proposed school? What will the school look like when it is achieving the mission?**

Power Elite Male Academy envisions an all-male schooling environment where *all* students are achieving academic excellence and possess the confidence and social skills to become leaders in their communities. Power Elite Male Academy will provide a culturally relevant, rigorous, and engaging curriculum crafted to close the achievement and behavioral referral gaps of young boys, especially those coming from socio-economically disadvantaged backgrounds. The school will support the “whole male student” by supporting the social-emotional well-being of each student while maintaining high academic expectations. These types of services are critical when serving economically disadvantaged students which our school will prioritize in reaching and serving.

Q35. **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).**

Firstly, the school will be located in Charlotte and exclusively serve male students, marketing towards those that are at-risk. The Charlotte-Mecklenburg LEA is comprised of approximately 100,000 total students in grades K-8. This population is spread across just under 300 square miles.

Power Elite Male Academy will target the Northeastern part of Charlotte-Mecklenburg LEA that includes Census Tracts 54.03, 54.01, 55.10, 61.09, and 55.12 which covers approximately 14 square miles. These Census Tracts are just north of I-85 and south of 485. The combined population of people under 18 in this area was approximately 8,000 people. This is a fast-growing population that has also grown increasingly more Black and Hispanic since 1990's. In 2010, the combined Census Tracts demographic make-up was 19% White, 67% Black, and 14% Hispanic. There are currently no charter school within these Census Tracts.

Power Elite Male Academy will serve all male students, but the identified Census Tracts are comprised of a large number of minority and economically disadvantaged students. The school's plan is developed to serve the socioeconomically disadvantaged male student population in this area but will welcome all male students. The school is specifically seeking to serve the male students in the Charlotte area that are at-risk. The school anticipates that it will serve a similar number of ELL and Students with Disabilities as that of the district.



Q36. 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 locate in the northwestern section of the City of Charlotte. The public schools which are assigned to that area have historically poor academic performance for educationally disadvantaged students. Black and Hispanic students are failing at a disproportionate rate and the rates are worse at the local feeder schools than the rest of the Charlotte area. For male students, the situation is even worse. Black males experience extremely high out of school suspension rates compared to other students. As reported by the Southern Coalition Equity Report Card (2020), Black students are over seven times more likely to receive a suspension over their white peers. The Black Political Caucus Education Chair identified that in the 2017-2018 school year, CMS suspended 10,000 black male students compared to 1,200 white male students (WBTV, 2019).

The disparity is significant and must be addressed in both the attitude displayed toward black male students and the environment provided. Power Elite Male Academy is a single gender school that will provide specific supports to male students that are obviously not being provided by CMS. A single-gender environment will reduce distractions and provide teachers the platform to specifically cater their teaching and instructional materials to the struggling male student. Common instructional strategies include The area the school will seek to locate is where a large number of at-risk male students reside, but this problem is widespread across Charlotte. Power Elite Male Academy will attract students from all over the city. People are upset with the system and need a solution independent from CMS.

The elementary schools that serve the surrounding area in which Power Elite Male Academy will locate are Statesville Road Elementary, Hornets Nest Elementary, Oakdale Elementary, and Winding Springs. The middle school serving the identified Census Tracts is Ranson Middle. Performance data of these schools are compiled and listed below:



Schools	3 Year Performance	3 Year Growth	% Reading Proficient	% Math Proficient	Suspensions /1000 students	School Size	% of ED Students
Statesville	D,D,C	N,M,N	33%	44%	55	588	60%
Hornets Nest	D,D,D	M,N,N	34%	48%	73	631	50%
Oakdale	D,D,D	N,N,N	25%	38%	63	600	57%
Winding Springs	C,D,D	M,M,N	43%	59%	151	773	49%
Ranson Middle	F,D,D	N,N,M	29%	25%	722	1108	56%
State	N/A	N/A	54%	64%	133	N/A	47%

All five of the schools are listed as recurring low performing schools, making up 5 of the 36 low performing schools in the district. The schools average less than 1 in 3 students grade proficient in reading among grades 3-5, which only worsens as students progress to middle school. Teachers at these schools typically possess less than 3 years of experience and the schools experience high teacher turnover of roughly 20% each year. When compared to the district, teachers are dramatically less experienced as a whole and leave at roughly twice the rate of the average school. The entire atmosphere is desperate and not working.

Ranson Middle in particular is a struggling school, which is made worse by the fact that their enrollment increased so dramatically from the 2017-2018 school year to the 2018-2019 school year, increasing from 896 to 1,100. Chronic absenteeism went from just under double that of the district to well over double the average after that enrollment growth occurred. While their enrollment increases, key metrics such as academic performance, school suspensions rates, and chronic absenteeism worsen. The chronically low performance among the schools in this area project this generation of students on a school to prison pipeline.

Students in this area need a drastic change that better caters to their needs and prepares them for college or the work force. These schools do not currently give students a chance, and that is reflected in a recent study that ranks Charlotte dead last in economic mobility among the largest metropolitan areas in the country (Chetty, 2014). The district has been proven to be inept in serving its students, especially minority at-risk students. Male students bear the brunt of the system's failure. Male students are being suspended at higher rates than their female counterparts and lag behind academically. Power Elite Male Academy has dedicated itself to producing a school model that caters to male students. Best practices targeted towards male students include movement in the classroom,



The Charter School Advisory Board Chair noted in the last full interview with our board that male economically disadvantaged students are perhaps the most vulnerable student demographic in the country and that a tremendous amount of care must be taken when determining steps in serving them. Our board is in full agreement. However, the effectiveness being displayed by the district is far more than disheartening, it is gut-wrenching. Project LIFT is one of the more recent failures of the district in helping schools close the gaps clearly present in CMS. The 50 million dollar program was not enough for district to improve academic performance among this vulnerable population. In fact, one of the schools they were tasked in improving was Statesville Elementary, one of the previously mentioned elementary schools, which has only worsened in recent years. The closing of the program in the past year cemented the fact that different leadership and new ideas are needed to effect change for students consistently being failed by CMS. This is the third year Power Elite Male Academy has come before the Charter School Advisory Board with a program that is dedicated to serving this vulnerable demographic of students with a board comprised of individuals who are black leaders experienced in serving male students. This year's application is the culmination of the past two years' efforts to produce an application that succinctly articulates the necessary supports to make an impact on the most struggling demographic in the country – socioeconomically disadvantaged male students. An overview of the strategies that the school will use that directly support the all-male student population are detailed in question six below.

Q37. 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).

In its opening year, the school will serve grades K-5 with Kindergarten having class sizes of 20 and all other classes having 22 students per class. This constitutes less than 1% of the Charlotte market at each grade level. If the school was to solely draw from only the aforementioned schools, the school would serve approximately 8% of the male student population at each grade level.

The Charter School Advisory Board has tended to view more than 6% as over-ambitious. Because of the low-quality of schools in the area, the persistent failure of CMS to support economically disadvantaged male students, and the fact that recruitment will also take place outside of the primary marketing zone, it is reasonable for the school to attain the proposed enrollment as the only all-male school in the large Charlotte-Mecklenburg district.

Q38. 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?



Firstly, all students attending Power Elite Male Academy will be all male students. This type of learning environment will be the first all-male, free school of choice in the area. This allows teachers to focus on male-specific strategies and reduce other school distractions. The components of our school that will make it successful in serving young males includes:

Academic:

1. **Culturally Relevant Instruction:** Culturally Relevant Instruction was coined and developed by Gloria Ladson-Billings. Research has proven the effectiveness of her findings when it includes three primary components: high expectations for student learning, promotion of self-identity, and development of critical consciousness (Byrd, 2016). Teachers will have a developed understanding of different cultures and the importance of teaching to our male students' interests. Culturally relevant instruction aligns with our mission statement.
2. **Station Rotation Model:** Students will frequently be moving around the classroom to different stations utilizing the blended-learning model of Station Rotation. Station Rotation provides students different ways of learning the material and encourages movement in the classroom. Teachers can often incorporate student choice in this learning model which has shown to increase student engagement (Hanover Research, 2014). Additionally, personalized learning the necessity for teachers to understand how to facilitate it digitally is more important than ever with the emergence of COVID-19. Our model will embrace the blended style of learning whether students are in our out of the classroom.
3. **Gurian Institute Training:** The Gurian Institute is an organization the school will contract with as it grows into serving as a single gender school in Charlotte. The Gurian Institute provides training in understanding the science behind the male brain. Gurian commonly speaks to how the male brain has more space dedicated to spatial and mechanical functioning, emphasizing the importance of movement in the classroom for boys. The Gurian Insitute helps schools recognize gender differences in the brain and trains teachers in strategies on how to best respond to those differences. Examples of best practices in serving male students includes movement in the classroom, cultivating a competitive learning environment, incorporation of more visuals in literacy assignments, providing students choice in their reading materials, incorporating mentoring services, and providing frequent kinesthetic learning opportunities. Many of these activities align with the school's desire to implement a blended learning model. Power Elite Male Academy will have funds dedicated to training from the Gurian Institute to help our teachers better understand these brain differences and guide our teaching practices.
4. **Role Model Teachers:** A John Hopkins study published in 2018 added to the mounting evidence that students benefit from same-race teachers. The study found that black students who had a single black teacher by the time they entered 3rd grade were 13% more likely to enroll in college and those who had two were 32% more likely. According to the Southern Coalition Racial Equity Report Card, Mecklenburg has a disproportionately high number of white teachers despite having a high number of Black Students. In CMS, 68% of its teachers are white despite



white students comprising less than 28% of the district's population. Since our expected demographic is predominantly minority students, our school will ensure that we develop a plan to hire more black and Hispanic teachers. The management company has been exceptionally successful in providing role model teachers at their schools, with more than 90% of their teachers being Black or Hispanic. Wake County, the county in which Torchlight Academy resides, employs a teacher demographic that is 80% White.

5. Daily Remediation Time: Economically disadvantaged male students are disproportionately behind their peers in district schools. Our school will provide students time for remediation each day which is made possible by the school's extended time in the classroom. This time will be dedicated to helping male students catch-up in literacy skills, which is where boys most severely lag behind girls. In Charlotte, the achievement gap is by 10 percentage points as measured by EOG's. This time will also be dedicated to helping students develop positive homework and study habits as well as self-discipline.

6. Extended Day: The school will have students come into school at 8AM and leave at 4PM. This exceeds the amount of time in school by over an hour as compared to CMS. With approximately 185 days, this equates to 185 extra hours of learning which equates to over 26 extra CMS school days. Extending the learning day is an increasingly common way to provide students more time for both academic and social-emotional enrichment. An NEA Policy brief details states such as Connecticut, New York, Delaware, Pennsylvania have or were exploring extending the school day. All of these schools rank in the top in top quartile of K-12 education as ranked by the US Department of Education (US News, 2018). Power Elite Male Academy will use this time to incorporate time for mentorship programs, family workshops, remediation time, and other identified partnerships programs.

Culture

1. All-Male Environment: According to the National Association for Single Sex Public Education, there were only 34 single sex schools operating in 2004. It was later reported by the New York Times that by 2014 there were 850 single sex schools operating throughout the country. This jump illustrates the interest in this model and the increasing belief that students can benefit from a single-sex educational setting. The fact that there is no single-gender school in Charlotte highlights the importance that parents and students be given this choice to reduce distractions and receive instruction that is more catered to the interest of the male student who are falling behind in the traditional school setting.

2. Restorative Justice Practices: Power Elite Male Academy will provide proactive measures that provide support to students rather than punitive responses. At CMS, Black students account for 75% of suspensions despite accounting for less than 38% of the district population (Southern Coalition Equity Report Card, 2020). In the 2017-2018 school year, the district suspended 10,000 black males compared to 1,200 white males. The disparity is obvious and ridiculous. Faithfully implemented restorative justice practices are shown to reduce referrals, increase academic achievement, and facilitate a school culture that is more inclusive. Black male students in particular are being alienated in the CMS school system and need welcomed into their school rather than watched. The identified school leader is certified to train teachers in implementing restorative justice in their classroom.



3. Time to Teach: This evidence-based program has shown to reduce school referrals and increase academic performance among at-risk students. According to their website, Time to Teach is, “a consistent classroom management system that recovers precious instructional time and improves school climate.” Time to Teach will serve as an excellent resource for new teachers as it helps teachers manage the classroom and get the most out of instructional time. The identified school leader is certified to train teachers in Time to Teach classroom management methods.

4. School Uniforms: The school will incorporate standard school uniforms. This will accentuate the school's high-expectation environment and further reduce distractions for our students.

Other Supports

1. Catered Wrap-Around Services: The Power Elite Male Academy Board of Directors has developed and will continue to develop an extensive cadre of partnerships that are passionate about closing achievement gaps of young males in the Charlotte area. These partnerships will be prominently featured throughout the school year. Partnerships include mentorship programs, tutoring services, athletic organizations, counseling services, art programs, among others. These services focus on supporting the “whole” male student that is blatantly not being sufficiently supported in Charlotte district schools. Please see attached for list of MOU's between Power Elite Male Academy and confirmed partners. The school is still waiting to receive multiple MOU's back.

2. Proper Nutrition: Research has shown that food insecurity has an impact childhood learning. Oftentimes student diets can negatively impact cognition and inhibit mental concentration. Our school will participate in the National Free and Reduced Lunch Program and will serve breakfast and lunch that accounts for the importance of nutritious meals in education (Ford-Jones, 2015). The management company is proficient in managing this program and has offered this service at their flagship school, Torchlight Academy, for the past 10 years.

3. Community Service Requirement: Upon reaching middle school, all students will be required to participate in community service for 15 hours per year. This service will emphasize the importance of leadership and social awareness that the school desires its students to exhibit. There are multiple resources to help facilitate community service such as DoSomething.org, VolunteerMatch.com, VolunTEEN Nation, our partnerships, and other future school identified programs. This requirement supports our mission for students to develop socially and exhibit leadership qualities.

4. Parent Partnership: Power Elite Male Academy recognizes the strong impact parent partnerships have upon student development. Our school possesses the partnerships to promote parent involvement and support parents in their understanding of how to best support their child. Developing parents' level of involvement is an ongoing effort that the school will dedicate itself to improving every year. This partnership is critical in supporting the whole male student. The school will dedicate part of its learning day each month to including parents during school activities and foster positive parent/child relationships.

Evidence :


Power Elite MOU's.pdf

Q39. 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 help community forums, conducted Facebook campaigns, and the board members have made personal contacts with community leaders, parents, and other stakeholders. Each of our board members have an understanding of the community we are to serve. Each of our board members, with the exception of Cheryl, has extensive experience of how the educational system has tried to educate males. Each of them has a son or have sons who were formerly educated through traditional district schools. However, as of right now, they have elected for their children to attend charter or magnet schools.

The board chair has created all male cohorts which gone from struggling in school to thriving in school due to the community resources, programs, and strategies she has implemented. Anthony's company is College Planning Today which connects with boys across the east coast to help them understand the goals they need to set in order to get to college. Lacher's program is Funding Future Empower the Youth which exposes and trains 6-18 year old students in non-conventional sports such as bowling, chess, golf, etc, Each of us have programs that provide resources for our community and together have combined 40 plus years of experience serving the children of the city of Charlotte - Anthony 20 years, LaCher 15 years plus and Rochelle 9 years.

Cheryl. and Paul both mentor and serve on youth programs providing guidance and aiding in fundraising efforts of each. Guy has a young son who, through the programs that he participates in, provides parental support. We each belong to and serve within churches that are well established pillars in the community with a wide reach, five out of seven of our board members are well known throughout the Charlotte community.

Q40. Attach Appendix A: Evidence of Community/Parent Support.

Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

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

Evidence :



Power Elite Surveys.pdf

8.2. Purposes of the Proposed Charter School

Q41. 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..

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.

2. The school will make data-driven decisions and the goals at the school will be aligned with student achievement results. The school leader will review teacher data regularly and the school will incorporate quarterly benchmarking utilizing NWEA MAPS. The school will cultivate the sentiment that the student is not the one to blame for failure, but that the teacher and staff must take responsibility when a child falls short of expectations.

3. 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."

6. Power Elite Male Academy will contract with the Gurian Institute to utilize male specific strategies with evidence-based results. The Gurian Institute has thousands of trainers throughout the country and model schools that are successful with socioeconomically disadvantaged males. The Gurian Institute trains teachers to proactively and effectively implement techniques in the classroom that have proven to raise academic achievement in male students. As one of the largest cities in the country, Charlotte is supremely far behind in terms of offering this type of gender-focused model for its most vulnerable and struggling student population of economically disadvantaged



male students. Exploring the idea of gender differences that is supported by brain science with effective results throughout the country is desperately needed in a city that has historically struggled to increase its success with male students in particular.

8.3. Goals for the Proposed Charter School

Q42. 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 that the school's Lead Administrator shall review during each board's monthly meeting. At the end of the year, the school administrator will submit an annual report to the governing board and the school's stakeholders (including parents) 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.
6. Male Academic Proficiency:
 - Year 1: 50% Proficient
 - Year 2: 55% Proficient
 - Year 3: 57% Proficient
 - Year 4: 59% Proficient
 - Year 5: 61% Proficient

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.

Mission Specific

1. The school will have an assigned mentor for each student.
2. The school will have over 10 active partnerships to support the whole male student each year.
3. Students will exhibit growth in social development and confidence as measured by parent, teacher, and student surveys administered at the beginning and end of each year. Over 90% of students and parents will express an increase of their confidence and self-esteem compared to beginning and end of year surveys.
4. 100% of middle school students will have 15 hours of community service each year to embrace leadership qualities.
5. The school will have less than a 5% out of school suspension rate.

Q43. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The board will receive monthly reports from the school administrator to ensure the school is working toward its SMART goals. In addition, Power Elite Male Academy's governing board will establish an annual internal evaluation process to gauge progress toward attaining its mission and goals. The board will know it is obtaining its mission when the students attending Power Elite Male Academy surpass their peers at surrounding schools and exhibit the leadership and confidence to impact their communities upon reaching middle school. The school recognizes that the academics and well-being of the student are intrinsically intertwined. As mentioned in the goals, the school will survey students, parents, and teachers to assess progress throughout the course of the year to ensure that students feel comfortable, safe, and confident in their learning environment.



9. Educational Plan

9.1. Instructional Program

Q44. 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

Instruction will research-based best practices associated with raising male academic achievement and supporting the “whole” male student. Students will be taught in a high expectation environment that challenges students to achieve academically, promotes self-confidences, and sets the example of leadership. The learning environment will engage all learners with a culturally relevant instructional program that believes all students can be academic scholars and leaders. Instruction will be data-driven and personalized so that each student is measured and proactively supported. Teachers will be required to learn two core competencies in order to lead and facilitate the Power Elite mission.

First, teachers will be trained in culturally relevant instruction that helps them understand how to engage such a diverse group of students in the area the school will serve. Culturally relevant instruction is, “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using *cultural* referents to impart knowledge, skills, and attitudes” (Gloria Ladson-Billings.) In the classroom, this translates to teachers better understanding students’ life experiences and how to better engage and communicate with the students in their classroom. This competency is extremely important in a school that is expected to have a high number of minority, at-risk students. The management company, the identified school leader, the Gurian Institute, and other partners will help train our teachers in this competency.

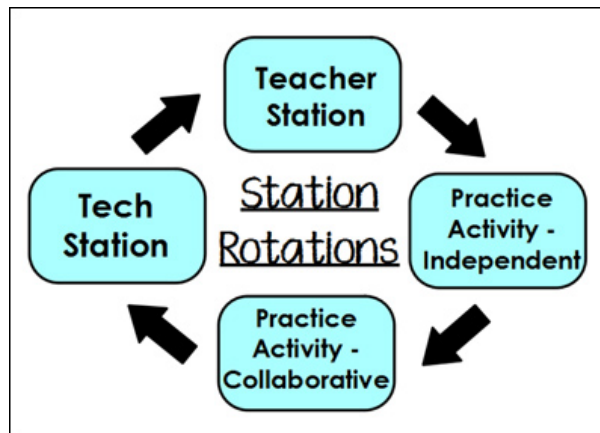
Secondly, teachers will be trained to understand how the brain works in young boys so that they may better understand how to respond and manage the actions of a male student population. The Gurian Institute provides this training and has hundreds of single-gender model schools throughout the county that have achieved evidence-based results. The Gurian Institute utilizes brain-science to help teachers across the country better manage and cater to each gender. For example, the Gurian Institute addresses why boys seem to fidget and become restless in their seats more often than girls and educates teachers on the brain science as to why that more commonly occurs. Understanding the boy development process process is critical in teaching boys and understanding that their energy is a strength is a critical piece in effectively educating boys.



Dr. Gurian and his staff educate teachers that simply getting boys moving in some capacity, be it as small as standing up and giving a classmate a high-five, can help stimulate the boy brain and re-engage them in the lesson. The Gurian Institute has years of experience in teaching to boy specific populations in gender separated schools. Some of the essential strategies that the Gurian Institute helps teachers implement in the classroom include movement strategies, help in developing kinesthetic learning plans, creating competitive learning environments, incorporating visuals with literacy, and the Gurian Institute advocates for allowing males select their reading materials. All of these components align with the blended learning model of the school and its vision. Understanding what is happening in the mind of boys helps parents and educators better provide an appropriate response and is in alignment with our school's mission to support the whole male student. The use of CRT and training specific to the male brain aligns with the mission of our school to support the whole male student in Charlotte.

Classroom instruction will incorporate several teaching methods to ensure all learning needs are addressed and met. However, a primary feature of the educational program will be the "Station Rotation" model of blended learning that frequently utilizes small group instruction, incorporates technologically guided personalized instruction, and can offer students choices in how they learn. Small group instruction allows for a higher level of differentiated instruction and helps students build social skills (Lane, 2003). Small group instruction can either be dynamic, which groups students based upon their skills and needs, or fixed, which focuses on the learning styles of students. By incorporating computers into the lesson plan, students are empowered to learn as quickly as their mental capabilities allow or as slow as they need to in order to comprehend the lesson.

A Station Rotation model has teachers think about creating a lesson plan "horizontally." This instructional model engages students through different learning styles and activities and allows the teacher to work with each group of students at their academic level. After an introduction of the standards to be mastered through direct instruction, a rotation may follow the graphic below:



A teacher may use more or less rotations based on the standards being taught and their preference, but technology and small group instruction (teacher station) will always be present. Using the above as an example of a class's rotation, the lower-performing students would typically begin at the teacher station that focuses on remediation and fosters social engagement. Afterwards, the group would then transition into independent activity followed by a collaborative learning activity. The collaborative learning activity will be hands-on and focus on the tactile/kinesthetic modalities of learning. This is extremely important for boys as their brains best engage learning material when they utilize their motor functions. The tech station would enable the teacher to provide personalized instruction that enables the student to learn through engaging visual and auditory modalities of instruction. These two stations are important for the male student that is more likely to engage when movement and visuals are present in the lesson plan.

Teachers will vary the basis of the groupings which could also be based on their learning styles or other logical grouping so that high-performing students can work and help the lower-performing students in a collaborative setting. This also ensures that no students are left feeling that they are in a low-performing group and allows for students to interact with everyone. When students are grouped, each group will be assigned a neutral name, such as a color or shape, so that no students are left feeling stigmatized.

Reading

One of the more profound gender gaps is that of literacy. Around the world, boys are roughly 1.5 years behind girls in literacy skills. In Charlotte, boys lag behind girls by roughly 10 percentage points as measured by the EOG. Throughout a typical day, girls will speak, on average, approximately 30% more words than boys. Brain scans have shown that boys' brains have more areas dedicated to spatial-mechanical functions as compared to girls that have more areas devoted to verbal-emotional processing (Gurian Institute). This has broad and impactful implications for the state of boys and their literacy scores. It highlights the fact that boys need a different approach to earn



their engagement in the classroom. The program will further engage male students by including movement in lesson plans, allowing student choice in reading materials, engaging students through thoughtful use of vivid visuals, creating a competitive atmosphere through exercises such as debate and games, and utilizing kinesthetic modalities of learning to work with the male strength of spatial-mechanical functions.

To build a strong foundation of learning, elementary students will spend the majority of their time with instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary which are deemed as essential components of reading by the National Reading Panel. Middle school students will similarly focus on these fundamentals as middle school male students still struggle with these basics according to available data. Teachers will be able to challenge these students with more intensive reading materials based upon their readiness and by the means of a blended learning model that allows for higher levels of differentiated instruction.

Power Elite Male Academy will provide a robust reading program that is intentional about selecting engaging reading materials for its all-boys school. Power Elite Male Academy recognizes the professional ability of teachers and diverse needs of its students and will not use canned curriculums. Teachers will develop lesson plans based on the mastery and readiness of its students. Teachers must have the autonomy to select materials that interest their students, which may or may not always be contained in a pre-packaged curriculum. In addition, our school is determined to provide students choices in their reading materials and avoid forcing them sometimes irrelevant reading material. That method has proven to be ineffective. The autonomy for teachers to craft their lesson plan will be alignment with NC Standard Course of Study Standards. The pacing will be reviewed monthly by the Lead Administrator and Lead Teachers.

One of the resources from which teachers will draw their materials will be LearnZillion, which is one of the highest rated curriculums on EdReports. This curriculum has had significant success among educationally disadvantaged students in fostering academic achievement and reducing behavior referrals. Other selected materials that teachers will employ in the classroom to engage young boys will be reading items such as comic books, sports articles, graphic novels, and other boy-focused literature that features males of color as protagonists - which is recommended by the Gurian Institute.

Reading blocks will be intermingled with activities to keep boys moving and engaged with the material they are reading. For example, boys may be asked to create a story board for the book they are reading or act out a play they were asked to read. This focus on creating movement throughout the lesson plan will be a must for all teachers. This aligns with the Station Rotation model that our school will implement. In addition, boys will



commonly be allowed to select reading materials they enjoy to boost their enjoyment of reading. Power Elite Male Academy will also offer mentorships with older boys and have a much higher ratio of same-race teachers than that of the district which has shown to have a positive affect upon male academic achievement and confidence.

Math

Math instruction at Power Elite Male Academy will develop a strong conceptual understanding of math and build upon that foundation to produce fluent mathematic problem solvers. Materials will be pulled from Eureka Math, which is the highest-ranking mathematics curriculum as ranked by EdReports. Teachers will also frequently utilize Schoolnet resources. By meeting students where they are and crafting activities that move students throughout the room, our mathematics curriculum will provide our male students an environment that better suits their desires to get out of their seat. Math will be similarly facilitated in a blended learning environment that enables students to try different activities in order to learn the material. Students will develop a strong numerical sense at the lower grades and learn to incrementally utilize their understanding in more complex problem solving. Students will be given ample opportunities to learn math through kinesthetic and tactile learning after brief direct instruction periods.

Science

The science block will follow the Next Generation Science Standards which are more rigorous standards than those outlined in the NC Standard Course of Study and are also aligned with the North Carolina Standard Course of Study for ELA and Math. These standards are updated to reflect the advances in science since the original standards were introduced. Instruction will inspire the boys of our classroom to better understand the world around them. Classroom experiments and activities will be commonplace within the science block to keep our students moving and engaged. With specific alignment to math and ELA standards, science concepts can be integrated into other parts of the day and subjects to provide a cross-disciplinary lesson plan that further deepens their understanding and interest. The

Social Studies

The Social Studies block will further engage students in the world around them. With an all-male, and predominantly minority student population, our social studies block will include a variety of cultural histories that empower the boys in our classroom to see themselves as leaders and understand different cultures. Leaders across the world will be studied and discussed throughout the year and will not be confined to “black history month.” Teachers will facilitate active-based activities that include debates, research projects, and field trips. Teachers will strive to produce a competitive learning environment where students are actively discussing their ideas and thoughts about how past and current events impact the world.



Courses

The school will provide Leadership, Healthful Living, PE, and Spanish classes to their students. When students reach middle school, students will additionally take Personal Finance classes. These courses are meant to provide students the necessary life skills to be successful that the typical school does not always place the necessary emphasis upon.

Genius Hour

Genius Hour will take place twice per month. This hour-long block empowers students to creatively pursue their passions. Genius Hour actually originated at Google, where employees were encouraged to pursue a project they enjoyed to increase productivity and creativity. Results were realized, and this concept translated into the classroom. In the classroom, teachers will help students select a project to research and explore. After a set period of time, students will be asked to present and share their project with their classmates and talk about what they learned. Genius "Hour" may or may not always be a full hour.

Technology

The tech station in the school's blended learning model will commonly utilize Khan Academy which includes grade and subject specific learning lessons. Khan Academy tracks student progress and achievement levels and personalizes the learning experiences for each child that is easily monitored by the teacher. Khan Academy also incorporates games and fun activities that keeps students engaged with multiple modalities of learning such as interactive visual and auditory learning. This level of personalized instruction is important and something that a single teacher is unable to do with each student every day. This familiarity with technology is also something that has grown increasingly more important since the emergence and spread of COVID-19. Students need to be familiar with learning through technology and Power Elite Male Academy will begin this process with its students at an early age. Teachers will be encouraged to use other technological tools with the approval by the Lead Administrator.

Data-Driven Instruction

All instruction will be driven by data. Students will take the NWEA MAP within the first two weeks they arrive at school, at the end of each marking period (quarterly), and finally at the end of the year. Students will take formative assessments each week so that teachers can best group students into their small groups, strategically



craft lessons, and monitor their instructional effectiveness. Formative assessments can be in the form of exit tickets, teacher created assessments, or identified benchmark assessments from their pool of resource materials. The Lead Administrator will review and evaluate this data with the teachers each quarter to ensure the correct plan is being formulated for each student.

Q45. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The classroom will be a blended-learning environment that utilizes the Station Rotation model. This model provides opportunities for teachers to increase the level of differentiated instruction they can provide by operating with smaller groups of students and incorporating different ways of learning the material. This model commonly incorporates technology into the lesson plan to create more personalized and visually stimulating learning experiences for students. A Station Rotation Model can commonly incorporate choice stations and gives teachers flexibility in the type of learning experiences students in which students can engage. This element of choice will become more prevalent as the child matures and shows the ability to complete their work when given a choice.

Grades Kindergarten will have a class size of 20 students per classroom while grades 3-8 will have 22 students per classroom. This ensure students just starting school receive the necessary attention to acclimate to the classroom environment and begin their educational career.

Q46. 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

The school's mission is, "To support the whole male student in a high-expectation learning environment that improves academic achievement, promotes self-confidence, and fosters social development to develop thoughtful leaders." The curriculum aligns with our mission and utilizes the North Carolina Standard Course of Study which is used in the North Carolina Accountability model. As described on the NC DPI website, NC Standards are, "designed to support North Carolina educators in providing the most challenging education possible for the state's students. The goal of these standards is to prepare all students to become career and college ready." These standards are at the center of teacher planning and instruction and will dictate what students are expected to know at each grade level.

The materials we have selected to facilitate these standards are highly rated, all green ratings, on EdReports in terms of user friendliness, text rigor, and engagement. Other ancillary resources have also been identified for teachers to use in order to teach to their classroom such as Khan Academy (also aligned with the NC Standards) and resources and assessments available on SchoolNet. As is required in a truly culturally responsive classroom, a



teacher must maintain some level of autonomy in choosing the materials that best interest and engage their classroom. All the components of our program have proven success with boys and economically disadvantaged students who will comprise the majority of Power Elite Male Academy's student population.

Core Components

CRT: Culturally Responsive Teaching is well known to be a competency necessary when teaching students coming from diverse cultures. Our school is expected to serve a large number of minority at-risk students. Culturally responsive teaching commonly places teachers in the position of “warm demanders” where teachers believe in their students and students believe that their teachers believe in them. Students must believe and feel they can pursue academic achievement while maintaining their cultural identity. This requires teachers to become familiar and comfortable with framing lessons with the cultural norms and experiences of their students in mind. Ample evidence exists that CRT supports a culture of achievement for African American students, which will comprise over 60% of our school population. Research suggests that CRT is one of the most essential components in closing achievement gaps of African American school children (Banks et al., 2005; Murrell, 2002; Perry, Steele & Hillard, 2003). CRT will be further embraced by our school's determination to hire black, role model teachers.

Gurian Institute: The Gurian Institute has evidence-based results to support that their methods and strategies help improve achievement through gender-specific strategies. The Gurian Institute embraces brain-based science and was founded by Michael Gurian who is a New York Times Best Selling Author with model schools throughout the country. Their methodology aligns with our mission which supports the whole male student. At this time, the Gurian Institute has trained over 60,000 people in understanding the differences between the male and female brain. Many, if not most, of the schools they have produced results with have been comprised of a large number of economically disadvantaged students of color.

Classroom Materials

LearnZillion: LearnZillion has a host of free materials available for schools to utilize and their curriculum has been rated in the green across all categories on EdReports. The 6-8 Guidebooks are similarly high rated on EdReports.



Eureka Math: Eureka Math is a free curriculum that is one of the most respected math curriculums in the country. Eureka Math has been heavily utilized among economically disadvantaged students and has produced substantial results.

Khan Academy: Khan Academy aligns with Eureka Math and emphasizes mastery learning. Khan Academy allows students to learn at their own pace and provides feedback to both the teachers and student. According to Khan Academy's website, students who used Khan Academy for at least 30 minutes per week were over twice as likely to meet grade-level math standards regardless of ethnicity or economic status. Khan Academy also integrates with the NWEA MAP assessment, which will be the primary summative assessment that our school uses quarterly.

Other resources will be selected by teachers to best engage their classroom's interest and cultural backgrounds. The above resources are highly rated curriculums that will be utilized as primary resources for teachers to draw from to incorporate in their classroom.

Q47. 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 is dedicated to ensuring all students are provided the type of instruction they need. This requires for teachers to utilize a host of instructional strategies such as direct instruction, small group instruction, collaborative instruction, individual instruction, and technologically facilitated instruction. Teachers will need to know how to act as classroom facilitators. No one size fits all, and Power Elite Male Academy understands the need to engage students in a multitude of fashions.

The Station Rotation Model of blended learning was chosen because of its flexibility and ability to increase movement and differentiation in the classroom. As mentioned in previous sections, movement in the classroom is a key strategy for male engagement. The Station Rotation Model includes social and collaborative learning environments that align with our mission as well as technology stations that provide personalized learning instruction.

Q48. 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

The school will ensure the instructional plan ensures student readiness by aligning our program with the North Carolina State Standards and equipping our teachers with the necessary toolkit and environment to teach to male students. The state standards were designed to prepare students to move from grade to grade. NWEA MAP assessments and teacher created formative assessments will be aligned with these standards to ensure proper understanding. Teachers will store assessment data in PowerSchool Teacher Pro and utilize exit tickets on a weekly basis.



The majority of the students attending Power Elite Male Academy will enter the classroom behind academically and commonly face other complex problems stemming from poverty. Our school mission places a focus on the “whole” male student that understands that academics and social well-being are connected. Our school will utilize restorative justice practices and culturally responsive teaching to support our students personal and social growth to ensure personal maturation for the next grade level.

Students will graduate from each grade when they achieve a passing grade in each of the core subjects of ELA, Math, Science, and Social Studies. This passing grade and how it is calculated is detailed in the grading section of the application. Students with disabilities will have the same requirements except when differentiated in their IEP. Students that don't meet the minimum requirements will require a conference with the teachers, parent, and principal.

The proposed instructional program utilizes materials and practices that have proven effectiveness in serving at-risk male student that our school will ultimately serve. The school utilizes data to make decisions, monitor progress, and refine the school curriculum as the year progresses to ensure that students meets are being constantly assessed and addressed.

Q49. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

The academic calendar coincides with the districts calendar so that parents are not inconvenienced if they have their children spread across multiple schools. This is especially important since our school will only serve boys and the schedules of both must be seamless for each parent to feel comfortable splitting up their children's schooling options.

The school will provide 10 days of teacher professional development at the beginning of the year which surpasses many schools in the area that receive as little as 3 professional development days before school starts. Teachers will also have a longer school day that equates to roughly 26 days of the regular school in the area to provide additional academic enrichment.

Q50. 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.



The school will operate on an extended school day schedule, operating from 8AM to 4PM. This is important to support the remediation efforts for a group of children that are failing and dropping out of school at the highest rate of any demographic in the country. This extra time will provide students and teachers time to address identified learning gaps and other enrichment activities made possible by our numerous partnerships.

Students will spend 90 minutes in ELA, 60 minutes on math, and 60 minutes rotating between science and social studies each day.

Q51. Describe a typical day for a teacher and a student in the school's first year of operation

In our first year of operation, our school will serve grades K-5 to build an academic foundation of knowledge for all our students. Students will arrive by 7:45 and teachers will be asked to arrive by 7:30AM.

The school day at Power Elite Male Academy will provide a rigorous and engaging experience for both our teachers and students. The day is structured in alignment with the school's mission to support the whole male student in providing a high-expectation academic setting where students are encouraged and support.

School Day Outline (Grade 3 Example)

Teachers will arrive at the school by 7:30AM. Students will be given a warm breakfast upon arrival by 8AM and be able to eat and work on previously assigned assignments until 8:15AM. From 8:15 to 8:30, students and teachers will participate in morning meeting where they will review the learning objectives for the day, review the school core values, commune with one another utilizing restorative justice practices, and prepare for the day. With the understanding that literacy is the foundation of education, students will participate in their ELA block from 8:30 to 10AM. The reading block encompasses reading, writing, and spelling. The reading block may include read-alouds, small group instruction, direct instruction, and interdisciplinary lesson plans. Torchlight Schools commonly incorporates Science into their reading block and experience science proficiency scores much higher than the district. From 10AM to 10:15AM students will participate in a classroom energizer and have a snack. These energizers may be teacher crafted and may commonly pull from Eat Smart Move More that is aligned with the North Carolina State Board of Education's Healthy Active Children Policy. From 10:15AM to 11:15AM, students will have their math block. The math block is similar to the ELA block in that it will engage students in a multitude of ways and will additionally provide time to utilize Khan Academy. 11:15AM-11:45 is lunch. 11:35-12:15 is recess. This provides the boys more time than the district average to move around and enjoy themselves. This time will not be specifically structured. From 12:15 to 1:15 is Social Studies or Science, alternating each day. 1:15-2:15 is time for remediation and or acceleration. 2:15-3:15 is time for the elective which may include Spanish, Art, or PE. This will give the classroom teacher an hour of planning time. From 3:15-3:45 is a time for students to either engage in either Genius "Hour" where students are given freedom to apply their learning to chosen projects, independent

reading time, instructional support, or work on homework with teacher assistance. Monthly, this last block will be reserved for a parent and student workshop to build stronger parental partnerships and support. From 3:45 to 4:00 is clean-up and dismissal.

Q52. Will this proposed school include a high school?

- Yes
- No

Q53. High School Graduation and Post Secondary Readiness 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

N/A

Q54. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

N/A

Q55. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

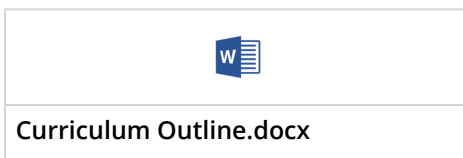
N/A

Q56. Attachments 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.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :



Q57. If applicable, 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.


N/A

Q58. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

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

Evidence :





Calendar.docx

Q59. Attach Appendix E: Daily and Weekly Schedule

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

-
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Evidence :


Weekly Schedule.docx

9.2. Special Populations and “At-Risk” Students

Q60. 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 throughout the school year through formative and summative assessments. All students will be assessed at the beginning of the year utilizing the NWEA MAP assessment and at the end of each quarter. This will enable the school’s Lead Administrator and teachers to specifically identify students who are performing below grade level at the beginning of the year and assess progress utilizing a standards-aligned tool that is accurate in predicting EOG outcomes. In addition to NWEA MAP assessments, teachers will craft formative assessments throughout the week and utilize exit tickets to provide regular feedback on student understanding and progression. Grades will be recorded in PowerSchool and parents will be provided logins so that they may view their student’s academic progress in real-time.

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. There are four tiers in the school’s RTI system. Tier I is where all students begin at the school and is what occurs regularly inside the classroom. If a student is falling behind as determined by NWEA MAPS, or as identified by a teacher and verified by the Lead Administrator, the teachers and Lead Administrator will develop a plan to help remediate the student’s academic shortcomings and be classified as in need of Tier II support. Tier II support strategies may include small group instruction, individual instruction, or computer guided remediation. This focused, differentiated, and personalized instruction will give students more time to understand the subject matter and ask questions. Students will receive intervention times throughout the week based on their needs and be assisted during standard remediation times scheduled



throughout the week. Students will undergo more frequent progress monitoring through teacher created formative assessments to gauge if the intervention strategies are effective. If progress is still not being realized, the student will be moved into Tier III.

Tier III supports include one-on-one remediation within the classroom or EC teacher at least 3 times throughout the week. In addition, the student will use computer remediation tools, such as Khan Academy, to provide the student a dynamic form of remediation that adapts to student progress and barriers. Parents will meet with the principal and core content teacher each month to discuss progress and barriers. Keeping parents engaged is a key component to creating a community atmosphere at the school and encouraging positive behaviors at home.

If progress is still not realized within two months, the student will be referred for Special Education testing. Students in need of Special Education supports are classified as in need of Tier IV supports. Tier IV supports would be outlined in the child's IEP as decided by the EC teacher, principal, teacher, and parent.

With many of our students projected to be socioeconomically disadvantaged and our mission to support the whole male student, Power Elite Male Academy is dedicated to supporting the social and mental well-being of our students. Power Elite Male Academy will utilize restorative justice practices, structure mentorship programs, and partner with mental health professionals. Power Elite Male Academy will ensure students are being supported in all of the areas they need.

Q61. 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.

The Board President, Rochelle V. Gray, has extensive expertise through her 23 years as an educator and her 12 years of Board of Education experience in planning, working, and advocating successfully for and with the above-mentioned groups. In addition, board member Anthony Weeks possesses experience with these groups through his time working with the juvenile justice system and working as a college recruiter. Board member LaCher Wright has over fifteen years of experience through her self-started community program with gifted and with at-risk students.

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 (EC) 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 Lead Administrator 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 modern 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 allow. The school will not pull-out academically gifted students but will work to provide them other engaging and challenging opportunities.

The school's overall academic program and school culture is designed to address the needs of educationally disadvantaged students.

Q62. 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 will abide by the NC State Board of Education guidelines to identify students needing ELL services through the Home Language Survey. 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 for an inclusive environment. In addition, students learning the English will benefit from working in our station rotation model that encourages collaboration



and social skills. The school will provide pull-out services for students whose EL Plan requires 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.

For parents who are unable to read English, the school will ensure that communications sent home to the parent are translated by someone fluent in both Spanish and English. When a parent is asked to come into the school, a bilingual facilitator will be present if the teacher is unable to effectively converse with the parent/guardian.

Q63. 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 gifted students utilizing the NWEA MAPS assessment which provides data on how well a student is performing within the context of student performance across the country. A teacher may also make a recommendation that the Lead Administrator meet with the student and further investigate the student's academic ability if the student exhibits exceptional classroom acumen. The school will not pull students out of the classroom when they are identified as academically gifted.

A student identified as academically gifted will have a conference set-up between the teacher, principal, parents, and students that recognizes the student's achievement. The conference will devise a plan that will challenge and encourage the student to continue learning and progressing. These students will be provided more time with personalized learning on the computer and differentiated instruction during the small group and collaborative learning settings provided by the school's Station Rotation Model. During small group and collaborative learning time, students will be asked to think critically to solve problems and engage higher level orders of thinking. Teachers will look to build on students' strengths and build student confidence. The NWEA MAPS assessment will continuously monitor student progress throughout the year so that the teacher understands if the student is not growing and being challenged to the level they require.

9.3. Exceptional Children

Q64. Identification and Records
Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

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 (in the beginning years, the EC Teacher will also serve as the EC 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 PowerSchool and ECATS. On day one of the start of school, Exceptional Children and 504 Students will receive required services and accommodations.

Q65. 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.

Q66. 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.

Q67. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

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. The IEP Team shall be comprised of the associated Lead Teacher, Lead Administrator, and EC Teacher. All staff 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.

Q68. 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.

Q69. 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.

Q70. 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.

Q71. 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 school 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 such as auditory, 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.

9.4. Student Performance Standards

Q72. **Describe the student performance standards for the school as a whole.**

Power Elite Male Academy places high expectations on all students and will encourage students to see themselves as scholars. Student academic standards will measure students' understanding of the NC Standard Course of Study. 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

Letter Grade Point Grade

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. Different grades will apply different weights classwork, quizzes, and tests. For example, the lower grades would place a higher weight on classroom assignments and the school would slowly ramp up the weight of tests as the student grew older. This allows the school to use the same grading scale, but the weighting of classwork, quizzes, and tests will vary and change as students progress. EOG's will be given consideration when reviewing student progression, but the school requires students to be engaged throughout the entire school year,

not just the EOG. If a student scores a 1 on any subject, the parent will be asked to meet with the Intervention Team comprised of the Grade Band Lead Teacher, Lead Administrator, and EC Teacher when applicable, to discuss retention.

The school will hold itself to the proficiency ratings outlined in the Goals of the application. The school will strive to surpass the district proficiency scores, but recognizes that it may take time to remediate the academic gap many of our students will enter the school with.

Students with disabilities will be held to the same standards unless otherwise stated in their IEP.

Q73. 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 NWEA MAPS as the primary benchmarking assessment for grades K-8 in ELA, math, and grades 1-8 for science. MAPS will be used to assess students within the first two weeks of their attendance. The school will subsequently use MAPS at the end of each quarter for a total of five times throughout the year. Data collected on the initial benchmark will be used to plan special and targeted remediation for students entering the school already behind. The teachers and Lead Administrator of the school will monitor students' academic progress from one benchmark to the next.

Teachers will utilize formative assessments regularly that measure how well students understood the standards in between the MAP assessments to more frequently assess student progression and make necessary adjustments to classroom pacing, remediation, and acceleration. The school will be able to efficiently 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, reviewing student lesson plans and teachers' instruction, and making data derived iterations.

Teachers will meet with parents on a quarterly basis to discuss student strengths and weaknesses and encourage parents to keep track of their student grades in the parent portal of PowerSchool.

Q74. 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 for each core subject to pass to the next grade level. No student will be allowed to accrue over 10 days of unexcused absences. Student maturation levels and behavior patterns will be observed and recorded by the teacher and



presented to the grade band Lead Teacher alongside academic performance measures if retention is recommended. 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.

In January, teachers will send the names of students along with notes, grades, and NWEA MAP assessment scores to the Intervention Team that is comprised of the grade band Lead Teacher, Lead Administrator, and EC Teacher (when applicable). This team will review the material and schedule a meeting with the parent before the end of January. The parents and student will be made aware of progress that must be obtained before the end of the 3rd Quarter. At the end of the 3rd Quarter and following the scheduled NWEA MAP Assessment, the Lead Administrator will make a decision regarding student promotion and inform the parents in writing.

Q75. 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 and the Next Generation Science Standards for science. 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.

In addition, students will be required to have participated in 15 hours of community service in their final year. The school is determined to foster the whole student and encourage male leadership and community involvement.

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.

9.5. School Culture and Discipline

Q76. 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 support the whole male student in a high-expectation learning environment that improves academic achievement, promotes self-confidence, and fosters social development to develop thoughtful leaders." The school ethos centers around male achievement, personal



discipline and self-esteem, and civic mindedness. The core values of the school are Empathy, Responsibility, Discipline, and Leadership. Empathy is especially important among these values as it is an area men commonly exhibit less of when compared to women (Touissaint, 2007). Research has shown that this difference can be attributed to both biological and societal pressures (Christov-Moore et. al, 2014). Power Elite Male Academy will encourage empathy and other core values through restorative justice practices and help students understand its importance alongside the other core values that align with our mission.

Students that come to Power Elite Male Academy will feel supported and empowered by a staff that truly cares and believes in all students. One of Power Elite Male Academy's goals is to hire Role Model Teachers to increase academic achievement, which in this instance would be black male teachers – a demographic supremely lacking in the Charlotte teaching. Students will be referred to as scholars and be expected to enter the school in approved school uniform, prepared to learn, and with confidence to become change agents in their communities. Male students will take comfort in an environment that is catered specifically towards them and encourages them to move in the classroom. Boys will build a special type of camaraderie within an all-male environment in a small school setting. Power Elite Male Academy will support our mission and core values by utilizing strategies that listen to and uplift each student, parent, and staff member.

Firstly, Culturally Responsive Teaching (CRT) is a competency that all our teachers must develop, appreciate, and practice. As Gloria Ladson Billings notes, CRT is much more than utilizing culturally relevant materials. CRT is about affirming the student's personal identity, experiences, and culture. Teachers must present material in an inclusive manner and ensure that the student feels comfortable and confident to achieve academically.

Secondly, teachers will be trained in "Time to Teach" which has been utilized in high-poverty schools throughout the country. Many of the school success stories associated with this program mention the lower amount of referral rates, which has been identified as a tremendous problem in Charlotte, especially for male students of color. Our school will support these students utilizing "Time to Teach" which possesses five primary components to implement in a school. These components are: Self-Control Strategies, Classroom Design Techniques, Teaching to Appropriate Behaviors, Accurate and Timely Consequences, and Student Teacher relationships. The identified Lead Administrator is certified to train teachers in these strategies and is a strong believer in the results that can be achieved through this program in managing male students in the classroom. Not to be confused with a teaching strategy, Time to Teach is more of a management strategy. It accents and supports the rest of the activities integral to the education plan.

In conjunction with Time to Teach, teachers will also be trained in "Restorative Justice." Restorative Justice strategies offer a supportive school environment that can effectively address behavior and other multifaceted school issues. These practices are shown to reduce suspensions which, again, has been a horrific problem for the



schools in Charlotte serving minority students. A component of the restorative practices to be utilized at the school will be community circles where students and teachers take intentional time to speak to one another and understand one another at a deeper level. Our identified Lead Administrator is also certified to train teachers in these practices.

These practices will provide a supportive and proactive environment to the anticipated demographic of students who are statistically more likely to come to school with trauma, fears, and troubles. Our school will promote understanding and safety where students will feel capable and motivated. The school will provide all students and parents an orientation which includes "School Etiquette" at the beginning of the school year that sets the tone for this type of environment. Teachers will be expected to teach and model the school's culture and ethos.

Q77. 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 for 10 days to all staff prior to the first day of school. This level of professional development is not currently offered by CMS and this amount of training will prepare and equip our teachers to be successful. 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. Partnered school mentors will be trained on the school culture so that they can help exemplify our standards in conjunction with their own when serving our students.

Students and parents will be asked to jointly participate in an orientation session before the school year start that outlines the expectations of the school, highlights the importance of parent, student, and school partnership, talks about the unique restorative justice practices the school will seek to implement, and emphasizes the school core values. Students will all wear uniforms to help raise expectations. Students in all grades will take part in a morning meeting each day that reviews the mission, core values, and takes time out of the day to build camaraderie in restorative justice "Talking Circles." Talking Circles invite students to talk about topics that are important to them to help build deep and meaningful relationships with their peers and teachers. Restorative Justice practices will be regularly utilized and students will immediately understand the difference between Power Elite Male Academy and other schools.

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.

Q78. 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 support and nurture students utilizing proactive restorative justice practices and seek to avoid the reactionary and punitive measures so prevalent in the district. Restorative justice helps the offender see what they did as causing harm to someone else rather than simply breaking rules and subsequent punishment. It brings people together to have conversations about what happened, what went wrong, and focuses on recognizing what can be done to make the wrong-doing right. Restorative justice emphasizes empathy, respect, honesty, responsibility, and accountability. This is extremely important in a male student population that is so accustomed to punitive measures. Students will immediately recognize that Power Elite Male Academy is a place they can truly learn and better themselves. Restorative justice provides further opportunities for social development of both students and staff and encourages them to be productive member of societies.

One of the primary tenets of restorative justice is the inclusion of all the affected parties and encourage everyone to see each other as part of a broader community. This is emphasized each day during morning meeting where students circle up and teachers facilitate heart-felt discussions with one another about political issues, classroom issues, and problem solving.

At Power Elite Male Academy, talking circles, peer jury, and mediation will all occur. Talking Circles have already been discussed, but this practice can also be modified to serve as peacemaking circles. This process holds the student accountable to his community of students and helps the student recognize the consequences of his actions. Peer jury would take place at the middle school level, but this would involve peers coming together to help determine what transgression transpired and identifying the restoration that should occur. Mediation is typically led by a teacher and helps both the victim and offender talk about the problem or issue that transpired. These methods' purpose is to facilitate respectful conversations that help students practice empathy, respect, honesty, responsibility, and accountability. This process is not relegated to only students, but may take place between two teachers or parents and be facilitated by the Lead Administrator. Restorative Justice will permeate throughout the school.

Power Elite Male Academy embraces the 16 statutory mandatory report offenses and their statutory definitions. These are outlined on the NC DPI website: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/16-reportable-criminal-offenses> (<https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/16-reportable-criminal-offenses>).



These offenses may result in long-term suspension or expulsion. Any student that 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 an orientation regarding the Handbook, including the Student Code of Conduct and the Parent/Student Grievance Policy and Procedure.

9.6. Certify

Q79. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q80. Explanation (optional):



10. Governance and Capacity

10.1. School Governing Body

Q81. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Power Elite Preparatory Incorporated

Q82. Mailing Address

7209 War Emblem Court Charlotte, NC 28216

Q83. Street Address

7209 War Emblem Court

Q84. City/State/Zip

Charlotte, NC 28216

Q85. Phone (xxx-xxx-xxxx)

(980) 319-7275

Q86. Fax: (xxx-xxx-xxxx)

(919) 850-9961

Q87. Name of Registered Agent and Address

Rochelle V. Gray

1132 Brighton Place, Charlotte, NC 28205

Q88. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Yes

No

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

Q89. If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status

The board will receive it's tax-exempt status within 24 months of approval

Q90. **Federal Tax ID:**

N/A

10.2. Governance

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

Q91. **Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

Attached.

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

Resources :



Evidence :



Power Elite Organization - Templat...

Q92. **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:

- Uphold the board bylaws
- Approve policies that govern the school
- Create and monitor the budget that operates the school
- Engage the community and recruit families
- Review monthly reports related to finance, academics, and governance
- Take yearly training relating to board governance and charter school operation



- Regularly evaluate the management company and Lead Administrator
- Investigate and search for grant and funding opportunities
- Create and oversee advisory committees
- Develop and review yearly goals
- Form community and national partnerships
- Be able to communicate and articulate the school mission, vision, and overall program
- Make decisions in the best interest of the school and in alignment with its mission

The board has identified board member Rochelle V. Gray as the future Lead Administrator of the school. Mrs. Gray has worked with an all-male student population for the past five years and has created multiple after-school programs that encourage and support male student achievement. Mrs. Gray has captured the hearts of parents in the Charlotte area and is a large reason there is such a following for this school within Charlotte. In addition, Mrs. Gray has experience facilitating the Station Rotation Model and certifications for training staff in restorative Justice programs/practices, Time to Teach, and will soon be certified by the Gurian Institute. It is clear to both the board of directors and management company that she has a clear vision of the school culture and program sorely needed for the underperforming boys in the Charlotte area.

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.

Q93. Describe the size, current and desired composition, powers, and duties of the governing board

The Power Elite Male Academy board is comprised of 7 board members, 3 men and 4 women, one of which will step down to be the Lead Administrator. The board is responsible for crafting policies that govern the school and overseeing their faithful implementation. The current positions of the board include Chair, Vice Chair, Treasurer, Secretary, and Director. 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.



Q94. 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 multiple areas of expertise that provide them the capacity to open and manage a charter school. Board member experiences includes teaching, teacher training, finance, business, project and organization management, grant writing, college prep and recruitment, nonprofit administration, community engagement, and instructing in an all-male environment. Rochelle Gray, the future Lead Administrator, previously served on a board of education in New Jersey, has a principal's license, has founded and managed after-school programs dedicated to young boys, has been an EC teacher lead, and has been a lifelong educator. Her passion and experience in serving male students has inspired the members of the board to help build this school and vision.

Anthony Weeks has worked with minority families to provide guidance on the goals necessary to attend college and how to make it financially viable. Anthony works with hundreds of families each year spread across North Carolina, South Carolina, Georgia and New Jersey. LaCher Wright founded Funding Futures USA, which is a scholarship resource and application firm. In this role, she has helped put together SAT help in the classroom at different schools and manages the programs payroll. Both LaCher and Anthony provide the board with an entrenched trust and reach into the community. Angela Hames is has experience with collecting and analyzing data and grant writer. Her Master's degree in nonprofit management gives our board an important perspective in acting as a nonprofit board of directors. Guy Lawrence is a VP at Wells Fargo that helps manage \$31 billion. His responsibilities include ad hoc reconciliations, business strategy consulting, and risk management. Guy's experience provides our board of directors a qualified treasurer to ensure our funds are spent appropriately. Cheryl Monsanto has a degree in Organizational Management and works for Wells Fargo Bank in that capacity. She develops and oversees projects for the company.

Mrs. Monsanto's expertise ensures that the board completes strategic and organizational planning and develops policies as necessary as well as monitoring of its programs and services of collaborating entities. Paul Vickers has a background in finance, teaching, and training, which will help to ensure the board's effectiveness and long-term viability in the area of its financial responsibilities. Lastly, Dr. Michael Aradas, has a background in education and curriculum writing. He is currently a professor at Johnson C. Smith, an HBCU in Charlotte, and has excitedly consented to join the pool of candidates that the board will vote on when the Board President steps down to head the school, creating a vacancy. He is currently in discussions with the board and helped review the application before submittal.

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



Q95. 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.

To ensure educational success, board is has attracted and obtained multiple educators that understand the different parts associated with running a school. The Rochelle Gray was elected to the Board of Education in New Jersey and served for several years. She served as the Vice President for 1 Term and was instrumental in passing a bond referendum to build a middle school. She is a lifelong educator who has been awarded on several occasions for her success in the classroom and with boy students. Mrs. Gray has started several after-school programs for boys and has a passion for serving them. LaCher and Anthony both have organizations that help students prepare for college and have engaged thousands of families over the years. Their experience in addition to their reach and knowledge of Charlotte and its families are crucial in developing the plans and outreach of this school.

A key pillar of charter success is the ability to manage funds and craft and adhere to a budget. Two board members have extensive financial experience that will ensure financial viability. Guy Lawrence is a Wells Fargo Securities Capital Markets VP and helps manage over \$30 billion dollars of tri-party allocations. Paul Vickers is part of a Remediation and Loss Mitigation Team for Bank of America and has experiences with securities and educational training. Having two highly qualified board members within the financial area were extremely important to ensure the board made calculated financial decisions in the best interest of the school.

Mrs. Angela Hames is a grant writer and has a Master's degree in non profit management. Her ability to go seek and obtain funds is incredibly helpful with the limited amount of funding charters receive. Her education in nonprofit management will ensure the board adheres to the laws and procedures that the board must follow.

The board has already engaged several partners spread throughout the community. This idea of Power Elite Male Academy was born from the desire of parents to have a different school environment for their boys. Multiple board members are parents of students attending schools in the area. The board will additionally create committees to help with the area of academics, finances, and governance. The board is in an excellent position to represent parents and gain further representation from both parents and other community members.

Q96. 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-students of Mecklenburg County. This is the third time an application has been submitted for this school, and the board has experienced minimal turnover. However, the board has made adjustments based on the recommendations of the advisory board and added substantial financial experience to the board of directors.



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. The board will regularly encourage members of the community to submit resumes to the board of directors from which the board can review when a position is open.

Q97. 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. Each of our board members have an understanding of the community we are to serve. Each of our board members, with the exception of Cheryl, has extensive experience of how the educational system has tried to educate males. Each of them has a son or have sons who were formerly educated through traditional district schools. However, as of right now, they have elected for their children to attend charter or magnet schools.

The board chair has created all male cohorts which have done extremely well due to the community resources, programs, and strategies that we have provided for our males. Anthony company is College Planning Today, Lacher (program is Funding Futures Empower the Youth) train students 6-18 years old in non-conventional sports such as bowling, chess, golf, etc, Each of us have programs that provide resources for our community and together have combined 40 plus years of experience serving the children of the city of Charlotte - Anthony 20 years, LaCher 15 years plus and Rochelle 9 years. Cheryl and Paul both mentor and serve on youth programs providing guidance and aiding in fundraising efforts of each. Guy has a young son who through the programs that he participates in provides parental support. We each belong to and serve within churches that are well established pillars in the community with a wide reach. Five out of seven of our board members are well known throughout the Charlotte community.

Q98. 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. The board is aware that the minimum amount of times the board can meet each year is 8.

Q99. 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, 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.

Q100. 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. A confirmation that there are no known conflicts of interest will be made at the beginning of each board meeting.

Q101. Explain the decision-making processes the board will use to develop school policies.

The board will receive further training during the RTO process regarding NC State Laws for Charter Schools and will take care in ensuring all laws are followed. The board is aware that many policies are further developed during the RTO process and will encourage parent participation in the crafting of those policies. Policies will be crafted with male-student interest at the focal point to ensure a catered school environment. Policies will be revisited by request of any staff, parent, or community member.



The board will investigate best practices and discuss options when crafting school policies and make a final decision by a mutually agreed upon decision through discussion. The board will conduct these conversations in board meetings that are subject to Open Meetings laws. If unanimous agreement is 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.

When committees are formed, related items will first be reviewed in committee for deeper review before being brought before the board.

Q102. 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.

Internal councils will be formed for the areas of Financial, Academic, and Operational. When time permits, these councils will review policies, reports, and other related items before they are brought before the board to ensure a thorough review. Board members shall chair each of these bodies. These councils will report directly to the board members assigned to oversee that committee.

The school will form a Parental Advisory Council before the beginning of the school year that will report to the Lead Administrator. The Parental Advisory Council's by-laws will be reviewed and established by the board of directors. The Parent Advisory Council will have time to speak at every board meeting.

Q103. 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. The Lead Administrator will utilize Restorative Justice practices to help resolve the issue.
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.

Q104. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

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

Evidence :


Power Elite Org Chart.pdf

Q105. Attach Appendix H Charter School Board Member Information Form and Resume


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

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

Resources :



Evidence :


Power Elite Resumes (1).pdf


Q106. [Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member](#)

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

Resources :




Evidence :


Power Elite Background Checks.pdf

Q107. [Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality](#)The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

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

Evidence :


Power Elite Bylaws.pdf

Q108. [Attach Appendix K Articles of Incorporation or Municipal Charter](#)If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

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

Evidence :


Power Elite Articles.pdf

10.3. Staffing Plans, Hiring, and Management

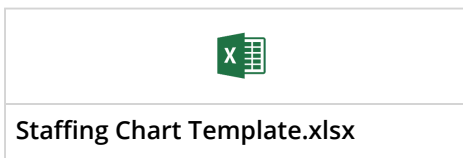
Q109. **Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Please see table

Resources :



Evidence :



Q110. **Staffing Plans, Hiring, and Management.** Explain the board's strategy for recruiting and retaining high-performing teachers.

Recruitment

The board and management company will seek out teachers with a passion for closing achievement gaps and that are compassionate for the struggles of at-risk young boys. Teachers must understand and embrace our mission and the importance in developing male students. All teachers must show capability in providing a culturally responsive learning environment. Teachers familiar with restorative justice practices will be given preference.

Power Elite Male Academy recognizes the positive impact Role Model Teachers have upon students and the impact same race teachers can have upon both short term academic achievement and attendance (Dee, 2004), and long-term high school graduation rates (Gershenson, 2017). Gershenson actually conducted his study on North Carolina schools and “conservatively” estimated that black male students with, “exposure to at least one black teacher in grades 3-5 reduced the probability of dropping out of high school among low income black males by seven percentage points, or 39%.” Exposure to a black teacher in grades 3-5 also increased students’ self-reported intent to pursue a four year degree by 29%. In addition to long-term effects, multiple studies show positive short-term effects such as higher academic achievement, attendance, and behavior (Dee 2005, Gershenson et al. 2016; Ouazad 2014). These studies further cement the board’s belief in providing more black teachers for our predominantly black male student population.



The board believes that the single-gender model centralized within an socioeconomically disadvantaged area will attract black teachers passionate in closing the achievement gap. Power Elite Male Academy will provide teachers the platform to help the students that need it most. Since the murder of George Floyd, systemic racism has been a nationwide topic of discussion. People now more than ever are more vocal and looking to provide solutions and assistance to help support black communities, and this school will be an excellent opportunity for black teachers to do so. Torchlight Academy School's has been exceptionally good at attracting black teachers to its school with ratios of black teachers much higher than the state and district levels. Power Elite Male Academy will utilize Torchlight's network to reach out attract same race teachers. The board will welcome and hire teachers of all races. However, the school will enact recruitment strategies and avenues of attracting a higher number of quality black teacher applicants than the district is typically successful in doing. The studies of Gershenson, Dee, and, Ouazad are compelling reasons to enact these strategies. The level of results observed would be irresponsible to not consider.

Some of the strategies the board will utilize to recruit more black teachers will be to engage HBCU's throughout the state, request the management company to continue their recruitment strategies and visa paperwork to hire teachers from Jamaica, and speak to teachers about our mission and targeted demographic of students. A prospective board member anticipated to step in once Rochelle Grey formally assumes the role of Lead Administrator is a professor at a local HBCU in Charlotte and would be an excellent resource in attracting new teachers. The board of directors is comprised of black professionals and educators with entrenched relationships in the community to help spread the word of our school's mission, vision, and desire to recruit high-quality black teachers. The school will accept and review all applicants regardless of race but recognizes the veracity of the studies showing the importance of same race teachers and the success of Torchlight Academy's usage of same race teachers.

The school will also enact regular recruitment strategies to welcome and attract all teachers utilizing online job sites, newspapers, and college fairs.

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.

With restorative justice practices permeating throughout the school, teachers will be provided a truly collaborative learning community that includes staff, parents, and students. Professional Learning Communities (PLC's) will occur at each grade band during the initial years of the school with a Lead Teacher within each grade band of K-2, 3-5, and 6-8. PLC's will be led by the Lead Teacher monthly and be a time to evaluate student progress, plan for the upcoming month, and discuss effective strategies in the classroom. The Lead Administrator will evaluate each teacher in the classroom on a monthly basis to ensure teachers are comfortable with the competencies they are tasked with and to guide them in their craft. As the school grows, the Dean would assist in this responsibility.

Power Elite Male Academy will pay its teachers and assistant teachers above the district average and guarantee yearly salary increases.

Q111. 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

Ms. Gray has 23 years plus as an educator in public education. Her resume shows her various licenses including principal in NC/NJ and experiences in education. She also was elected to three terms on the Board of Education in Highland Park, New Jersey. She served as the Human Resources Chair for the first 2 terms and Vice President for the 3rd term. She also served on the curriculum and the finance committees. She has a passion and a burden for boys which has led her to create an all male cohort at Eastway Middle School in Charlotte, which had immense success in the 2 years that the school supported the effort.

In addition, she is a trainer for new teachers at her school in the areas of classroom management, student engagement, social emotional learning, cultural competence and equity and has participated in conferences and talks surrounding the "Academic Success of Black and Brown Boys". Recently, she was accepted into the Assistant Principal pool for CMS. She is currently registered with the 2020 Gurian Fall Institute where the focus is the academic and social emotional needs of males.

Mrs. Gray is also certified to train teachers on many of the components of this school. She is certified to train teachers in Restorative Justice practices, Time to Teach, and has extensive experience implementing the blended learning model of Station Rotation in the classroom. Lastly, Mrs. Gray's passion has inspired the entire board, management company, and parents of the Charlotte community. Her experience and success in serving boys, her passion for them, and her dedication to the community is unquestionable. The board would be hard-pressed to find a better candidate than Rochelle Gray and does not believe they could find anyone as passionate.

Q112. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

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

Evidence :



Q113. 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 be employed directly by the management company, but all employees must be approved by the board of directors to work at the school. Teachers will be jointly hired by the management company and the board of directors. This ultimately means that the board will have final say on teacher hirings, but that they will also be employed by the management company in order to partake in their benefits package.

All employees and volunteers must be approved by the board of directors to work/volunteer for the school. Provided sound rationale from the management company and Lead Administrator, the board will supply final approval in alignment with the school bylaws in regard to hiring and dismissals of employees.

Q114. Outline the school's proposed salary range and employment benefits for all levels of employment.

Lead Administrator: \$65,000 (The school recognizes this is on the lower side, but budget constraints are severe in the first year. The Lead Administrator will receive intermittent bumps in salary over the years in addition to the constant \$1,000 increase to get it to a better market rate. The Lead Administrator is also able to receive local bonuses based on performance)



Lead Teacher: \$53,000 (\$1,000 increase per year)

Part-time Assistant Teacher: \$16,000 (\$500 increase per year)

Administrative Assistant: \$32,000 (\$500 increase per year)

EC Teacher: \$50,000 (\$1,000 increase per year)

EL Teacher: \$42,000 (\$1,000 increase per year)

Dean: The Dean is not hired until the third year. They will be hired at \$60,000 and receive a \$1,000 increase per year

Counselor: A counselor will also be hired in the third year at \$50,000 per year and a \$1,000 increase per year.

Benefits per Employee:

Health Insurance: \$400/month

Retirement: \$2,000/year

Medicare: \$1,000/year

Social Security: \$3,500/year

Q115. Provide the procedures for handling employee grievances and/or termination

A job description outlining the duties and qualifications will be developed for each position and authorized by the charter school board of directors. Positions will be properly advertised, utilizing online tools such as Indeed, Monster, TeacherMatch, local newspapers, and the school website. Job descriptions 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 male 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.

Q116. 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 Funding)
- Lead Administrator: The Lead Administrator will serve as the testing coordinator during the first few years of school operation (LEA/State Funding)

Q117. 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. In addition, a full-time EC director will be hired in the first year of operation. Additional EC teachers will be hired as the school grows. The ratio is expected to be about 22 students per EC teacher. Many district schools operate with a much higher ratio. A part-time EL teacher will be employed in the first year and moved to full-time after the second year.

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.

Q118. 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 experience in crafting programs specifically for male students, a minimum of three years of educational experience, and a Principal's license. The Lead Administrator is responsible for the school instructional program including supervision of the teaching and instructional staff and subsequent training. The Lead Administrator is responsible for upholding the mission of the school. The Lead Administrator shall also act as the school Test Coordinator.



Dean: The dean will be responsible for instructional effectiveness. The dean will be responsible for supporting teachers across all grade levels and supporting them in implementing data-driven instruction. The dean will serve at the will of the Lead Administrator in a purely academic capacity. The dean must have a bachelor's degree in education and/or several years of experience leading and training teachers.

Clerical: The front desk assistant will welcome parents and students, help coordinate events, manage social media pages, answer phone calls, and support the Lead Administrator in varying capacities as requested. The front desk assistant must have an associates degree.

Teachers will at least have a Bachelor's degree in an educational field, several years of teaching experience, or a Teaching License, recognize the importance of culturally relevant instruction, and have a passion for teaching boys. Teachers will be responsible for classroom instruction. All staff will receive training from the contracted management company, Gurian Institute, and other identified trainings.

Assistant Teachers will be required to have an Associate's Degree and teaching experience. Assistant Teachers will assist the Lead Teachers in managing the classroom, grading papers, assisting in small group instruction, and other various tasks as assigned.

The EC Teacher will be required to have the necessary EC credentials required by the State.

ELL Teacher: The ELL teacher must have credentials required by the state. The school will seek to hire a bilingual ELL teacher.

10.4. Staff Evaluations and Professional Development

Q119. Identify the positions responsible for maintaining teacher license requirements and professional development.

Power Elite's Lead Administrator 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. The management company will assist with this documentation and oversight.



Q120. 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.

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. The Lead Administrator will be primarily responsible for training and evaluating teachers during its beginning years. The identified Lead Administrator is certified to train teachers in Restorative Justice practices and Time to Teach. The Lead Administrator also has experience training in how to operate the Station Rotation Model and understands the various levels of implementing it in the classroom. The Lead Administrator understands the differing levels of complexity in which a teacher may utilize Station Rotation in the classroom and will assist teachers in understanding the various forms it can take.

The Lead Administrator will identify Mentor Teachers for each grade band (K-2, 3-5, 6-8) during the initial years since the school will begin with such a low number of students and teachers. Mentor Teachers will be selected based on their experience and results in the classroom. Mentor Teachers will meet with the Lead Administrator on a monthly basis to discuss teacher effectiveness and discuss accomplishments and obstacles. Mentoring practices will be aligned with the NC Mentoring Standards published by DPI. Mentor Teachers will serve as an extension to the Lead Administrator in providing other teachers coaching and feedback. Mentor Teachers will receive bonuses at the end of the year for their contributions to the school. 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's goals include retaining teachers who serve the best interest of our students.

Teachers will also be trained and periodically evaluated by the Gurian Institute. As previously stated, the Gurian Institute is one of the leading organizations in training teachers about understanding gender differences and strengths. The Gurian Institute recognizes that not all boys are the same, but that they fall upon a spectrum of interests and behaviors. Their expertise has led schools throughout the country in improving academic achievement scores among economically disadvantaged students. The Gurian Institute recommends two observation/feedback days and one to two coaching days. This cost comes to a total of \$5000-\$6000. The budget has allocated that amount for the Gurian Institute but may utilize its other expenditures for professional development towards the Gurian Institute as well. The school increases its budget for the Gurian Institute each year for more in depth training, regular review, and refreshers. The school has prepared a professional development budget to encompass this training. Trainers are also available for remote training at the rate of \$200 per hour. In consideration of COVID-19, this may be the method that the school uses, which would significantly decrease the cost of this professional development service.



Culturally responsive teaching training will be provided by the management company and other hired professionals, which will be funded by the majority of the remaining professional development funds. The management company has extensive experience serving socioeconomically disadvantaged male students in

separate classrooms and produces extremely high academic growth scores among this population. Over the past several years, the Charter School Advisory Board has requested to hear more about what Torchlight Academy does right in their charter applications. One of the most important components of Torchlight Academy is the established culture that makes students feel welcome rather than watched. Black male students disproportionately feel the effects of systemic racism and accompanying punitive measures. In Charlotte, black males are suspended at seven times the rate of their white peers. Torchlight Academy Schools' leaders such as Dr. and Mr. McQueen are experts in establishing a culture of understanding and respect among their teachers and students that is made evident by their 20 years of charter school operator experience and well-established results of exceeding academic growth among some of the most vulnerable populations in the United States.

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.

Q121. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

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 and the Lead Administrator. As previously stated, professional development's in-house focus will be centered around Culturally Responsive Instruction, Restorative Justice Practices, Time to Teach, the Station Rotation model of blended learning, data-driven instruction, and general culture training. External training will be primarily conducted by the Gurian Institute to provide strategies, techniques, and understanding to support male students. These trainings will all be provided during the 10 mandatory training days before school start and then prioritized based on teachers' strengths and weaknesses observed throughout the school year.

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.

Q122. 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.

-

8/3/2020

- Staff Orientation
- School Culture
- Restorative Justice
- Culturally Responsive Teaching
- The Charter
- The Education Plan
- Goals and Objectives
- Grade Band Teams
- Professional Learning Community

8/4/2022

- Health and Safety including CPR, Bloodborne Pathogens, Epipens, Diabetes Plans, Emergency Procedures, other health and safety topics

8/5/2022

- Instructional Methods such as blended learning, Station Rotation Model, Small Group Instruction, Technology facilitated instruction
- Curriculum Planning
- Content Materials and Resources
- Digital Repository

8/6/2022

- Testing and Assessment
- Data-Driven Instruction
- Data Reports and their usage

8/7/2022

- Parent and Family Involvement
- Community Involvement
- Volunteers
- Communications
- Use of Technology

The week after covering all the core components, the next week will be spent in developing pacing guides, identifying materials, and reviewing the NC Standard Course of Study. This will be facilitated by the Lead Administrator and management company. The purpose of this week is to structure a plan that involves the school components, to have time to review teacher lesson plans and practice instructional methods, to provide general feedback to teacher identified material, and talk about how all of those components would be implemented in the



classroom. This week ensure that the teachers understood the prior week of learning and have the support and time of the Lead Administrator and management company to explore the ways they can use that information to be successful in the classroom.

Monthly

- Topics to be in response to requests or observed needs. This can range from data-driven instruction PD, instructional training, culture training, technology training, or any other support the staff needs in implementing the mission and educational plan of the school.

Q123. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The total number of days will be 18 for a total number of 144 hours. 10 of those days will occur before school start and led by the Lead Administrator, who is certified in many of the components of this application, the Gurian Institute which the school has budgeted for, and the management company that serves as a manager at risk and will provide trainings at no cost.

Eight days throughout the year will be dedicated towards professional development. This time will be to assess student data and make adjustments to teacher pacing as well as revisit core components of the education plan that teachers request or that the Lead Administrator observes is needed. These days will be marked in the calendar and spread across 11 months.

10.5. Marketing, Recruitment, and Enrollment



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

Q124. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Power Elite Male Academy will be the first free, all male school of choice in the Charlotte area. Further broadening its appeal is its commitment to serve socioeconomically disadvantaged students, a demographic of students that is struggling tremendously in one of the least economically mobile cities in the country. Parents and students are frustrated and the idea of a school with less punitive measures and an academic program catered to boys has drawn the interest and support of parents and community members alike. The different environment and program of our school will provide a distinct and unique choice to the Charlotte metropolitan area. With a planned robust transportation plan, the school may even reach outside of the inner city. The school will begin advertising soon after approval and begin late 2021 in its push to gather student applications. The board is entrenched within the community and already has interested parents ready to sign up their children.

- Initial Application process (Oct 2021 - Dec 2022) - 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 2022) – Applications will be accepted for approximately 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 weighted 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 and approve management company recommendations which will be open to the public.



- Preliminary Planning Period (Apr. - May 2022) 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 2022) Upon receipt of all information with the recommendation of the management group for student enrollment for 2022-2023 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. 2022) - 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. 2022) - 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 2022 - 2023 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 serves based upon the data receive about the students' performance, fiscal responsibility and regulatory compliance. The facility we picked is adequate to accommodate the expansion. We will work with school administration and the management group to add additional staff to accommodate the expansion and approve the process when completed.

Q125. 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. The management company and board will cooperatively work to ensure these activities are in place. These methods include:

- Door-to-Door Marketing (Board)
- Mailers (TLS)
- Radio Public Service Announcements (TLS)
- Newspaper Press Releases (Board & TLS)
- Social Media Engagement & Website Updates (TLS)
- Regular Public Forums/Events (Board)
- Association Engagements (Board)
- Day-care outreach (Board & TLS)
- Local Youth Football Leagues (Board)
- Social Services (TLS)
- Parent Volunteers (Board)

The Lead Administrator will be involved with all of the above tasks in some capacity and serve as the bridge and coordinator between the management company and board efforts.

The management company will provide the funds for the school to send mailers and pay for other advertisements during its planning year. Board members will be involved in the door-to-door marketing campaigns, the review of the advertising materials, engagement of local organizations, and partnership with parents. The board will engage parents as volunteers to help build community trust, gain their input, and expand the level of outreach of the



school. Board members will be primarily responsible for community engagement, especially during the first several years of the school. The board will host informational sessions to grow trust with parents and provide an atmosphere that welcomes all students.

Q126. 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.

Upon receipt of the application being approved, the school will immediately move to finalize and update its website to reflect approval and the move towards opening in 2022. The board of directors will then organize a press release and post on social media to get the word out about the school.

The management company has internal capacity to manage its responsibilities outlined below and has recently hired a marketing consulting firm to handle the day-to-day responsibilities of marketing.

October 2021

- o Finalization of Website (Marketing Firm)
- o Host a public forum to announce school opening in 2022 (Board)
- o Send radio clips in both English and Spanish to local radio stations to be aired as PSA's (TLS)
- o Advertise on Social Media (TLS)

December 2021:

- o Participate in holiday activities of all religions to engage diverse communities (Board)
- o Advertise upcoming open enrollment using previously identified mediums (Board/TLS)
- o Finalize website (Board/TLS)

January 2022:

- o Open Enrollment Begins
- o Previous marketing strategies are implemented

March 2022:

- o Open Enrollment Ends
- o Lottery transpires if more students applied than slots available
- o A celebratory event is held at the campus site for accepted and enrolled students (Board)

April 2022:

- o 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 2022:

- o Back-to-School Information is sent to the address of enrolled students (TLS)

June 2022:

- o Advertise Meet-the-Teacher Event in July (TLS)
- o Hold a Cook-out for enrolled students/parents (Board)

July 2022:

- o Hold a Meet-the-Teacher Event for all upcoming students (Board)
- o Contact all parents/students that did not attend to confirm interest and attendance in August (TLS)

August 2022:

- o Hold a week-long program leading up to school to ensure school interest and attendance come the start of school (Lead Admin/TLS)
- o 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. In the opening year, the management company will provide the marketing funds.

Q127. 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.

Q128. What established community organizations would you target for marketing and recruitment?

- Multiple church congregations our board members are a part of
- Local Daycares
- Girls & Boys Club
- Utilize board member organizations that have access to hundreds of students

10.6. Parent and Community Involvement

Q129. 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. The board will immediately begin refining and completing its website and logo design. 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 school's 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 Lead 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 on 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.

To ensure retention of applicants and enrollments, the Lead Administrator will call each parent personally to ensure they have received proper communications, answer any questions, and welcome the family into the school.

Q130. 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.

The calendar provides an extended day for students and plans for joint student-parent workshops on the last Friday of each month. These workshops will encourage parent engagement, foster student-parent relationships, and assist the parent in understanding how to best support their child. The school recognizes the importance of parent engagement at the school and building positive habits for home behavior.

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.

Q131. 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.

The school will provide a variety of workshops each month to provide learning opportunities for parents. Parents will receive training on how to better participate at the school, how to support their child's academic and general well-being, as well as receiving job assistance training. These trainings may change and vary based upon the requests from parents and their needs. This aligns with our mission to support the whole male child. Some examples are listed below.

Parent Workshops- (Monthly, time and location TBD)

- Parent Volunteer Training Workshop
- Parents as Tutors Workshop
- Family Budgeting and Financial Workshop
- Personal Development Workshop
- Child Discipline
- Time Management Workshop
- Reading Strategies for Boys at Home
- Math Strategies for Boys at Home
- Fundraising Workshop
- Gurian Institute Recommended Workshops
- Restorative Justice Activities/Workshop

10.7. Admissions Policy

Q132. 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 for an all-male student membership. Open enrollment will be scheduled for a minimum of 30 days starting in January, in accordance with state statute. The lottery will take place in February or March.

The school 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.

Q133. Weighted Lottery Does your school plan to use a weighted lottery?

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

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

Yes

No

Q134. 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

The mission of Power Elite Male Academy is to support the whole male student in achieving academic excellence, fostering self-esteem, and developing thoughtful leaders. The application is modeled to serve the socioeconomically disadvantaged male students in Charlotte that are being vastly underserved and suffering from the effects of systemic racism, as evidenced by large achievement gaps and suspension rates. Power Elite Male Academy will utilize a weighted lottery to ensure that our program reserves space for economically disadvantaged students needing a supportive program that welcomes and places high expectations on all students.

Power Elite Male Academy will welcome all races and cultures to the school. The school will reserve 50% of its seats for economically disadvantaged students as marked on the application. Parents will not be required to provide this information, but will be given priority if they so choose. The weighted lottery does not discriminate on race.

Q135. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.



The school will have parents submit their applications via paper or online. All paper applications will be entered into the online system on our website. The school will utilize a lottery program to ensure ensure proper implementation.

Q136. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

The achievement gap and suspension rates of males, especially black males, in Charlotte is unacceptable. Charlotte economic mobility is one of the worst in the country. Black male students are shown to benefit from black teachers, yet Charlotte's teachers are disproportionately white. CMS has shown an inability to combat these problems on their own even with tens of millions of dollars invested through Project LIFT. An independent school determined to combat these problems in a unique and restorative setting is desperately needed. The research for the practices to be utilized at the school to help combat these problems include Culturally Responsive Teaching, Restorative Justice Practices, Time to Teach, and the Gurian Institute were specifically selected to support and develop the economically disadvantaged male student in an equitable setting. All students deserve equal life chances, and the current offerings in Charlotte are simply not giving all students the same opportunities and support. The school's catered environment for economically disadvantaged male students calls for a weighted lottery to ensure that the program serves the demographic it was designed for.

Q137. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
- No

Q138. Explanation (optional):



11. Operations

Q139. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q140. Explanation (optional):

11.1. Transportation Plan

Q141. 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 management company's transportation coordinator will manage the day-to-day operations of the school's transportation program. The school will contract qualified bus drivers and provide three buses in its first year in operation that will be provided by the management company. The management company will organize 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 ensure that all students in need of special transportation arrangements are able to get to and from school. The management company 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. Additionally, the management company will confirm that buses are inspected at least monthly to ensure the buses are in good repair and safe for our students.

The management company 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 management company and the lead administrator will provide parent orientations on the school's transportation program. The management company 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.

11.2. School Lunch Plan

Q142. 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 through a locally qualified vendor. 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 contracted management company will be responsible for the overall administration of the program and will have part-time onsite staff to facilitate 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 management company 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.

The school will most likely contract with a vendor to facilitate the meal program, but is open to finding a facility with adequate kitchen facilities.

11.3. Civil Liability and Insurance

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

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and

6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q143. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Resources :



Evidence :

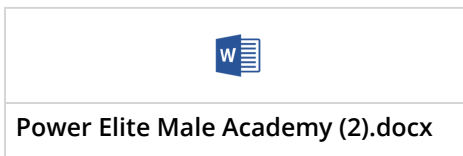


Q144. Attach Appendix L: Insurance Quotes

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

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

Evidence :



11.4. Health and Safety Requirements

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

Q145.

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

The Board Chair must sign this question.

Signature

Comments :

Please see attached signature.

Evidence :



Q146. Start-Up Plan Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

According to the DPI posted timeline, the board will have received notification of approval by the State Board of Education May-June of 2021. After notification, the board will begin incrementally developing, crafting, and reviewing the many policies and procedures early on in the process to ensure timely submission of all materials during the RTO process. The board will craft press releases to local news outlets to announce the approval and next steps in the offering an all-male school of choice. The board will immediately begin finalizing its website and social media pages to ensure that parents and community members have a means of learning more about the school and contacting us for questions.

Marketing

In October of 2021, the board will announce that open enrollment will begin on January 1, 2022 and remain open for a minimum 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, social media, and by email to the parents that completed surveys or signed up for our newsletter. The school will also hold several community forums to promote student enrollment and provide parents information on the school's offerings. The board will engage local daycares, churches, and other pertinent organizations to facilitate recruitment efforts. Board members will also lead the effort of door-to-door marketing in nearby neighborhoods. The management company will fund and hire professionals to create TV commercials, radio ads, and mailers.



If the school has still not reached its goal of 150 students, the school will continue its marketing campaign until it has reached its 150 student goal and established a healthy waitlist. The management company will pay for the marketing efforts without any sort of loan being placed on the board.

Personnel

In December of 2021, the Lead Administrator, management company, and board will begin crafting job descriptions for all roles at the school. In February 2022 when enrollment numbers start becoming more apparent, the school will begin advertising staff positions at the school, including teachers, administrators, clerical support, and other positions. The school will post job ads in local newspapers, online job sites, engage HBCU job fairs, and utilize the Torchlight Schools network in recruiting a higher number of black teachers. 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 early August, prior to the arrival of students. Planning for this professional development is provided in this application and further development will be crafted by the Lead Administrator and management company beginning in April of 2022.

Finances & Funding

The board will begin applying for the NC ACCESS Grant for the planning year in early January 2020. By beginning this process, the board can ensure that funds are secured for the Lead Administrator during the RTO process and planning year. This will allow for a smoother transition to opening the school and more effective process. Other funding opportunities will be sought out by the management company and board member Angela Hames who has experience with securing grant funds.

The board will also begin the process for acquiring 501c3 status so that the school can begin fundraising. As funds are secured through grants and fundraising efforts, the school will begin developing plans on how to best utilize those funding sources through a financial committee.



Facility

The board will immediately begin more deeply investigating the identified facility options alongside the management company immediately upon notification of approval in the summer of 2021. With the time to open so far out, other facility options may have become available. The management company has agreed to pay any upfront fees associated with securing the facility. The plan would be to move into one of the identified facilities in mid-late 2021 to begin renovations and advertisement of the school location.

In April and May of 2022, an appointed board committee and the management company assignee will begin selecting furnishings, enter agreements for equipment and technology, and assemble 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, 2022.

Parent & Community Engagement

Power Elite Male Academy has already begun engaging parents and community partners as evidenced by our total surveys and partnership letters. This process will continue, and these partners and parents will be asked to serve as volunteers to help with recruitment and serve on the aforementioned committees related to Academics, Finance, and Operations. Securing trust and presence within the community and acquiring resources through our partners will be instrumental in a successful opening.

Parents and community members will be sent monthly newsletters drafted by current board chair, Rochelle Grey. Social media posts are already posted regularly on our Facebook page and our website will continue to offer resources and information for parents. The board will host informational sessions beginning in July of 2021 to begin drawing awareness to the approval of the charter and its imminent opening. Parents will be seen as partners in school opening and help provide input into school decisions through a formed Parent Advisory Committee. This committee will be asked to attend each board meeting and provide the parent perspective. Our school culture will ask that parents be regularly involved at the school and setting that expectation during the RTO process is something that school sees as an important first step.



Enrollment, Registration, School Opening

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.

Q147. 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 board will face several challenges that are typical in starting a charter school and some that are specific to our particular school. The first barrier will be to attain its 150 all-male student enrollment. The Charter School Advisory Board has been very vocal about their concerns over the failure of a large number of charter schools failing to reach their projected enrollment in their first year. Since we will only serve male students, this barrier will be even more significant. We understand the concerns expressed by CSAB, but also know that we selected to start with such a small number of 120 because of this concern. The school plans on engaging various methods of marketing, but most importantly utilizing the long-standing relationships that many of our board members have with families across the Charlotte area that have been so forthcoming about their support for this type of school.

The next anticipated challenge will be the tight budget our school will operate on during its first year of operation. Having just 150 students is going to be tight, but our management company has shown the willingness and ability to provide start-up funds and has been involved with schools with less than 150 students and managed to ensure that the school had a positive fund balance at year end. In addition, the management company applied for the ACCESS Grant for its two schools under contract and secured funding for both. We fully anticipate applying for the NC ACCESS Grant and seeking funds from other foundation sources. Our board possesses members with financial prowess and understanding to ensure that the funds are spent responsibly and within our ability.

Most importantly, our board possesses the passion and vision required to overcome these obstacles and any others that come within our way of opening our school that we have sought for coming on three years.

11.5. Facility

Q148. 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

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

The governing board of Power Elite Male Academy has identified a multitude of facilities to open the charter school. Many of the facilities currently identified are not within the targeted area, but one of them does currently reside within the boundary. This facility has been on the market for well over a year now, so our real estate agent is hopeful that some type of compromise could be found for the seller to lease part of the property. This property's address is 7349 Statesville Rd Charlotte, NC. It is a 50,000 sq. ft. office space that well exceeds the size that we would require. That is why a lease for a smaller portion would be required.

The board recognizes that the real estate market can change dramatically and quickly, especially in the Charlotte area. The board will do its best to locate itself within the identified 14 square mile area previously discussed. The board has already engaged a local Charlotte Real Estate agent that has supplied the specs for 8 different locations in and surrounding our targeted area.

The school anticipates that it would enter into an agreement on a facility mid to late 2021 so that the necessary renovations could be completed by June 2022 and a CO obtained before July 1, 2022. The management company has proven adept at identifying, acquiring, and renovating a facility in time for school opening on three separate occasions within about a two year span. The board is confident the management company can navigate the Charlotte market and present suitable facilities for our school.

Q149. 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 eight classrooms during its first year of operation. Seven of those classrooms will be for regular classes while the eighth will be reserved for the EC and ELL teacher for pull-out services. Regular classroom sizes will be at least 900 sqft. The school will grow by two classrooms each year, which influences the board's decision to acquire a facility that can serve our goals for growth.

Other rooms that the board has deemed necessary for the school are an open entry that leads into the common area to receive and welcome students, an office for the Lead Administrator, a set of restrooms for male students and two sets of restrooms for both female and male teachers, and an area for gym/recreational activities. It is anticipated that 10,000 to 12,000 square feet would be required during the school's first year of operation, but that the building have the capacity to grow into a 25,000 to 35,000 square foot area as membership grows.

Q150. 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 7 classroom spaces and one exceptional children's space. We estimate our classroom space needs are about 10,000-12,000 square feet. We will also need administrative office space, teacher workroom, storage, and large multipurpose space for gym, assemblies, and other events that involve a large number of students.

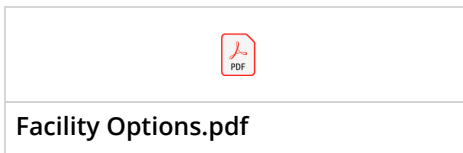
Q151. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location

Cost in the range from \$3.00/SF to \$30.00/SF for a leased facility would be our target. We recognize many of the attached facilities have much higher rates, but many of those numbers are for purchase price. Most if not all of the facilities have lease options. We would discuss with the realtor more closely what our budget actually allows as well as the management company about purchase options. Because of how early in the process we currently are and the volatility of the real estate market during COVID-19, the board anticipates very different options being available in just a few months. The board would begin to be more amenable to school locations outside of its targeted area as the date of school opening became closer.

Q152. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open

The board has identified 8 different potential sites (See attached). Because of the turnover of buildings in Charlotte and the fact that we would not open until 2022 gives us a significant amount of time to nail down which of those sites best aligns with our mission, financial budget, and location goals. The board also recognizes the popularity of utilizing churches to house schools during their first few years of operation. This is an area we have yet to truly explore, but one that we are aware of and understand is a viable fallback option.

Evidence :



Q153. 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. Rochelle Gray has experience with facilities during her time on the Board of Education in New Jersey. 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 who had provided these facility possibilities.

12. Financial Plan

Q154. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q155. Explanation (optional):

12.1. Charter School Budget

Q156. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Q157. Attach Appendix N: Proposed Budget for Year 1 through Year 5

Click "Resources" (to the right of this text) to access and download the Budget Template.

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

Resources :



Evidence :



Power Elite Year 1 Budget 2020 Ap...

12.2. Budget Narrative

Q158. How was the student enrollment number projected?

The student enrollment project for the school's first year of operations is 150. 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 the identified 14 square mile area. The schools within the area have many of the students that our school is seeking to target. The applicant then reviewed a conservative 30 mile radius and concluded that the total male student population per grade level would be far under 5% of our target enrollment. The board also considered the fact that this school would be the first free, all-male school of choice in the Charlotte area. The board anticipate the appeal of a school catered towards boys and the obvious school differentiator of a single-gender model will attract students from an even larger range.



Next, we considered the size of the school and its impact upon school culture. This number is smaller than what many schools would like to start, but with our targeted student demographic, we wanted to ensure a manageable school to create the culture envisioned.

Q159. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

Our research and combined decades long residency in Charlotte tells us there is a need for this school. Parents of male educationally disadvantaged students have all but given up on having a school choice option which meets the needs of their students. Rochelle Grey, Anthony Weeks, LaCher Wright, and our other board members have dedicated their careers to serving these students and have a network throughout Charlotte that has urged them to continue applying for this school even after our last several failed attempts.

Our data indicates that more than a enough parents will select Power Elite Male Academy as a school choice for their male students.

Q160. Provide the break-even point of student enrollment

The break-even point for the school is about 145 students. This number does not give the school much breathing room, but the management company has displayed a willingness to cover expenses, especially in a charter school's beginning years. Torchlight Academy School serves as a manager at risk as outlined in its contract and is already investing a significant amount into the school opening. The management company has assured the board that the funds will be available if necessary. However, with 5 less students, the board and management company believe that other cuts could be made to provide enough funds to operate the school. The board and the management also recognize that some items lines within the budget are sometime higher than they may need to be.

Q161. 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.



The board will investigate funding opportunities during the planning year and is planning on applying for NC ACCESS funds in March of 2021 to secure funding for the planning year and first several years of operation. The management company successfully acquired these funds for both of its schools under contract this past year, with each application scoring in the 90's out of 100 and one scoring a 98.

Q162. 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.

The budget does not rely on any other sources. However, the management contract does state it will provide start-up funds that are not required to be repaid. This will allow the school to open without any debt.

Q163. 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 assistant teachers, specialized teachers, or any other supporting teacher staff. 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.

Q164. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

The board has acquired two new board members that with financial acumen for this years application, Guy Lawrence and Paul Vickers. Both are bank executives who have experience managing millions of dollars and understanding how to cut costs when necessary. Rochelle Gray has served as a Board of Education member and is experienced in reviewing school expenditures.

The board has an intentional mixture of educators and financial executives who know that collaboration is critical in making the correct decisions. The financial experience of the board will help hold our board accountable to upholding our outlined budget, and the educators will always have the students, parents, and staff at heart. All of our board members are passionate for children, and their combined experience make them a a well-qualified group.

Q165. 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.

Q166. 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.

Q167. 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

Student accounting and financial services will be provided by the management company. For other services, 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.

Q168. 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.

Q169. 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.

Q170. 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.

Q171. 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.

Torchlight Academy Schools will provide furnishings as part of their management agreement.

12.3. Financial Compliance

Q172. 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).

Q173. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

None

Q174. 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

13. Other Forms

Q175. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

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

Resources :



Evidence :


Certify.pdf

Q176. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

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

Resources :



Evidence :


Certify.pdf

14. Third-party Application Preparation

Q177. Was this application prepared with the assistance of a third-party person or group?

- Yes
 No

Q178. Give the name of the third-party person or group:

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.

Q179. Fees provided to the third-party person or group:

\$0

15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q180. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 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

I understand

16. Signature page

Q181. **Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.**

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

Resources :



Evidence :



Power Elite Notarized.pdf

Q182. **Complete**

I have finished the application

* Q183. **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 and authorized by the charter school board of directors. Positions will be properly advertised, utilizing online tools such as Indeed, Monster, TeacherMatch, local newspapers, and the school website. Job descriptions 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 male 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.

Not Applicable

Not Applicable



Stephanie Spivey
(844) 391-7181



Joe Franco
(844) 391-7181



The Edison Arrowood | 7910 Microsoft Way

124,896 SF of 4-Star Office Space Available in Charlotte, NC



HIGHLIGHTS

- 10-15 minute drive to SouthPark, Ballantyne, Uptown, Charlotte Douglas International Airport and easy access to I-77 and I-485.
- The property has three entrance points which make for great ease of access.
- Surrounded by an abundance of dining and retail amenities including Panera Bread, Chick-Fil-A and Publix Supercenter.
- Modern building systems with thermoplastic polyolefin roofing.

ALL AVAILABLE SPACES(4)

SPACE	SIZE	TERM	RATE	SPACE USE	CONDITION	AVAILABLE
1st Fl-Ste 150	30,683 SF	Negotiable	\$20.00 /SF/YR	Office	Raw Space	Now
1st Fl-Ste 100	31,449 SF	Negotiable	\$20.00 /SF/YR	Office	Raw Space	Now
2nd Fl-Ste 250	31,392 SF	Negotiable	\$20.00 /SF/YR	Office	Raw Space	Now
2nd Fl-Ste 200	31,372 SF	Negotiable	\$20.00 /SF/YR	Office	Raw Space	Now

PROPERTY OVERVIEW

The Edison is a creative loft office project featuring open, efficient, 30,000 sf floor plates with roll-up garage doors on the first floor. Delivered in January of 2019, this 125,000 sf Class A office space is located in the Airport Submarket. With a minimal common core, close proximity to I-77 & I-485, easy ingress/egress

- 24 Hour Access
- Courtyard
- Security System

through three access points, and surrounded by an abundance of dining and retail amenities, this space is perfect for any growing business. Accessibility to Southpark, Ballantyne, Uptown, and Charlotte Douglas International Airport enable easy access to the office and hotels for visiting clients.

- Bicycle Storage
- Air Conditioning

PROPERTY FACTS

Building Type	Office	Building Size	124,896 SF
Year Built	2019	Building Class	A
LoopNet Rating	4 Star	Typical Floor Size	62,448 SF
Building Height	2 Stories		
Parking	924 Surface Parking Spaces		

Listing ID: 15609141

Date Created: 3/17/2017

Last Updated: 7/8/2020

TRANSPORTATION

 AIRPORT

Charlotte Douglas International Airport

15 min drive

6.1 mi

NEARBY AMENITIES











RESTAURANTS

Carmella's Pizza	Pizza	\$	19 min walk
La'wan's	Soul Food	\$	20 min walk
Dragon Buffet	Chinese	\$	27 min walk
Luigi's Pizza	Pizza	\$	27 min walk
Hokkaido Japanese Express	Japanese	\$	27 min walk
Troy Mediterranean Grill	Grill	\$	27 min walk
MAI Japanese Restaurant	Japanese	\$\$	29 min walk
Harry's Grille and Tavern	American	\$\$	31 min walk
Fortune Cookie II	Chinese	\$	33 min walk

RETAIL

Microsoft Corporation	Consumer Electronics	5 min walk
Microsoft	Consumer Electronics	4 min walk
Northpointe Bank	Bank	8 min walk
Rite Aid	Drug Store	12 min walk
Circle K	Convenience Market	13 min walk
MyEyeDr.	Optical	14 min walk
Boost Mobile	Wireless Communications	15 min walk

HOTELS

Hampton by Hilton		100 rooms	3 min drive
Drury Inn & Suites Charlotte Arrowood		180 rooms	3 min drive
Hyatt Place Charlotte		126 rooms	4 min drive
Fairfield Inn		82 rooms	4 min drive
Holiday Inn Express		98 rooms	4 min drive
TowenPlace Suites		94 rooms	5 min drive
Motel 6		115 rooms	5 min drive
Embassy Suites by Hilton		170 rooms	6 min drive
La Casa Inn		117 rooms	5 min drive
Knights Inn		110 rooms	5 min drive

ABOUT AIRPORT

This area near the Charlotte Douglas International Airport is among the largest and best-connected office nodes in the metro. Sitting five miles west of Charlotte's urban core, Interstates 77, 85, and 485, as well as the airport, link the office hub to more than just the Charlotte metro. In fact, Charlotte is American Airlines' second largest U.S. hub.

Despite historical preference for industrial corridors within the area, several office nodes do exist here. Offices are clustered heavily along the major interstates and largely consist of sub-100,000-square-foot properties. While developers have worked to build out the region's office inventory, complementary growth in the area's retail and housing offerings has resulted in

well-rounded neighborhoods scattered with golf clubs, hotels, and parks.

Companies are drawn to the area for its connectivity and its educated workforce. More than 20% of adults here hold a bachelor's degree or higher. Notable employers include some of the city's Fortune 500 and Fortune 1000 headquarters, such as Sealed Air, JELD-WEN Holding, and Belk. Other large tenants here also include Microsoft, Time Warner Cable, and Truist Financial, which each hold data or call centers in the area.

Despite the amount of notable tenants based here, nominal rents are well below office nodes located in the urban core.

ABOUT THE OWNER



Originally incorporated as Technology Park/Atlanta in 1971, TPA Realty Services, LLC has assembled, master-planned and developed five premier office parks in metro Atlanta comprising nearly 5,000 acres and nearly 200 office and business park buildings. In mid-2004, the local Technology Park/Atlanta management team successfully presented to Peninsular and Oriental Steam Navigation Company ("P&O") an offer to purchase the company. The management buy-out closed, as

scheduled on December 31, 2004. As part of the management buy-out process, property management, leasing, and development operations were re-organized as TPA Realty Services, LLC. While the name changed, the organization which at that time was comprised of 34 experienced professionals remained virtually intact with the ongoing ability and expertise to meet its clients' commercial real estate objectives. Today TPA employs more than 60 real estate professionals.

tpa-grp.com 

ABOUT THE ARCHITECT

Our ability to provide excellence in design is based on our ability to attract and retain creative clients who are committed to quality design, innovation and growth. Our practice of architecture, urban design, planning, interior design, facility management and program

management provides opportunities to interface with our clients in design, management, and sustainable design. Our Market focus is Education, Healthcare, Science Technology, and Government.

harris-smith.com 

MAP OF 7910 MICROSOFT WAY CHARLOTTE, NC 28273



ADDITIONAL PHOTOS



7910 Microsoft Way



Primary Photo



7910 Microsoft Way



Courtyard



7910 Microsoft Way



Courtyard



Entrance



Lobby, Second Floor



Lobby



Restroom



Stairs



Aerial

The LoopNet service and information provided therein, while believed to be accurate, are provided "as is". LoopNet disclaims any and all representations, warranties, or guarantees of any kind.



Robert Settle
(704) 626-1000



Old Lancaster Town Center | 15009 Lancaster Hwy

20,000 SF | Office Building | Charlotte, NC | \$4,500,000 (\$225/SF)



INVESTMENT HIGHLIGHTS

- Excellent location off Lancaster Highway, just minutes from I-485 and Ballantyne.
- Property offers monument and building signage.
- Located Adjacent to retail (within 100 yards away) including Pio Pio, Farley's Pizza, Bamboo 7 Asian Cuisine, and Hyderabad Biryani House.

EXECUTIVE SUMMARY

15009 Lancaster Hwy is a 20,000 square foot office building, it is the beautiful former FINTECH space would make great call center or corporate headquarters. In prestigious Ballantyne. Well located to serve NC and SC

suburbs. Purchase/Lease options. Impressive interior office space with abundant high-end finishes. Executive offices offer private entrance, kitchen and covered patio.

PROPERTY FACTS

Sale Type	Owner User	Tenancy	Single
Property Type	Office	Building Height	1 Story
Building Size	20,000 SF	Typical Floor Size	20,000 SF
Building Class	B	Slab To Slab	14' 6"
Year Built	2006	Building FAR	0.16
Price	\$4,500,000	Land Acres	2.90 AC
Price Per SF	\$225		
Zoning	NS		
Parking	87 Spaces (4.35 Spaces per 1,000 SF Leased)		
Opportunity Zone	No		

Listing ID: 15669179

Date Created: 4/8/2019

Last Updated: 6/22/2020

SPACE AVAILABILITY

SPACE	SIZE	SPACE USE	CONDITION	AVAILABLE
1st Floor	20,000 SF	Office	-	30 Days

TRANSPORTATION

 AIRPORT

Charlotte Douglas International Airport

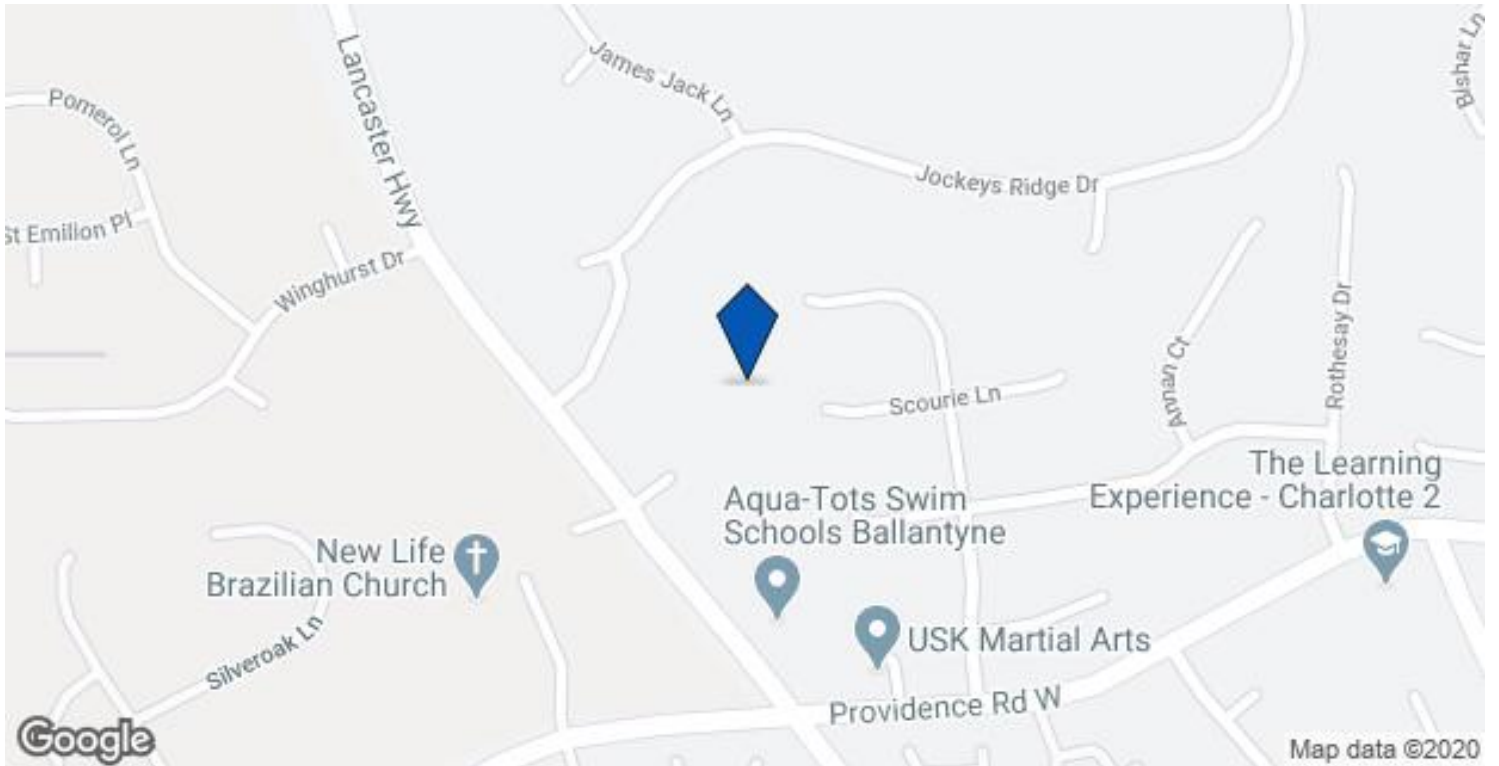
27 min drive

14.9 mi

PROPERTY TAXES

Parcel Number	223-135-57	Improvements Assessment	\$1,582,600
Land Assessment	\$2,611,100	Total Assessment	\$4,193,700

MAP OF 15009 LANCASTER HWY CHARLOTTE, NC 28277



ADDITIONAL PHOTOS



Building Photo



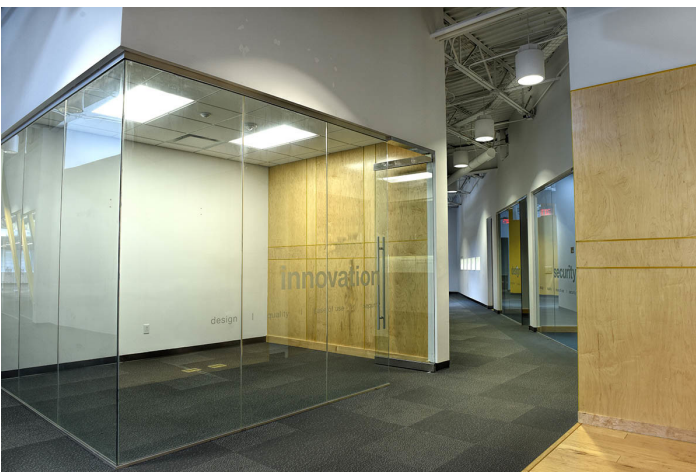
Interior Photo



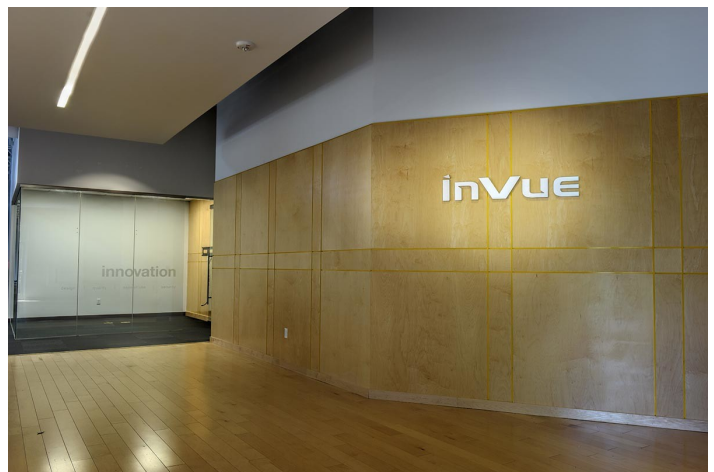
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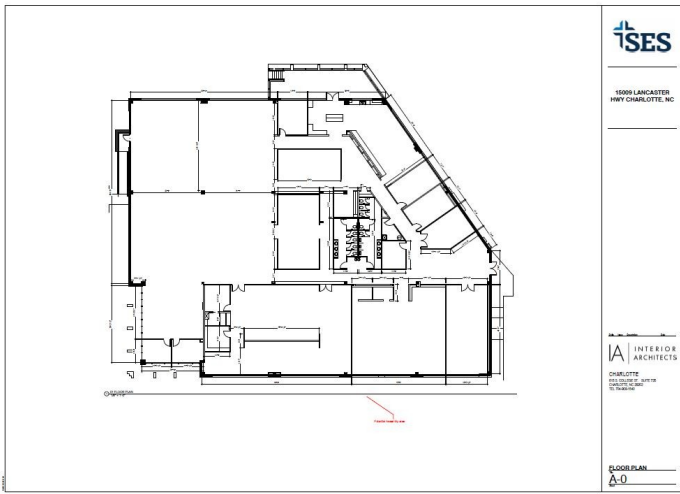
Interior Photo



Interior Photo



Interior Photo



Floor Plan

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Jaime Boast
(704) 804-5824



Bryan White
(704) 943-2300



Globe Express Building | 8025 Arrowridge Blvd

23,430 SF | Vacant | Office Building | Charlotte, NC | \$3,500,000 (\$149/SF)



PROPERTY FACTS

Sale Type	Owner User	Percent Leased	Vacant
Property Type	Office	Tenancy	Multiple
Building Size	23,430 SF	Building Height	1 Story
Building Class	B	Typical Floor Size	23,430 SF
Year Built/Renovated	1998/2001	Building FAR	0.28
Price	\$3,500,000	Land Acres	1.93 AC
Price Per SF	\$149		
Zoning	I-1		
Parking	95 Spaces (4.05 Spaces per 1,000 SF Leased)		
Opportunity Zone	No		

AMENITIES

- Atrium
- Signage

Listing ID: 14362317

Date Created: 11/12/2018

Last Updated: 6/22/2020

TRANSPORTATION

AIRPORT

Charlotte Douglas International Airport

17 min drive

7.0 mi

PROPERTY TAXES

Parcel Number	203-031-33	Improvements Assessment	\$2,743,100 (2019)
Land Assessment	\$558,400 (2019)	Total Assessment	\$3,301,500 (2019)

MAP OF 8025 ARROWRIDGE BLVD CHARLOTTE, NC 28273



ADDITIONAL PHOTOS



Lobby



Building Photo



Other

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Lane Holbert
(704) 319-5088



Warren Snowdon
(704) 705-3852



3410 Oak Lake Blvd

46,400 SF | Industrial Building | Charlotte, NC | \$4,500,000 (\$97/SF)



PROPERTY FACTS

Price	\$4,500,000	No. Stories	1
Price Per SF	\$97	Year Built/Renovated	1993/2006
Sale Type	Investment or Owner User	Tenancy	Single
Property Type	Industrial	Parking Ratio	0.97/1,000 SF
Property Subtype	Warehouse	Clear Ceiling Height	22 FT
Building Class	B	No. Dock-High Doors/Loading	12
Lot Size	3.60 AC	No. Drive In / Grade-Level Doors	2
Rentable Building Area	46,400 SF	Opportunity Zone	Yes

AMENITIES

- Fenced Lot
- Signage

Listing ID: 18567428

Date Created: 2/19/2020

Last Updated: 7/7/2020

UTILITIES

- Water - City Water
- Sewer - City Sewer
- Heating - Gas

ZONING

Zoning Code 11

SPACE AVAILABILITY

SPACE	SIZE	SPACE USE	CONDITION	AVAILABLE
1st Floor	46,400 SF	Industrial	-	30 Days

TRANSPORTATION

AIRPORT

Charlotte Douglas International Airport

7 min drive

2.1 mi

FREIGHT PORT

Port of Wilmington

246 min drive

209.2 mi

RAILROAD

Charlotte Van & Storage

7 min drive

4.1 mi

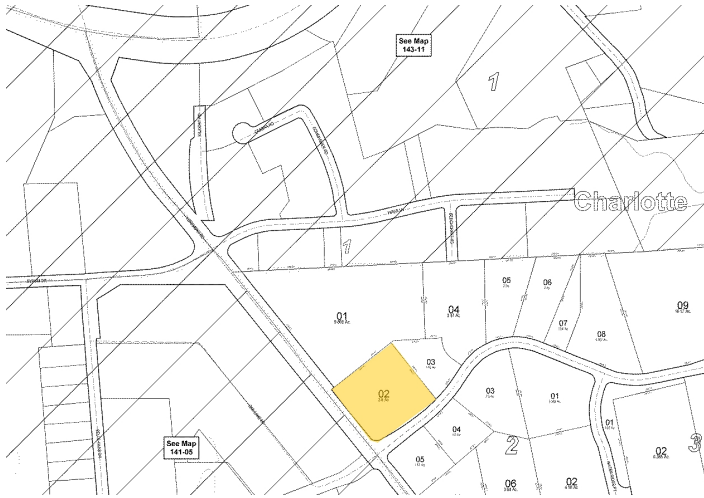
PROPERTY TAXES

Parcel Number	143-261-02	Improvements Assessment	\$2,474,200
Land Assessment	\$512,900	Total Assessment	\$2,987,100

MAP OF 3410 OAK LAKE BLVD CHARLOTTE, NC 28208



ADDITIONAL PHOTOS



Plat Map



Building Photo



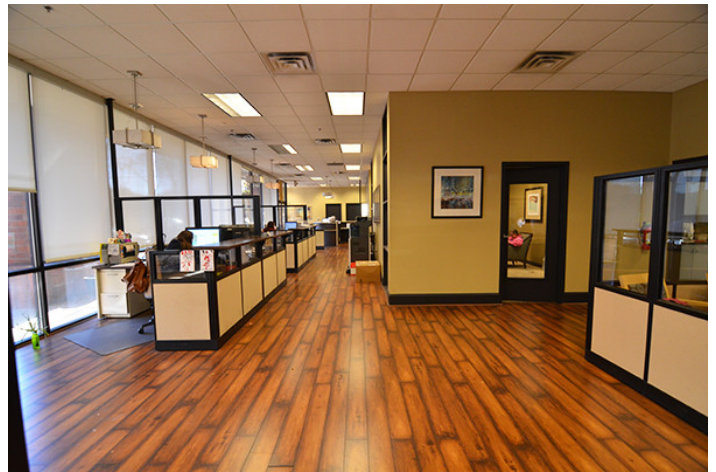
Building Photo



Building Photo



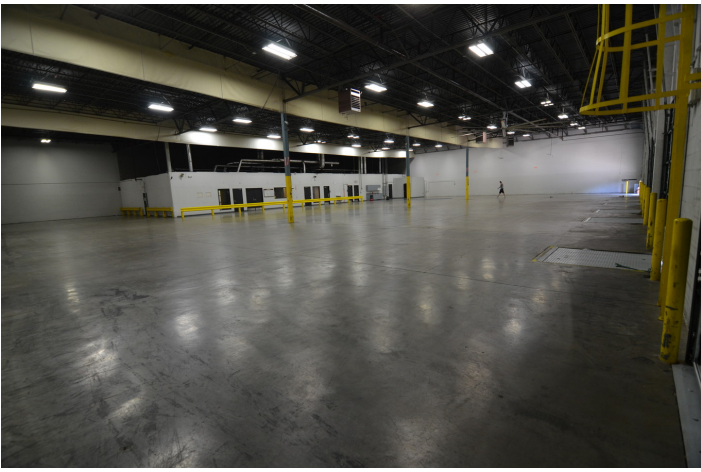
Building Photo



Interior Photo



Interior Photo



Interior Photo

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Clifford Blanquicet
(919) 356-3453

5225 77 Center Dr

54,032 SF | Office Building | Charlotte, NC | \$9,900,000 (\$183/SF)



INVESTMENT HIGHLIGHTS

- Class-A Office building/school
- Not part of park association
- Seller will consider short-term sale-and-lease-back opportunity
- Value-add opportunity: potential for more square footage to be built under roof as continuance of second floor
- Potential Uses: corporate headquarters, school, day care, office-investment, or owner-occupied office
- Mechanical and roof- new (2015)

EXECUTIVE SUMMARY

Blano Real Estate presents this unique, +/- 54,032 SF Class-A Office Opportunity. This site has a number of potential uses including a corporate headquarters location, office-investment property, owner-occupied office building, or another school or daycare user.

The building was originally a call-center. However, a school has been occupying the property the last 10 years. The current school occupier will consider a short-term sale-and-lease-back.

PROPERTY FACTS

Sale Type	Investment or Owner User	Price Per SF	\$183
Sale Condition	Sale Leaseback	Tenancy	Single
Property Type	Office	Building Height	2 Stories
Building Size	54,032 SF	Typical Floor Size	27,016 SF
Building Class	A	Building FAR	0.31
Year Built/Renovated	1993/1996	Land Acres	4.00 AC
Price	\$9,900,000		
Zoning	O-2		
Parking	196 Spaces (3.63 Spaces per 1,000 SF Leased)		
Opportunity Zone	No		

Listing ID: 18965625

Date Created: 3/24/2020

Last Updated: 7/13/2020

ABOUT 5225 77 CENTER DR , CHARLOTTE, NC 28217

Class-A Office building/school. Previously a call-center. Built in 1993 and renovated in 2015 with new roof and new mechanical. The property is in an excellent location. It is situated half a mile from the Tyvola Road exit on I-77,

a few minute drive from vibrant restaurants and breweries in the historic SouthEnd neighborhood, and a few minutes west of the upscale Southpark dining and retail.



MAJOR TENANTS

TENANT	INDUSTRY	SF OCCUPIED	RENT/SF	LEASE END
Metrolina Regional Scholars	Personal Services	54,000 SF	-	-

TRANSPORTATION



TRANSIT/SUBWAY

Tyvola Transit Stop  (LYNX Blue Line)	19 min walk	0.9 mi
Woodlawn Transit Stop  (LYNX Blue Line)	20 min walk	1.0 mi



AIRPORT

Charlotte Douglas International Airport	16 min drive	6.2 mi
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PROPERTY TAXES

Parcel Number	169-062-20	Improvements Assessment	\$6,231,300
Land Assessment	\$827,700	Total Assessment	\$7,059,000



ADDITIONAL PHOTOS



Primary Photo



Building



Side Entrance



Building



Building



Building



Building



Interior



Interior



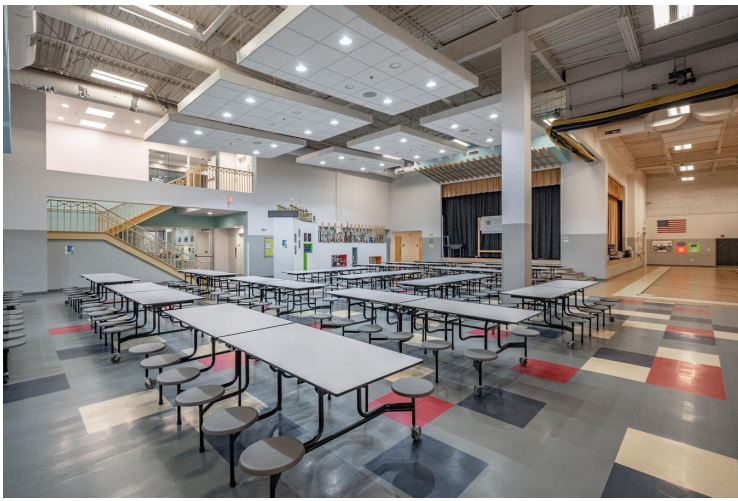
Interior



Interior



Interior



Interior



Interior



Interior



Interior



Interior



Interior

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Charlie Swanson
(704) 622-2487



Vince Sumner
(704) 336-9047



801 East Blvd

20,303 SF | Office Building | Charlotte, NC | \$5,500,000 (\$271/SF)



INVESTMENT HIGHLIGHTS

- Located along East Blvd office market in historic Dilworth neighborhood and 5 minute walk to heart of Southend
- Two Story atrium with exposed wood ceiling and lots of natural light
- 20,303 SF building with large surface parking lot and on street parking on East Blvd and Lennox Ave

EXECUTIVE SUMMARY

- 20,303 SF available for sale or lease
- Located in historic East Blvd/Dilworth neighborhood with countless walkable restaurants and shops and short 5-minute walk to East/West Station on Light Rail in the heart of Southend
- Mecklenburg County PIN: 12311903
- Zoning: O-2
- .92 AC
- Excellent signage opportunities on building and monument
- Two story atrium/large open area with exposed wood ceiling and lots of natural light
- Abundant onsite parking and street parking on East Blvd and Lennox Ave

PROPERTY FACTS

Sale Type	Owner User	Price Per SF	\$271
Property Type	Office	Tenancy	Single
Building Size	20,303 SF	Building Height	1 Story
Building Class	B	Typical Floor Size	20,303 SF
Year Built	1976	Building FAR	0.51
Price	\$5,500,000	Land Acres	0.92 AC
Zoning	O-2		
Parking	51 Spaces (2.51 Spaces per 1,000 SF Leased)		
Opportunity Zone	No		

Listing ID: 19210280

Date Created: 4/13/2020





Last Updated: 7/11/2020

ABOUT 801 EAST BLVD , CHARLOTTE, NC 28203

- 20,303 SF on .92 Acres available for sale or lease
- Located in historic East Blvd/Dilworth neighborhood with countless walkable restaurants and shops and short 5-minute walk to East/West Station on Light Rail in the heart of Southend
- PIN: 12311903
- Zoning: O-2
- Call for pricing
- Excellent signage opportunities on building and monument
- Two story atrium/large open area with exposed wood ceiling and lots of natural light
- Abundant onsite parking and street parking on East Blvd and Lennox Ave

TRANSPORTATION

TRANSIT/SUBWAY

East/West Transit Stop  (Charlotte Trolley, LYNX Blue Line)	13 min walk	0.6 mi
Tremont Transit Stop  (Charlotte Trolley)	16 min walk	0.8 mi
Atherton Mill Transit Stop  (Charlotte Trolley)	16 min walk	0.8 mi
Bland Street Transit Stop  (Charlotte Trolley, LYNX Blue Line)	17 min walk	0.9 mi

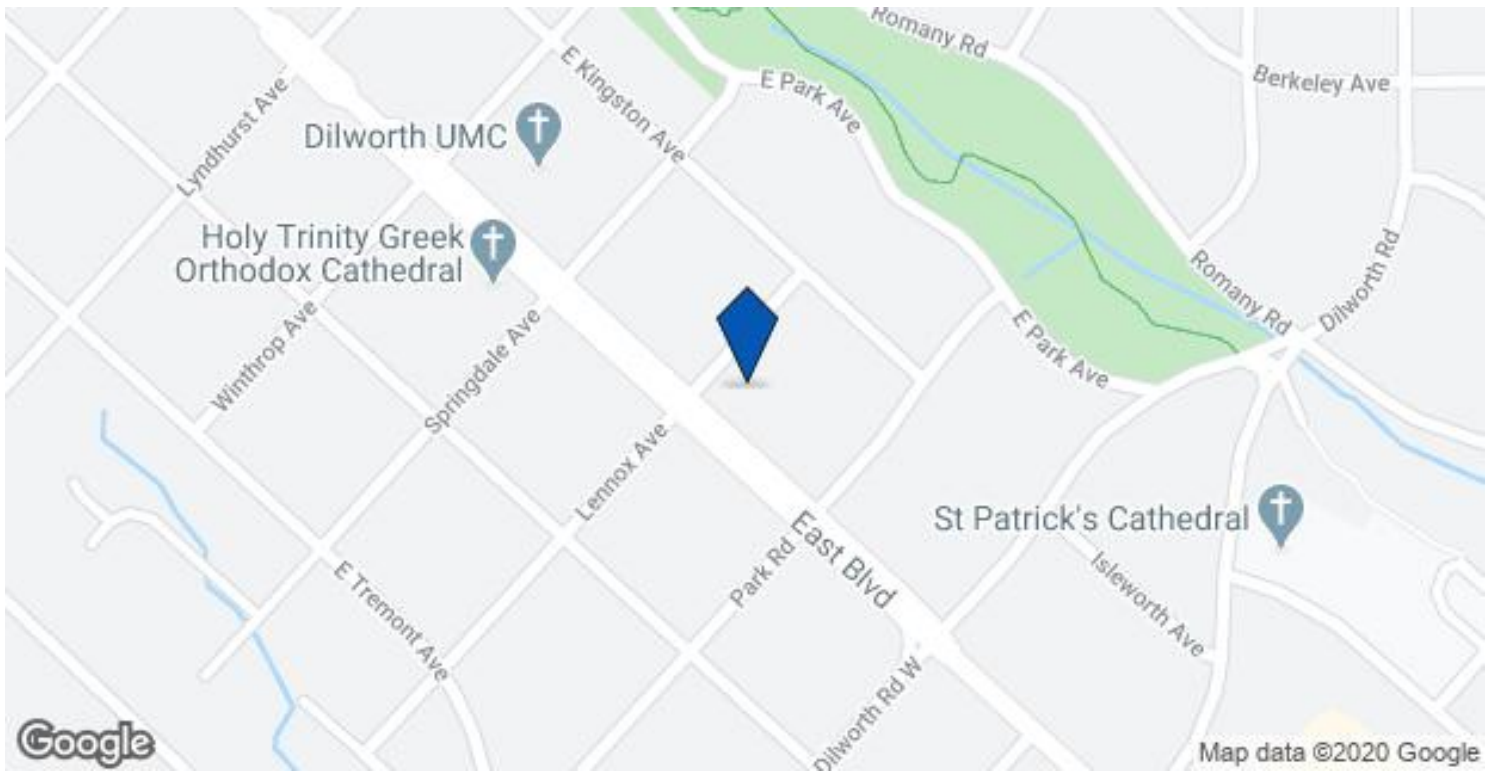
AIRPORT

Charlotte Douglas International Airport	15 min drive	7.0 mi
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PROPERTY TAXES

Parcel Number	123-119-03	Improvements Assessment	\$1,152,600
Land Assessment	\$2,064,700	Total Assessment	\$3,217,300

MAP OF 801 EAST BLVD CHARLOTTE, NC 28203



ADDITIONAL PHOTOS



DJI_0012



DSC09950



DSC09941



DSC09935

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John Phillips
(704) 336-9084



6070 E Independence Blvd

42,970 SF | Vacant | Retail Building | Charlotte, NC | \$5,500,000 (\$128/SF)



INVESTMENT HIGHLIGHTS

- Great exposure and High Traffic Count on Independence Boulevard

EXECUTIVE SUMMARY

Formerly the home of Brightwood College, the building will be subdivided in order to sell 42,970 sf on 3.5 acres. The space consists of 29,520 sf classroom/office space and

13,450 sf warehouse/storage space. The parcel is zoned B-2 and will have 226 parking spaces.

PROPERTY FACTS

Sale Type	Owner User	Price Per SF	\$128
Property Type	Retail	Percent Leased	Vacant
Property Subtype	Department Store	Building Height	1 Story
Building Size	42,970 SF	Loading Docks	2 Exterior
Building Class	C	Building FAR	0.28
Year Built/Renovated	1973/1983	Land Acres	3.50 AC
Price	\$5,500,000		
Zoning	B2		
Parking	225 Spaces (5.24 Spaces per 1,000 SF Leased)		
Opportunity Zone	No		

AMENITIES

- Bus Line
- Freeway Visibility
- Pylon Sign
- Signage

Listing ID: 19350994

Date Created: 6/25/2019

Last Updated: 6/22/2020

ZONING

Zoning Code **B2**

TRAFFIC

COLLECTION STREET	CROSS STREET	TRAFFIC VOLUME	YEAR	DISTANCE
Conference Dr	Monroe Rd, SW	16,846	2018	0.19 mi
Monroe Rd	Old Post Rd, N	28,782	2018	0.23 mi
Monroe Rd	Eaglewood Ave, S	29,623	2018	0.26 mi
Wallace Ln	Briardale Dr, E	5,500	2012	0.31 mi
Old Post Rd	Belquin Ct, E	1,919	2018	0.35 mi
E Independence Blvd	Idlewild Rd, NW	59,210	2018	0.42 mi
McLaughlin Dr	Beechdale Dr, W	1,178	2018	0.42 mi
Knickerbocker Dr	Monroe Rd, NE	927	2018	0.45 mi
Monroe Rd	Knickerbocker Dr, SE	31,276	2018	0.45 mi
E Independence Blvd	Sharon Forest Dr, SE	50,318	2018	0.46 mi

TRANSPORTATION

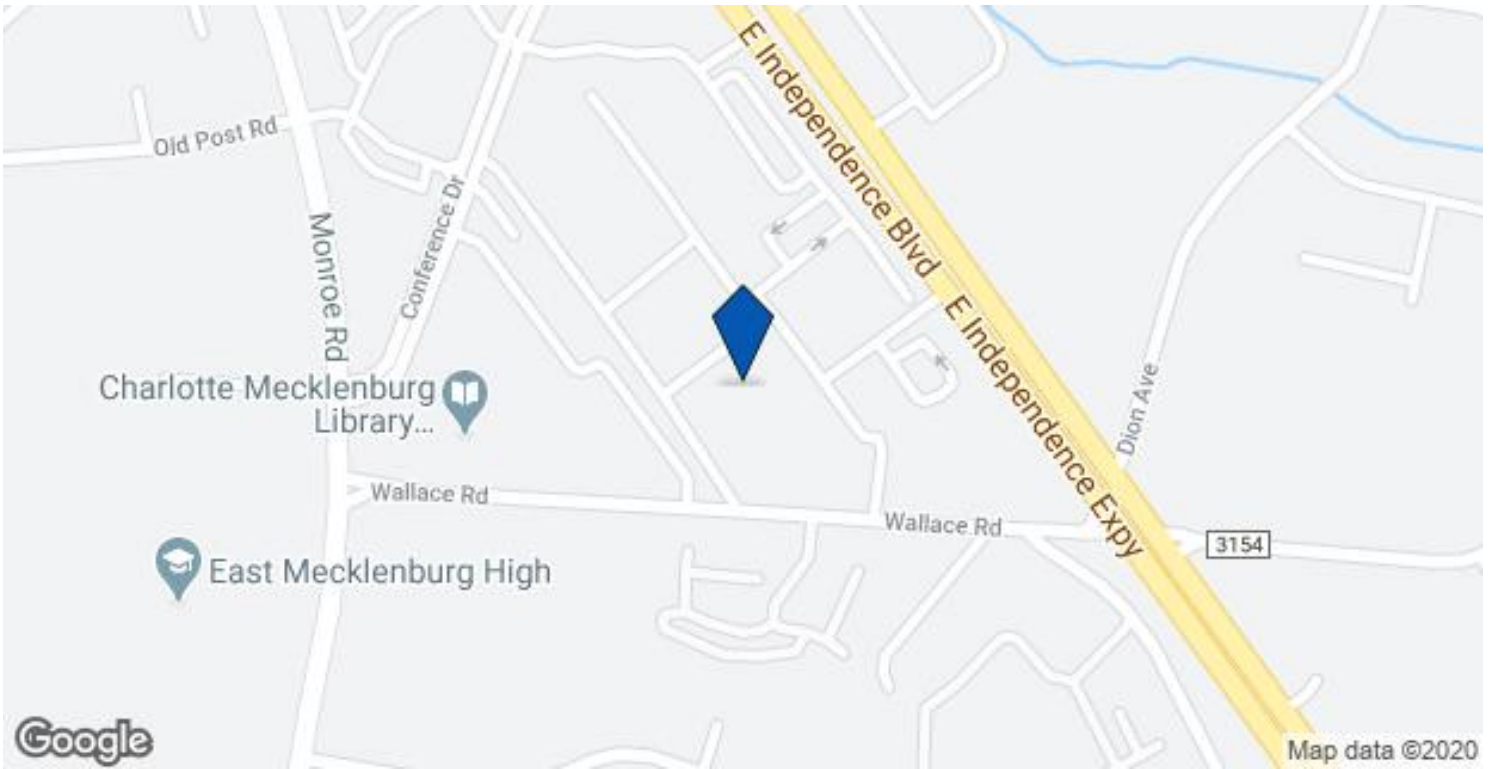
AIRPORT

Charlotte Douglas International Airport	27 min drive	15.5 mi
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PROPERTY TAXES

Parcel Number	191-022-05	Improvements Assessment	\$3,644,700 (2019)
Land Assessment	\$2,782,300 (2019)	Total Assessment	\$6,427,000 (2019)

MAP OF 6070 E INDEPENDENCE BLVD CHARLOTTE, NC 28212



The LoopNet service and information provided therein, while believed to be accurate, are provided "as is". LoopNet disclaims any and all representations, warranties, or guarantees of any kind.



Matthew Greer,
CCIM, SIOR
(704) 804-5762



Brad Cherry
(704) 927-3013



7349 Statesville Rd

49,969 SF | Office Building | Charlotte, NC | \$6,200,000 (\$124/SF)



INVESTMENT HIGHLIGHTS

- Lots of glass, large rooms, long I-77 frontage, large lot for expansion, sale or lease.

EXECUTIVE SUMMARY

OFFICE BUILDING - Call Center/Office/College/Etc.
For Sale for \$6,200,000

Property has long frontage on I-77 and quick access to the
now I-485 loop.

PROPERTY FACTS

Sale Type	Investment or Owner User	Tenancy	Single
Property Type	Office	Building Height	1 Story
Building Size	49,969 SF	Typical Floor Size	49,969 SF
Building Class	B	Slab To Slab	14'
Year Built	2001	Building FAR	0.14
Price	\$6,200,000	Land Acres	8.00 AC
Price Per SF	\$124		
Zoning	I-1		
Parking	148 Spaces (3 Spaces per 1,000 SF Leased)		
Opportunity Zone	No		

Listing ID: 14883355

Date Created: 4/18/2014

Last Updated: 7/13/2020

ABOUT 7349 STATESVILLE RD , CHARLOTTE, NC 28269

Nice building for Sale or Lease. Large lot with
long I-77 frontage.

SPACE AVAILABILITY

SPACE	SIZE	SPACE USE	CONDITION	AVAILABLE
1st Floor	49,969 SF	Office	-	Now

TRANSPORTATION



Charlotte Douglas International Airport

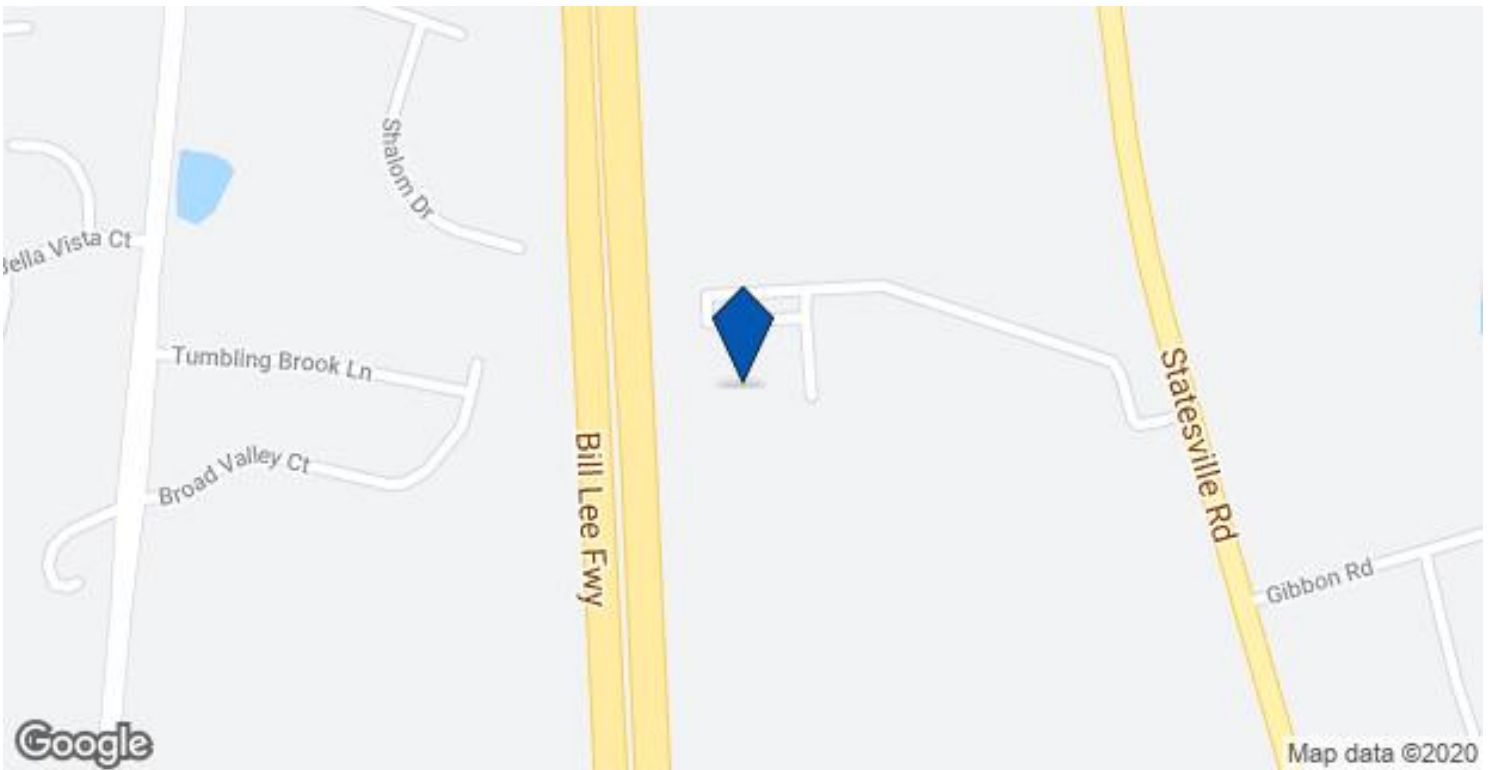
27 min drive

17.3 mi

PROPERTY TAXES

Parcel Number	037-192-19	Improvements Assessment	\$5,678,600 (2019)
Land Assessment	\$2,667,200 (2019)	Total Assessment	\$8,345,800 (2019)

MAP OF 7349 STATESVILLE RD CHARLOTTE, NC 28269



ADDITIONAL PHOTOS



Interior Photo



Aerial



Interior Photo



Interior Photo



Interior Photo



Interior Photo



Interior Photo

The LoopNet service and information provided therein, while believed to be accurate, are provided "as is". LoopNet disclaims any and all representations, warranties, or guarantees of any kind.

Our Board is partnering with the management company Torchlight Academy Schools, LLC. The Education Management Organization is a privately held, for-profit corporation. They do not submit an IRS Form 990.

Not Applicable

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the nonprofit corporation is: Power Elite Preparatory Incorporated

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Rochelle V. Gray

4. The street address and county of the initial registered agent's office of the corporation is:

1132 Brighton Place
Number and Street:
City: Charlotte State: NC Zip Code: 28205 County: Mecklenburg

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____
City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
Rochelle V. Gray	1132 Brighton Place, Charlotte, NC 28205

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

7. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

8. Any other provisions which the corporation elects to include are attached.

9. The street address and county of the principal office of the corporation is:

980-319-7275

Principal Office Telephone Number:

1132 Brighton Place

Number and Street:

Charlotte NC 28205 Mecklenburg
City: State: Zip Code: County:

The mailing address if different from the street address of the principal office is:

Number and Street or PO Box:

City: State: Zip Code: County:

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (Optional): Please provide a business e-mail address:

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified:

This is the 23 day of January, 2018.

Incorporator Business Entity Name

Rochelle V. Gray
Signature of Incorporator
Rochelle V. Gray, President

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Power Elite Preparatory Incorporated

Articles of Incorporation

Article I. Power Elite Preparatory Incorporated, is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article 2: Upon the dissolution of the corporation, Power Elite Preparatory Incorporated, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

**BYLAWS
OF
POWER ELITE MALE ACADEMY**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1: Name

The name of the non-profit corporation is POWER ELITE MALE ACADEMY, of Mecklenburg County, duly authorized under the statutes of the State of North Carolina.

Section 2: Principle Office

The Principle office of the Corporation is located in Mecklenburg County, in the State of North Carolina. The street address of the corporation in Mecklenburg County is 1132 Brighton Place Charlotte, NC 28205.

ARTICLE II – Purposes

Section 1: Purposes

The mission of POWER ELITE MALE ACADEMY is as follows:

“To support the whole male student in a high-expectation learning environment that improves academic achievement, promotes confidence, and fosters social development to develop thoughtful leaders.”

ARTICLE III - Board of Directors

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

Section 2: Number, Qualifications, Election, and Tenure

- a) The number of directors constituting the Board of Directors shall be no less than five (5) and no more than seven (7).
- b) A person needs to be at least eighteen (18) years old to be qualified as a Director. Paid employees of the Corporation may not serve on the Board of Directors as voting Members.
- c) Any qualified person seeking to become a Director of the POWER ELITE MALE ACADEMY Board will submit an application including a resume and explanation of why he/she is seeking membership to the Board and undergo a criminal background check. When a vacancy or vacancies occur, either by death, resignations, and removal from

office, end of term, tenure limit, and/or for any other reason, the remaining POWER ELITE MALE ACADEMY Board Members will review the applications submitted and elect the applicant(s) seeking to become a member of the POWER ELITE MALE ACADEMY Board of Directors.

- d) The sitting Board Members may conduct interviews with the perspective Board Candidates.
- e) With the exception of the very first planning board, each Director shall hold office for a period of four years. The terms for the initial Board of Directors shall be staggered. One half (1/2) of the members of the first board shall serve a term of four years, and one half (1/2) will serve a term of three years. At the end of these terms, subsequent Directors will serve four-year terms. *(The planning board shall be those individuals in place as the Board of Directors after the incorporation and application for charter as a school. These individuals will serve as the initial Board of Directors. The initial Board of Directors terms shall begin on the first day of July in the year the school is given a charter.)*
- f) Except non-voting employee Directors, no person appointed or elected shall serve more than five (5) consecutive terms. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns, becomes disqualified, or until that Director is removed.
- g) If due to death, resignation or other disability the Board membership falls below (5) five, resigning members will be released upon the appointment of a replacement member.
- h) All board members and officers of the corporation shall affirm an oath of office to faithfully discharge their duties to the corporation, the governing laws, and the students and families served by the charter school.

Section 3: Ex-Officio Directors

The Chief Executive Officer/School Director of the Corporation (which shall be the appointed representative of the contracted charter/educational management company designated in the school's "Charter") shall, during his or her respective term, serve as an Ex-officio member of the Board of Directors. In addition, there shall be such other Ex-officio Directors as elected by a vote of the Directors then holding office. Each Ex-officio Director, including the School Director, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

Section 4: Duties

- a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these Bylaws. Directors shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.
- b) Directors shall appoint, remove, and evaluate the Chief Executive Officer (also known as the School Director) of the Corporation. (The Chief Executive Officer or School Director shall be synonymous with the contracted Management Company).
- c) Directors shall conduct an annual self-evaluation(s) to ensure their quality of service to the corporation.

- d) Directors shall meet at such times and places as required by these Bylaws. The Board may consider a director with two consecutive un-excused absences from regular meetings as having resigned.
- e) Directors shall register their addresses with the Secretary of the Corporation.

Section 5: Resignation of Directors

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary subject to Section 2g).

Section 6: Vacancies

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately as provided in Section 2c of this Article III. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period they can seek to remain on the Board thru Section 2 above.

Section 7: Compensation

Directors shall serve without compensation for their services to the Board. Directors may receive reimbursement for expenses associated with board duties.

Section 8: Director's Adverse Interest

If any Director has an adverse interest in a corporate transaction, such Director must make full disclosure to the Board of the adverse interest as soon as such Director knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Directors present. However, no such transaction may be approved if it would constitute self-dealing prohibited under sections 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 9: Certain Director Liability

A Director shall be subject to the liabilities imposed by law upon Directors. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations

and liabilities existing at the time of the vote or assent where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

Section 10: Conflict of Interest

Board members shall be completely objective and free of personal conflict when making decisions on the board. The Board shall adopt and update on an annual basis a separate Conflict of Interest Policy.

Section 11: Removal

Members of the Board of Directors (Member) as defined by Section 2 of this Article III may be removed for cause in accordance with the Board Handbook, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose.

ARTICLE IV – MEETINGS

Section 1: Open Meetings

The Board will conduct open meetings within the meaning of the North Carolina General Statutes for open meetings laws for public entities. The board will meet a minimum 8 times per year.

Section 2: Regular Meetings

The Board of Directors will meet monthly with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meeting shall be the annual meeting (Section 5) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors. The board shall conduct a minimum of eight (8) regular board meetings annually. An annual calendar of regular meetings shall be published each year and noticed to the public.

Section 3: Substitute Regular Meetings

If any regular meeting shall not be held as designated in section 2, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting and shall be conducted in accordance with N.C. Open Meetings Laws.

Section 4: Special Meetings & Emergency Meetings

The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than ten (10) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 6,

below. This notice can be waived for any such meeting by signed writing acknowledging actual notice and a desire to meet at an earlier time however such notice must be obtained by all Board members, including non-voting and ex officio members.

Emergency matters regarding natural disaster, war, acts of God, major emergent governance issues and the like may arise and need the full attention of the Board of Directors for the health of the Corporation. For genuine emergency matters which can not wait until the next regular Board meeting the Chairperson (or Vice Chairperson in the absence or unavailability of the Board Chair) can call an emergency meeting to deal only with the emergency matters. A quorum must be present. Notice of an emergency meeting shall be by 24 hours unless the same is waived by all members. All members, including non-voting and ex officio members shall receive actual notice of any emergency meeting.

Section 5: Annual Meeting

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

Section 6: Notice of Meetings

Notice of any regular meeting, including the Annual Meeting of the Board of Directors, shall be given to the Board Members at least one-week (seven 7 days) prior thereto. Notice of any special meeting of the Board of Directors shall be given at least ten (10) days prior thereto. All notices shall be in writing delivered personally or sent by mail, email, telegram, or fax to the address of each Director as shown on the records of the Corporation. All meeting of the entire Board shall be noticed to the public on the school's website and/or placed in a local newspaper.

Section 7: Quorum

The presence of a simple majority of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present. Voting members of the board of directors may attend by electric means that are in compliance with open meetings laws.

Section 8: Decision Making

Notwithstanding any provision of these Bylaws to the contrary, requiring consensus, unanimity, or any other percentage of votes by members of the Board, including, without limitation, any vote to amend these Bylaws or to elect or replace a director, decisions of the Board shall be by a majority vote of the directors present and constituting a quorum. In all cases, in the event of a tie, the vote of the Chairperson shall break the tie. The aforementioned provisions shall apply to all decisions of the Board.

Roll Call Voting Process

The Chair shall inquire, prior to the vote, if any member requests the use of the roll call process. The Chairperson may, at their discretion, ask for Roll Call Vote even if no request is made by other members. If no request is made, the vote may be held immediately. Should a request for Roll Call Vote be made, each member of the board, in sequence, is asked to voice their summary opinion on the issue. Upon conclusion of the Roll Call, the vote shall be taken.

ARTICLE V - Officers

Section 1: Designation of Officers

The Officers of the Board of Directors of this Corporation shall include the Chairman, Vice Chair, Secretary and Treasurer. The Directors may designate and fill other corporate offices as needed. Any two offices or more may be held by one person, except that no person shall occupy the offices of Chairperson, Secretary, and/or Treasurer at the same time. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

Section 3: Subordinate Officers and Agents

The Board of Directors may appoint other officers or agents (i.e. Chief Executive Officer/School Director), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5: Removal

The officers specifically designated in Section 1 of this Article V may be removed either with or without cause, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a vote of the Directors present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these Bylaws for regular appointments or elections to such offices.

Section 8: School Director/ Chief Executive Officer

The School Director/Chief Executive Officer (a/k/a: Management Company) shall have general charge of the business and affairs of the corporation and control over its employees. The School Director/Chief Executive Officer shall do and perform such other duties as may be assigned by the Board of Directors, including managing of day-to-day operations. The School Director shall serve an ex-officio member of the Parent Advisory Committee and the Board of Directors as well as work in Partnership with these groups to achieve the mission of the POWER ELITE MALE ACADEMY. The Board shall have ultimate authority in the hiring or discharge of Teachers.

Sections 9: Chairperson

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

Section 10: Vice-Chairperson

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

Section 11: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors. All of said documents and things shall be maintained at the school's principal place of business.

Section 12: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation and shall serve on the Finance Committee. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

Section 13: Duties of Officers may be Delegated

In case of absence of any officer of the corporation or for any other reason that the Board may deem sufficient, the Board may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire voting Board of Directors concurs therein.

ARTICLE VI – Committees

Section 1: General

The Board shall have two (2) standing committees – Executive and Finance. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee. The School Director or his/her assignee shall serve, ex officio, on all Committees of the board.

Section 2: Executive Committee

The members of the Executive Committee shall be the Chairperson of the Board, Vice Chairperson, the Secretary, and the Treasurer. The Executive Committee shall be vested with the powers of the Board, except as to those matters herein specifically requiring an affirmative vote of the entire Board of Directors. The Executive Committee may exercise its powers when the Board is not in session or in the absence of a quorum thereof. A majority of the members of the Executive Committee shall constitute a quorum thereof.

Section 3: Finance Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

Section 4: Parent Advisory Committee.

Parents of POWER ELITE MALE ACADEMY students shall form the Parent Advisory Committee and shall nominate and elect its own committee's officers in accordance with Committee By-Laws approved by the corporation's board of directors. The School Director shall serve as an Ex-officio member of the Parent Advisory Committee. The Parent Advisory Committee shall work with the school involving volunteer parental services, fund-raising, school performance, and shall make recommendations from time to time in regard to said affairs. The Parent Advisory Community shall meet monthly with the School Director who shall serve as a liaison to the full board of directors.

Section 5: Additional Committees

The Board of Directors may designate other committees, each of which shall consist of two or more Directors and each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of such other committees. Membership on such other committees may, but need not be, limited to members of the Board of Directors. Other committees not having and exercising the authority of the Board of Trustees in the management of the Corporation may be designated by the Chairperson of the Board or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

ARTICLE VII – Procedures and Restrictions

Section 1: Contracts

Except as otherwise provided in these Bylaws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances. All contracts executed by the Corporation shall contain the mandatory language provided in the N.C. Charter School Act.

Section 2: Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name, unless and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may effect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or as may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

Section 4: Checks, Drafts

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the Chairperson or Vice-Chairperson and by the School Director or the Treasurer, or in such other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the School Director or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational purposes of POWER ELITE MALE ACADEMY

Section 6: Annual Audit

The Board of Directors shall comply with annual audit requirements of the Budget and Fiscal Control Act as required by law.

Section 7: Insurance

The Board of Directors shall maintain insurance with coverages and amounts as required by the N.C. State Board of Education and State Law.

ARTICLE VIII - General Provisions

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

Section 2: Fiscal Year

The fiscal year of the corporation shall be July 1 through June 30.

Section 3: Amendments to Bylaws

These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting upon a vote of the Directors then in office so long as a Board of at

least five (5) members remains in place. By-Law changes require a 2/3 majority vote and approval by the NC State Board of Education or its designee. Notice shall be given of the intention to alter, amend, or repeal or to adopt new By-laws at such meeting at least ten (10) days prior to such meeting in writing delivered personally or sent by mail, e-mail or fax to the address of each Director as shown on the records of the Corporation.

Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

Section 5: Meeting Regulation

All meetings of the Corporation including annual, special, and other shall be governed by the following established group agreements: one person speaks at a time; respect diverse opinions; agree to disagree; willingness to let up when its time; listen: sit back, breathe, hear; learn from others: don't simply defend a position, willingness to encourage "thinking out of the box"; strive to find another answer.

Section 6: Officer and Director Indemnification

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55A-17.3 or North Carolina General Statues or as authorized in these Bylaws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability. Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately be determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statues or as authorized in these Bylaws.

Section 7: Prohibited Activities

The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 8: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

The undersigned persons certify the foregoing Bylaws have been adopted as the Bylaws of the Corporation, in accordance with the requirement of the Corporation Law.

Dated: _____

Board Chair

Attest: _____
Board Secretary

Power Elite Male Academy

CONFLICT OF INTEREST POLICY

Power Elite Male Academy hereby adopts the following Conflict of Interest Policy:

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect Power Elite Male Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation or result in a possible excess benefit transaction.

**Article II
Definitions**

1. Interested Person- Any director, principal officer, or member of a committee with governing board delegated power, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (a) an ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (b) a compensation arrangement with the Organization or with an entity or individual with which the Organization has a transaction or arrangement, or (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
3. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
4. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exist.

**Article III
Procedures**

1. Duty to Disclose
In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangements.

4. Violations of the Conflict of Interest Policy
 - a. If the governing board or committee have reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Procedures

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion , including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who received compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the results of arm's length bargaining.
- b. Whether partnership, joint ventures, and arrangement with management organizations conform to Organization written policies, are properly recorded, reflect reasonable investment or payments of goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in and excess benefit transaction.

**Article VIII
Special Provisions**

In accordance with N.C. Gen. Stat. § 115C-218.15(b), the following shall apply:

- a. All Directors of the Corporation shall comply with the requirements of N.C. Gen. Stat. § 55A-8-31, et seq.
- b. Before any immediate family, as defined in N.C. Gen. Stat. § 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.
- c. A person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

**Article IX
Use of Outside Experts**

When the periodic reviews that is provide for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are.

DATED ADOPTED: _____

Board Chair

Board Secretary

TORCHLIGHT ACADEMY SCHOOLS, LLC.

SERVICES AGREEMENT

This Services Agreement (“Agreement”) by and between Torchlight Academy Schools, LLC., a North Carolina corporation (“**T.A.S.**”), and Power Elite Male Academy a North Carolina non-profit corporation (the “**School**”) is effective this 1st day of July 2020 (the “Effective Date”). For purposes of this Agreement, “T.A.S.” and the School shall be referred to collectively as the “Parties.”

RECITALS

WHEREAS, the School was issued a Charter Contract by the North Carolina State Board of Education (the “Authorizer”) to operate a public charter school pursuant to N.C. Gen. Stat. § 115C-218 et seq. (the “Authorizing Law”); and

WHEREAS, the Parties desire to work together to promote educational excellence and innovation based on T.A.S.’s school design, comprehensive educational program, and management principles; and

WHEREAS, the Parties desire to set forth the terms and conditions of such a relationship in this Agreement;

NOW, THEREFORE, for good and valuable consideration, including the mutual promise and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

- A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the School hereby contracts with T.A.S. for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the “Services”).
- B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter Contract and the School’s Charter Application (collectively, the “**Charter**”); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the School’s Board of Directors (the “**Board**”). In the event of a conflict between any term or condition of this Agreement and any term or condition of the Charter, the term or condition of the Charter shall govern.
- C. Independent Contractor. T.A.S. shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the School. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of T.A.S.. Consistent with the status of an independent contractor, T.A.S. reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Authorizing Law and the Charter. The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.
- D. Designations and Appointments.
1. T.A.S., including its directors, officers, and employees are hereby designated as “other School Officials having a legitimate educational interest in education records” for purposes of the Family Educational Right and Privacy Act, 20 U.S.C. 1232g et seq. (FERPA).
 2. T.A.S., its directors, officers, and employees may be designated by the School for other purposes by a written resolution of the Board.

ARTICLE II TERM & TERMINATION

A. Term.

This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the termination or expiration of the Charter currently in effect, inclusive of any Charter re-authorization or renewal periods thereof (the “**Term**”). The parties acknowledge that the Authorizer, as part of any reauthorization or renewal, may require that the School and T.A.S. submit an amended or restated Agreement for review by the Authorizer. The first school year of this Agreement shall commence July 1, 2020 to June 30, 2021, and each school year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination

1. By the School. The School may terminate this Agreement prior to the end of the Term if T.A.S. fails to remedy a material breach of this Agreement within (60) days after receiving notice from the School of such breach. For purposes of this Subsection, a material breach includes, but is not limited to: (i) T.A.S.’s failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) T.A.S.’s failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from an independent education consultant retained by the Board regarding the Services or the School’s performance, provided the unsatisfactory performance cannot be adequately corrected or explained; (iv) a determination that this Agreement or its implementation would serve as grounds for suspension, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the School or its non-profit status; or (vi) any action or inaction by T.A.S. that places the Charter in jeopardy of termination, suspension or revocation.

2. By T.A.S. T.A.S. may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from T.A.S. of such breach. For purposes of this Subsection, a material breach (which for the sake of the clarity is a default hereunder) includes, but is not limited to: (i) T.A.S.’s failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, revocation, or non-renewal of the Charter.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term by providing the other party with at least one hundred twenty (120) days prior written notice.

4. If this Agreement is terminated prior to the end of the Term, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current school year.

A. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. T.A.S. shall have the right to remove from the School any equipment or other assets owned or leased by T.A.S.;
2. The School shall pay or reimburse T.A.S. through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by T.A.S. pursuant to the Budget as of the date of such termination or expiration, provided T.A.S. supplies the School with documentation of all such expenses and liabilities;
3. T.A.S. may agree, in its sole discretion, to assist the School for a reasonable amount of time, not to exceed ninety (90) days, and for a reasonable fee, with the School’s transition to another administrative, managerial, or services arrangement;
4. T.A.S. shall, if applicable, reasonably assist the School in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

5. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

ARTICLE III OBLIGATIONS OF T.A.S.

- A. Manager at Risk. T.A.S. shall be responsible and accountable to the Board for providing the Services. During the Term, T.A.S. shall provide services to the level of funding appropriated by the board. Notwithstanding the foregoing, T.A.S. shall not be required to expend funds on Services in excess of the amount set forth in the Budget but may do so at its discretion.
- B. Educational Program. Subject to the oversight of the Board, T.A.S. shall implement and administer the program as outlined within the application. In the event that T.A.S. reasonably determines that it is necessary or advisable to make material changes to the Educational Program, T.A.S. shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Authorizer's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential part of the educational program is its capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board, T.A.S. shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The school year calendar and the school day schedule shall be approved by the Board as required under the Charter.
- C. All Children Welcome. T.A.S. shall ensure that all students are welcome regardless of race, ethnicity, religion, gender, and economic backgrounds.
- D. Services to Students with Disabilities. T.A.S. welcomes students with disabilities at the School. T.A.S. shall provide special education and related services, in conformity with the requirements of applicable law, to students who attend the School.
- E. Educational and Administrative Services. Subject to the oversight of the Board, T.A.S. shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:
1. Student recruitment and student admissions.
 2. Student assessments, including testing, promotion, and retention.
 3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.
 4. Employment of personnel working at the School and management of all personnel functions, as set forth herein.
 5. All aspects of the School's business administration.
 6. All aspects of the School's accounting operation, including general ledger management, financial and audit reporting, employee benefits, payroll, and tax compliance.
 7. All aspects of food services.
 8. All aspects of facilities acquisition, administration and maintenance.
 9. Student behavior management and discipline.
- F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, T.A.S. may provide the Services, including but not limited to, purchasing, professional development and administrative services,

off-site.

G. Subcontracts. T.A.S. reserves the right to subcontract any and all aspects of the Services. T.A.S. shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time T.A.S. may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the T.A.S. Educational Program.

H. Pupil Performance Standards and Evaluation. T.A.S. shall implement pupil performance evaluations that permit evaluation of the academic progress of each student. T.A.S. shall utilize assessment strategies required by the Charter and applicable law. The Board and T.A.S. shall cooperate in good faith to identify academic goals and methods to assess such academic performance. T.A.S. shall provide the Board with timely reports regarding student performance.

I. Unusual Events. T.A.S. shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the School's ability to comply with the Charter, applicable law or this Agreement.

J. School Records. The financial and education records pertaining to the School (collectively, the "**School Records**"), are property of the School. Except as may be prohibited or limited by the Charter or applicable law, the School Records shall be available to the Board and the Authorizer for their review, and are subject to inspection and copying to the same extent that records of public schools are subject to inspection and copying pursuant to applicable law. All school records shall be physically or electronically available upon request at the School's physical facility. T.A.S. agrees to comply with the terms pursuant to the Charter regarding information to be made available to the School.

K. Facility. T.A.S. shall use reasonable efforts to secure a facility to be leased or otherwise provided to the School on terms mutually agreeable to T.A.S. and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by T.A.S. unless otherwise agreed to in writing by T.A.S. and the Board. The facility shall comply with the requirements of the Charter and applicable law. T.A.S. shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. T.A.S. will implement and enforce rules, regulations and procedures applicable to the School that are consistent with adopted Board policy, if any, and the T.A.S. Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

M. Rules and Procedures. T.A.S. will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the School. The Board hereby authorizes and directs T.A.S. to enforce such rules, regulations and procedures consistent with Board policy.

N. Assistance to the Board. T.A.S. shall cooperate with the Board and, to the extent consistent with applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement, the Charter and all applicable laws.

**ARTICLE IV
OBLIGATIONS OF THE BOARD**

- A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the School. The Board shall exercise good faith in considering the recommendations of T.A.S., including but not limited to, T.A.S.'s recommendations regarding policies, rules, regulations and the Budget (as defined below).
- B. Assistance to T.A.S.. The Board shall cooperate with T.A.S. and, to the extent consistent with applicable law, timely furnish T.A.S. all documents and information necessary for T.A.S. to properly perform its responsibilities under this Agreement.
- C. Unusual Events. The Board shall timely notify T.A.S. of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact T.A.S.'s ability to comply with the Charter, applicable law, or this Agreement.
- D. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the School.
- E. Ex Officio Member. To permit one ex-officio member appointed by T.A.S. on the Board of Directors. This member will be entitled to meeting notice.
- F. School Policies. The Board agrees the School will:
1. Select and implement school uniforms.
 2. Send board representation to all board trainings required by the North Carolina Department of Public Instruction
 3. Operate the school based on hours.
 4. Select and agree to a school budget by July 15th preceding each school year.
 5. To implement the healthcare plan utilized by T.A.S.

**Article V
Intellectual Property**

- A. Definitions.
1. **“Educational Materials”** means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the School or T.A.S..
 2. **“Confidential Information”** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the School or T.A.S. (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services, data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party's or its affiliates' plan for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party's Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the

party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

- A. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

ARTICLE VI SOLICITATION AND USE OF PRIVATE FUNDS

T.L.A. shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the School. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

ARTICLE VII FINANCIAL ARRANGEMENTS

- A. Revenues. Except as provided herein, all monies received by the School shall be deposited in the School's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from T.A.S., the School shall pay all such funds owed under this Agreement directly to the account or party specified in such notice. The signatories on the School depository account shall solely be Board members or properly designated Board agents (if any). Interest income earned on the School's depository account shall accrue to the School. Except as specifically excluded by this Agreement, the term "Revenues" shall include all funds received by or on behalf of the School including but not limited to:
1. Funding for public school students enrolled at the School.
 2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the School.
 3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the School.
 4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the School.
 5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the School with limited English proficiency.
 6. All other federal and/or state grant sources, including, but not limited to, Title I and any start-up funding allocable to the School.
 7. All other grants and donations received by the School to support or carry programs at the

School (except to the extent T.A.S. is not required or involved in soliciting, administering or managing the contribution and/or donation , in which case such funds shall be deposited in the Board Spending Account (as defined below)).

8. Fees charged to students as permitted by law for extra services provided by T.A.S. as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenue received from non-governmental grants, contributions and donations shall be made consistent with provisions of Article VI.

- B. Budget. T.A.S. shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter and applicable law (the “**Budget**”). The Budget shall be submitted to the Board prior to June 1 for the next school year.
- C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the direction of either T.A.S. or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.
- D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each school year during the Term, T.A.S. shall allocate to an account controlled by the Board an amount equal to the lesser of (i) 2% of state per pupil aid reflected in the Budget for that respective year, or (ii) \$25,000 (the “**Board Spending Account**”). The aforesaid amount shall be deposited by T.A.S. into the Board Spending Account pro-rata during the course of the School’s school year as Revenues are received. All funds in the Board Spending Account are the property of the School and may be used by the School at the discretion of the Board. Funds in the Board Spending Account that are not spent by the School during the school year shall carryover annually.
- E. Fee. T.A.S. shall receive all Revenues as its services fee (the “**Fee**”), from which it shall pay all operating costs of the School as detailed in the Budget. T.A.S. and the Board acknowledge that operating costs may include an administrative fee payable to the Authorizer as set forth in the Charter. Payment of the Fee shall be made on the same frequency that the School receives its Revenues. T.A.S. shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount actually expended by T.A.S. in operation and/or management of the School during the School’s fiscal year. The minimum service fee each year shall be 10% of Revenues.
- F. Other Schools. The School acknowledges that T.A.S. may enter into similar services agreements with other schools. T.A.S. shall maintain separate accounts for expenses incurred in the operation of the School and other schools assisted by T.A.S., and shall reflect in the School’s financial records only those expenses incurred in the operation of the School.
- G. Financial Reporting. T.A.S. shall provide the Board with:
 1. At least annually, the Budget as required by this Agreement.
 2. Monthly financial statement. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances.
 3. Quarterly, or as reasonably requested by the Board, a report on School operations and student performance.
 4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and

applicable law.

- H. Access to Financial Records. T.A.S. shall keep accurate financial records pertaining to its operation of the School, together with all School financial records prepared by or in possession of T.A.S., and shall retain all of the afore referenced records according to the Charter and applicable law to which such books, accounts, and records relate. T.A.S. and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.
- I. Accounting Standards: Annual Audit.
1. The School shall at all times comply with generally accepted public sector accounting principles and applicable law.
 2. The Board shall select and retain an independent auditor to conduct an annual audit of the School's financial matters in accordance with the Charter and applicable law.
 3. Subject to applicable law, all records in the possession or control of T.A.S. that are related to the School, including but not limited to, financial records, shall be made available to the School and the School's independent auditor. The expense of the annual audit shall be included in the Budget.
- J. Start-up Funds; Contributions. T.A.S. shall provide start-up funds for: (i) the development of curriculum, a technology system and a school operations plan; (ii) recruiting, selecting and training of staff members; and (iii) to the extent necessary as reasonably determined by T.A.S., cleaning, renovating and equipping of the School facility (the "Start-Up Funds"). In addition, in its sole discretion, T.A.S. may, but need not, make contributions to the School in the event School expenses exceed Revenues (the "Contributions"). The Contributions, if any, shall be in amounts acceptable to T.A.S. and the Board and, once made, shall be included in the Budget. Unless otherwise agreed, the School shall not be legally obligated to repay T.A.S. for the Start-Up Funds or the Contributions. T.A.S.'s agreement to make such Contributions shall not be deemed to negate or mitigate the need for the School to apply for or solicit state or federal start-up funds, grants or sub-grants which the School, as a public school, may be eligible to receive.

ARTICLE VIII PERSONNEL & TRAINING

- A. Qualified Personnel. T.A.S. shall select and hire qualified personnel to perform the Services. T.A.S. shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. With the exception of teachers, as set forth below, and unless otherwise agreed by the written consent of the Parties, all School personnel shall be employees or independent contractors of T.A.S.. The compensation of all employees or contractors working at the School shall be included in the Budget. Upon Board request, T.A.S. shall disclose to the Board the level of compensation and fringe benefits provided by T.A.S. to T.A.S. employees working at the School. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person who will or may be reasonably expected to have unsupervised access to and the care, custody or control of, any School student(s).
- B. School Administrator. The School administrator (the "Administrator") shall be an employee of T.A.S. and not the Board. The duties and terms of the Administrator's employment shall be determined by T.A.S.. The Administrator shall work with T.A.S. in the operation and management of the School. The accountability of T.A.S. to the School is an essential foundation of this Agreement. Since the

Administrator is critical to the School's success, T.A.S. shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the School. Without limiting the foregoing, T.A.S. shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to T.A.S. placing and/or removing the Administrator. T.A.S. shall give due consideration to the input, if any, of the Board or the Board's designated representative prior to making a final decision regarding placement and/or removal of the Administrator. T.A.S. shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator's performance. Absent compelling circumstances, however, the Board shall give T.A.S. and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within T.A.S.. Notwithstanding any of the foregoing, the placement of the initial Administrator for the School in its first year of operation shall be made by T.A.S..

- C. Teachers. The Administrator shall recommend to the Board for its consideration and approval, teachers who are qualified in the grade level and subjects required by the School to operate in accordance with the terms of the Charter. All teachers shall be jointly employed by the School and T.A.S. for such purposes as inclusion in the compensation and employee benefit plans of T.A.S., payroll administration and other employment policies and practices; provided however, in all circumstances, the Board shall ultimately control the hiring and discharge decisions with respect to jointly employed teachers at the School in accordance with N.C. Gen. Stat. § 115C-218 et seq. Teachers assigned to and retained by the School may hold a valid teaching certificate issued by the State Board of Education to the extent required by N.C. Gen. Stat. § 115C-218 et seq.
- D. Support Staff. T.A.S. shall, consistent with this Article, provide the School with qualified support staff as needed to operate the School in an efficient manner. The support staff may, at the discretion of T.A.S., work at the School on a full or part time basis.
- E. Training. T.A.S. shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law.
- F. Background Checks and Qualifications. T.A.S. shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the School.

ARTICLE IX INDEMNIFICATION

Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the "**Indemnified Party**"), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the gross negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

It is understood by Torchlight Academy Schools, LLC. that "no indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions."

ARTICLE X INSURANCE

- A. Insurance Coverage. T.A.S. shall maintain such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.
- B. Workers' Compensation Insurance. T.A.S. shall maintain workers' compensation insurance as required by law, covering their respective employees.

ARTICLE XI REPRESENTATIONS & WARRANTIES

- A. Board and School. The Board represents and warrants, for itself and on behalf of the School, that:
 - (i) it is legally vested with all power and authority necessary to operate a charter school under the Authorizing Law;
 - (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services;
 - (iii) its actions have been duly and validly authorized and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and
 - (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the School, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.
- B. T.A.S. T.A.S. represents and warrants that:
 - (i) it is a corporation in good standing and is authorized to conduct business in the State of North Carolina;
 - (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement;
 - (iii) there are no pending actions, claims, suites or proceedings, or, to its knowledge threatened or reasonably anticipated against or affecting T.A.S., which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and
 - (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist T.A.S. in applying for such licenses and permits and in obtaining such approvals and consents.

Article XII Liquidated Damages

T.A.S. has undertaken substantial efforts to assist The School in planning, organizing, opening, and operating a public charter school. T.A.S. has forgone other business opportunities, has provided services, and has a reasonable future expectation of compensation. Therefore, the parties agree that T.A.S. is entitled to receive an amount equal to \$250,000.00 as liquidated damages in the event this contract is terminated prior to the expiration. This amount includes the start-up funds provided by T.A.S.. Terms of payment of liquidated damages shall be in such a manner which does not prevent the charter school from being able to continue operations.

**ARTICLE XIII
MISCELLANEOUS**

- A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the School and T.A.S..
- B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with provisions contained herein if sufficient grounds exists as provided in the Article governing termination.
- C. State Governing Law: Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of North Carolina, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either T.A.S. or the School against the other.
- D. Notices. All notices and other communications required by this Agreement shall be in writing and sent to the Parties at the facsimile number or address set forth below. Notice may be given by: (i) facsimile with written evidence of confirmed receipt by the receiving party of the entire notice: (ii) certified or registered mail, postage prepaid, return receipt requested; or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal if given by facsimile, upon the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, **“personal delivery”** shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the School shall be sent to the current address of the then current Board Chair, with a copy to the then current Board attorney. The addresses of the Parties for the purposes
- E. aforesaid, including the address of the initial Board Chair, are as follows:

The School:

Board Chair: Rochelle Gray
Address: 105 Star St. Raleigh, NC
27610
Telephone: (980) 319-7275

T.A.S.:
TORCHLIGHT ACADEMY SCHOOLS, LLC.

Chief Executive Officer: Don McQueen
Address: PO Box 19191 Raleigh, NC 27619
Telephone: (919) 538-8060

- F. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the School and T.A.S. and in manner consistent with the Authorizer's policies.
- G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
- H. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same results as that contemplated by such term or provision.
- I. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to T.A.S. powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.
- J. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.
- K. Time of Essence. The Parties understand and agree that time is of the essence in performing their perspective responsibilities under this Agreement.

**ARTICLE XIV
MEDIATION AND ARBITRATION**

- A. The parties shall attempt in good faith to resolve by mediation any claim, dispute or controversy arising out of or relating to this Agreement. Either party may institute a mediation proceeding by a request in writing to the other party. Thereupon, both parties will be obligated to engage in mediation. The proceeding will be conducted in Raleigh, North Carolina in accordance with the then current Center of Public Resources Model Procedure for Mediation of Business Disputes. In the event that the parties are unsuccessful in resolving the dispute via mediation, the parties agree promptly to resolve any such claims, disputes and/or controversies through binding confidential arbitration conducted in Raleigh, North Carolina in accordance with the then current Commercial Arbitration Rules of the American Arbitration Association (the "AAA"); provided, one neutral arbitrator shall be chosen in accordance with such rules to arbitrate the dispute. The parties irrevocably consent to such jurisdiction for purposes of said arbitration, and judgment may be entered thereon in any state or federal court in the same manner as if the parties were residents of the state or federal district in which said judgment is sought to be entered. All applicable statutes of limitations and defenses based upon the passage of time shall be tolled while the requirements of this Section are being followed.

(Signatures on Next Page)

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the

Effective Date: 7/1/20

SCHOOL:

By: Rochelle V. Gray

Print Rochelle Gray

Board Chair

Torchlight Academy Schools:

By: Don McQueen

Print Don McQueen

Chief Executive Officer

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

\$1,276

\$3,057

\$450

\$181

\$332

\$5,113

\$2,469

\$2,878

INSURANCE PEOPLE

Below are the estimated annual premiums: Power Elite Male Academy

Property Premium Estimate **\$450**

Contents	\$200,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,276**

Rating Basis:	Students	150
	Faculty	15

Limits:

Per Occurrence Limit	\$1,000,000
Annual Aggregate	\$3,000,000
Sexual Abuse & Molestation	\$1,000,000 per occurrence \$3,000,000 aggregate
Employee Benefits	\$1,000,000 per occurrence \$3,000,000 aggregate

School District & Educators Legal Liability (D&O/ E&O)

Premium Estimate **\$3,057**

	\$1,000,000 per occurrence
	\$2,000,000 aggregate
Additional Defense	\$100,000/\$50,000/\$100,000

Named insured includes the insured Organization (School Entity), it's school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the "educational institution".

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$5,113
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$845,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,878
Student Accident Coverage		\$7.00/ student

These premiums are subject to change based on Underwriter review and approval of completed applications.

Disclaimer: The abbreviated outlines of coverages used throughout this proposal are not intended to express legal opinion as to the nature of coverage. They are only visuals to a basic understanding of coverages. The policy terms, conditions, and exclusions will prevail. Please read the policy forms for specific details of coverage

07/20/2020

Sample Memorandum of Understanding Template

Memorandum of Understanding

Between

Power Elite Male Academy

and

Carolinas Basketball Academy

This Memorandum of Understanding (MOU) sets the terms and understanding between Power Elite Male Academy and Carolinas Basketball Academy to aid in creating a basketball program for the school, involving the training and development of players in the program .

Background

PEMA and Carolina's Basketball academy both acknowledge the participation of youth in sports as a motivating factor for students, particularly males, to stay involved in school; character education alignment with sports builds character

Purpose

Carolinas Basketball Academy will aid in creating a basketball program for Power Elite Male Academy, involving the training and development of players in the program. Students participation in the program will aid in creating character traits involving self esteem, team building, leadership, respect of others and courtesy, along with the knowledge that the students are expected to grow into the role of scholar athlete.

The above goals will be accomplished by undertaking the following activities:
weekly training of
character development lessons

**Additional: Dwayne Grace will also help in the recruiting of males pre-k-5th grade for the school through his program as well as create, produce and direct an annual basketball fundraiser for Power Elite Male Academy.

Reporting

Ms. Gray of Power Elite Male Academy and Mr. Dwayne Grace of Carolinas Basketball Academy will evaluate effectiveness and adherence to the agreement. The evaluation will occur June 2022 and annually thereafter.

Funding

This MOU is not a commitment of funds)

Duration

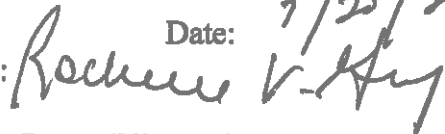
This MOU is at-will and may be modified by mutual consent of authorized officials from Power Elite Male Academy and Carolinas Basketball Academy. This MOU shall become effective upon signature by the authorized officials from Power Elite Male Academy and Carolinas Basketball Academy and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Power Elite Male Academy and Carolinas Basketball Academy this MOU shall end in June 2022..

Contact Information

Partner name: Power Elite Male Academy
Partner representative: Ms. Rochelle V. Gray
Position: Head Of School
Address: Charlotte, NC
Telephone: 980-319-7275
Fax
E-mail: powerelitemaleacademy@gmail.com


Partner name: Carolinas Basketball Academy
Partner representative: Mr. Dwayne Grace
Position: Youth Development Director
Address: 24 Spring Street SW Concord, NC 28025
Telephone: 704-408-0717
Fax
E-mail: gracesports@yahoo.com

Partner signature:

Date: 7/20/20


Rochelle V. Gray, Power Elite Male Academy

Partner signature:

Date: 7/20/20


Dwayne Grace, Carolinas Basketball Academy, Youth Development Director

Memorandum of Understanding

Memorandum of Understanding

Between

Power Elite Male Academy

and

Create It! Culturally

This Memorandum of Understanding (MOU) sets the terms and understanding between Power Elite Male Academy and Create It! Culturally to present an art program to our students .

Background

The partnership important because according to the Council of Americans for the Arts, the integration of art in Early Childhood Arts Education, aids in the development of motor skills, language and life skills, social skills, decision making, risk taking and inventiveness; also boosting critical thinking

Purpose

This MOU will serve to describe the collaboration between Power Elite Male Academy and Create It! Culturally, which is to provide art classes as a volunteer, 1-2 times weekly, for grades 3-5 as an elective.

The above goals will be accomplished by undertaking the following activities:

Create It Culturally will bring to PEMA an art curriculum as well as teaching various art classes as an elective or club, dependent upon the grade and the time allotted by PEMA in the school day. Power Elite Male Academy will provide all materials.

Reporting

Power Elite Male Academy's Head of School and Ms. Tess Mann John (company president), will evaluate effectiveness and adherence to the agreement at mid year and at the year's end.

Funding

This MOU is not a commitment of funds from Create It Culturally.

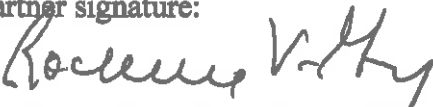
Duration

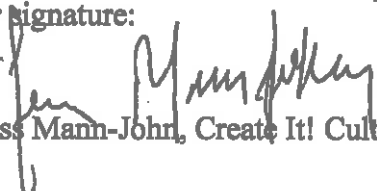
This MOU is at-will and may be modified by mutual consent of authorized officials from Power Elite Male academy and Create It! Culturally. This MOU shall become effective upon signature by the authorized officials from Power Elite Male Academy and Create It! Culturally and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Power Elite Male academy and Create It! Culturally, this MOU shall end on Jun2 2023..

Contact Information

Partner Name: Power Elite Male Academy
Partner representative: Ms. Rochelle V. Gray
Position: Head of School
Address: Charlotte, NC
Telephone: 980-319-7275
Fax
E-mail: powerelitemaleacademy@gmail.com

Partner name: Create It Culturally.
Partner representative: MS. Tess Mann-John
Position: President
Address: 4634 Rock Stream Dr. Charlotte NC 28216
Telephone: (407)-864-1842
Fax
E-mail: tess.placement@gmail.com

Partner signature:  Date: 2/20/20
Ms. Rochelle V. Gray, Power Elite Male Academy, Head of School

Partner signature:  Date: 7/20/20
Ms. Tess Mann-John, Create It! Culturally, President

Memorandum of Understanding

Memorandum of Understanding

Between

Power Elite Male Academy

and

Providence Covenant Church

This Memorandum of Understanding (MOU) sets the terms and understanding between Power Elite Male Academy and Providence Covenant Church to support the proposed school.

Background

Our church is in the community of the proposed school and we believe in the reasons that they want to exist: mainly to lift the academic levels of the Black and Brown males of our community, to address the in and out of school suspension rates and to aid in the overcrowding of the schools in our area.

Purpose

This MOU will serve to establish our interest in holding community meetings for the purpose of presenting the school and its objectives to the Charlotte community of parents, in the hopes that they will enroll their child;

Also, to support the school (students, parents) and faculty through participating in fundraising as well as supporting students in various activities (coming to see students as they participate in school programs, lunch and reading buddies), donations of school supplies, providing teacher breakfasts during 2-3 teacher work days during the school year and when necessary, advocating for them at the local and state government levels

Reporting

The Board of Power Elite Male Academy and the leaders of Providence Covenant Church, Pastor and First Lady Tracy Roary, will evaluate effectiveness and adherence to the agreement. Evaluation will happen mid school year and at the end of the school year.

Funding

This MOU is not a commitment of funds)

Duration

This MOU is at-will and may be modified by mutual consent of authorized officials from Power Elite Male Academy and Providence Covenant Church Charlotte. This MOU shall become effective upon signature by the authorized officials from Power Elite Male Academy and Providence Covenant Church of Charlotte and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from Power Elite Male Academy and Providence Covenant Church of Charlotte, this MOU shall end on June 2023.

Contact Information

Power Elite Male Academy
Ms. Rochelle V. Gray
Head of School
Charlotte, NC 28216
Telephone: 980-319-7275
Fax:
Email: powerelitemaleacademy@gmail.com

Providence Covenant Church Charlotte
Mr. Michael J. Roary
Pastor
714 Montana Street Charlotte. North Carolina 28216
Telephone: (704) 651-5414
Fax
Email: Providencecovenantchurch@gmail.com

Date: July 20, 2022

Partner signature: 

Ms. Rochelle V. Gray, Power Elite Male Academy, Board President

Date: July 20, 2022

Partner signature:

Michael and Tracy Roary

Mr. Michael J. Roary, Providence Covenant Church Charlotte, Pastor

Signature Page

The foregoing application is submitted on behalf 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 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: President
Signature: Rochelle V. Gray
Date: 7/24/20

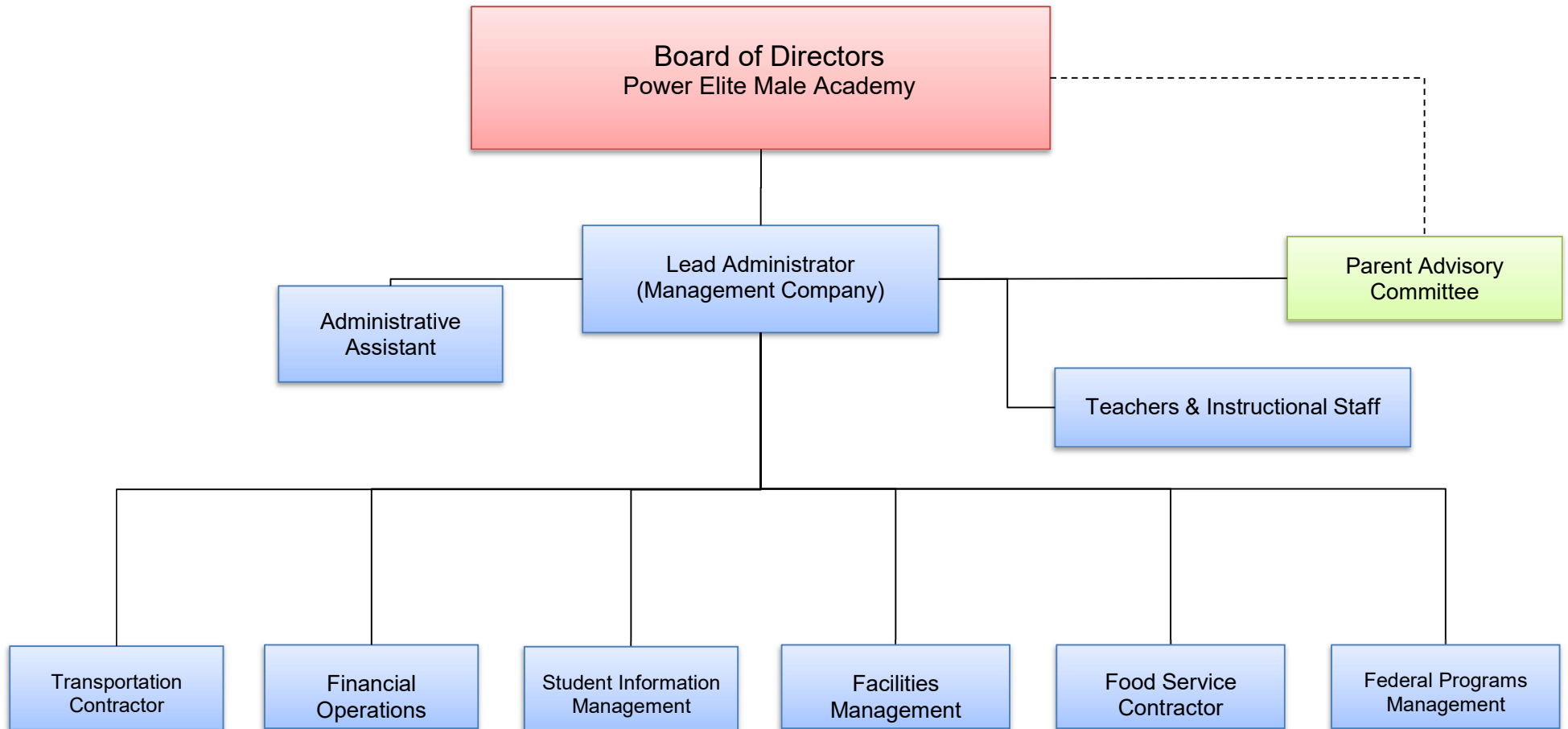
Sworn to and subscribed before me this 24th day of July, 2020.

Notary Public: Marte D. Burrell Official Seal:

My commission expires: March 02, 2025.



Power Elite Male Academy Organization Chart



Board Member Name

Board Title

Rochelle V. Gray

LaCher Wright

Anthony Weeks

Paul Vickers

Cheryl Monsanto

Guy Lawrence

Angela Hames

County of Residence

Current Occupation

Mecklenburg

Lead Teacher/Trainer
Business Owner, Focus on Youth
Academic Programs, Partner with
Freedom Schools

Mecklenburg

College Recruiter

Mecklenburg

Remediation & Loss Mitigation Team
Lead

Mecklenburg

Organization Management

Mecklenburg

Wells Fargo Securities VP

Mecklenburg

Recruiter Assistant/Grant Writer

Past or Present Professional Licenses Held

NC Teacher License, NC Principal License | Certifications: Adult
Trainer, Classroom Management, Differentiation, Nonprofit

None

None

Securities License Series 26 & 63

None

Series 7

None

Any disciplinary action taken against any of these professional licenses?

None

None

None

None

None

None

None

Guy William Lawrence

Experience 01/2016- Present Wells Fargo Securities Charlotte NC

Capital Markets Institutional Operations Support Manager Vice President

- Developed and managed a team of three responsible for providing operational support to the WFS Funding and Liquidity Management Desk. This support consisted of managing \$31 Billion in daily tri-party allocations, the daily creation and validation of cash and collateral projections, tracking and reconciling cash flows for multiple bank accounts.
- Perform ad hoc reconciliations and data analysis/mining as needed to identify and communicate position anomalies in both cash and securities.
- Responsible for MIS reporting, metrics development and implementation, documenting and maintaining department policies and procedures.
- Develop test cases to identify risk associated with system upgrades, business initiatives, and industry reforms.
- Provide guidance for future business initiatives; defining strategic future state operation models.
- Interact directly with the front office providing guidance pertaining to risk management, regulatory compliance, and any issues causing customer impact.
- Analyze real-time data to provide alternative funding options to the Repo desk.
- Track Repo and Fixed Income settlements to forecast Tri-party shorts and longs.
- Coordinate and implement operational changes to adhere to Tri-party reform recommendations.
- Responsible for multiple intraday projection reporting of cash and collateral to the Funding and Liquidity Management team. Reporting consist of intraday liquidity use, forecasting cash and collateral positions, collateral optimization tracking, daylight overdraft usage analysis.
- Perform testing and implemented new initiatives; implementation of BIDs for Tri-party allocations and various Broadridge enhancements pertaining to Tri-party allocations.
- Worked with the front office to create processes and procedures to alleviate regulatory concerns.

7/97-12/99 RBC Dominion Securities New York NY

Repo Middle Office

- Provided middle office support for the repo desk consisting of trade input, validation, and trouble shooting.
- Confirmed inventory shorts and longs with the back office settlements team.
- Performed PNL tracking and reconciliation.
- Initiated Margin Calls

3/95-7/97 RBC Dominion Securities New York NY

Guy William Lawrence

Government Securities Clearance Clerk

- Provided clearance services for US Treasuries, Agencies and MBS securities.
- Performed all GSCC netting and balancing functions.
- Cash Management for USD, BP, and CAD dollars.
- Performed currency conversions; spot and forward transactions.

6/92-3/95

RBC Dominion Securities

New York NY

P&S Clerk

- Reconciled Options and Futures breaks.
- Performed order entry, cancel and corrections, trade comparison.

Education 1994-1996 Borough of Manhattan
Community College New York NY
Business Finance

2009-2011

University of Phoenix

Charlotte NC

AS, Information Systems , Networking

Systems Microsoft Office Products; Excel, Word, Access, Power Point
Impact, BPS, Arts Anvil, OAQ, CEO, BONY GSCX, AccessEdge, Money Transfer System,
Web Eagle, Treasury Management

License Series 7

Anthony B. Weeks

4243 Castleton Road Charlotte, NC. 28211

(404) 824-9272

aweeks@collegeplanningtoday.com

CUSTOMER SERVICE PROFESSIONAL

Profile

- Possess solid computer skills.
- Excellent working knowledge using Microsoft Excel, Microsoft Word.
- Ability to train, motivate and manage customer service employees.
- Develop, plan, conduct and maintain/update accurate inventories.
- More than 7 years' successful experience in customer service and support with recognized strengths in maintenance, problem-solving and trouble-shooting, staff support, and planning/implementing proactive procedures and systems to avoid problems.

Synopsis of Achievements

- Proactive planning led to notable increase in morale in all departments.
- Developed ideas that drastically reduced potential problems.
- Successfully managed trainees/new employees to effectively do their assignments.
- Certified by Department of Education with training FAFSA
- Increased customer retention and satisfaction.

Employment *College Planning Services, Atlanta, GA*

2002 – 1

National College Recruiter

- Serve hundreds daily with positive interaction, minimal errors and waste in a fast and efficient manner.
- Perform all roles within the position of recruiter to both families and colleges around the country.
- Assist in the successful training of new employees as well as managers in training in our region.

- Manage all areas of promoting the new guidelines and benchmarks of the universities for the various states represented.
- Quickly and effectively solve customer challenges.
- Perform and complete log checks, inspections, and paperwork as specified by company and state codes.

North Fort Church , Columbia, SC *1996 - 2012*

Evangelist/Campus/Community/Prison

- Prepared information to motivate and uplift hundreds of people while also strategizing events and activities for them to use the information that they received.
- Traveled to various Institutions to meet with other organizational leaders to work together for the betterment of the people that I was there to serve.
- Properly assisted fellow laborers and temporary workers to ensure they know where to go, where to get products from, and how to create and uphold the standard of high quality, amazing display and incomparable service.
- Delegate tasks and responsibilities during multiple and massive events; utilizing volunteers and staff to split efforts; fulfilling the same goal of managing a successful event at the same time while remaining positive, effective and efficient.

Department of Juvenile Justice, Columbia, SC *1995-1999*

Correctional Officer

- Manage front reception area, to answer telephones, transfer calls, answer buzzer and greet visitors.
 - Enter visitor information and other data into logbook and when needed on spreadsheets.
 - Provided accountability through accurate count of inmates, safety to the community surrounding the institution and encouragement to the inmates within my charge.
-

- Assist in managing special events, such as open house for the governor and the Institutional directors by supervising guest count and displaying popular exhibits.
 - Provide well informed tours for visitors during visiting hours.
-

University of South Carolina, Columbia, SC *1994-1996*

Minister/Counselor/Activity Coordinator

- Supervise students of the program throughout the full term of their one-two week stays.
- Assist in the transportation of students in off campus field trips.
- Help co-counselors manage morning and evening activities for the students.
- Creatively develop team building activities for the students within the program.

FAMU/FSU, Tallahassee, FL *1985 – 1992*

Campus Minister

- Held Bible related studies on the campuses of Florida A& M University/ Florida State University while mentoring various students.
- Spoke in front of parents and students through presentations, and assisted in the coordination, planning, and execution of greeting over 7000 parents, freshman, and transfer students.

Education: W. J. Keenan High School, Columbia, SC

Florida A & M University, Tallahassee, FL

Florida School of Preaching, Lakeland, FL

References Furnished Upon Request

BRIEF OF THE QUALIFICATIONS OF

La Cher Monique Wright

APPLYING FOR THE POSITION OF

Region Assistant
Freedom School Partners-Charlotte, NC

Objective

To obtain the position as Region Assistant to the Region Director for the Freedom School Partners-Charlotte Office to offer my expertise, leadership, problem-solving and public relation skills to an organization who is seeking a self-motivated and hardworking individual. It is my passion to help parents and students afford higher education.

Education

Capella University, Minneapolis, MN *Relevancy:* Double-majored in Business Administration and Marketing. GPA 3.5. B.S. Business Administration 2016

Central Piedmont Community College, Charlotte, NC. *Relevancy:* Business Administration courses. A.A. 2014, 3.0 GPA

-Notary Public- commission expires 6/2019

Continued Education

Continued Education classes: Coursera, EDx, MITx

Relevant Experience

Freedoms School Partners- Scholar Registration Assistant

Data entry of scholars into Sharepoint, and Children's Defense Fund Software. I kept accurate records of scholars, including those on the waiting list for 16 sites. Prepared, and distributed scholar information for sites, including rosters, and emergency contacts. Attended and presented Freedom School Partners information at scholar registration, orientation, and parent meetings. Answered questions addressing parent concerns, and made outbound calls to confirm registration for each scholar. Collected and recorded scholar registration fees. Presented Funding Futures USA at parent meeting, enlightening them about scholarships, and best practices and programs for their individual needs. Used Microsoft Outlook, Excel, and Word documents.

Funding Futures USA—Co-Founder

Currently I am the owner of Funding Futures USA, a scholarship resource and application firm. We assist parents and students in understanding the application process for scholarships and college. As a community resource we speak at local high schools, (in partnership with Pride Magazine), churches, and middle schools. I help develop policies and procedures for implementing SAT/Act help in the classrooms. We found that the online computer tutorial wasn't enough help for the students to get the scores they needed to attend college. By quantitatively accessing the situation, changes were able to be made. I manage payroll, book speaking engagements, write blogs, make workbooks, work with educators such as teachers over the high school AVID programs. I work with the sales and social media

aspects, pay bills/budgets, travel, manage websites, schedule webinars, as well as hire attorneys and work with Charlotte Housing Authority. (www.FundingFuturesUS.com)

Author, Scholarship writer, best tips and practices along with step-by-step ways to apply and win scholarships. My 10 years plus is explained in an easy to read booklet, that helps parents wherever they are. I explain to parents how to become a liaison between their child, and the teachers. I have helped students manage their personal schedule, daily routines, extra-curricular programs, assist in writing essays, dressing for success, as well as prepare for SAT/ACT tests. (https://www.amazon.com/What-Before-You-Apply-Scholarships-ebook/dp/B017ERF8UI/ref=sr_1_1?ie=UTF8&qid=1475514644&sr=8-1&keywords=what+to+do+before+you+apply+for+scholarships)

Speaker/Presenter, Presenter of scholarship information, met with students, parents and educators to share best practices to help students prepare, apply and pay for college. Assisted students to properly apply for scholarships. Partnered with different organizations to provide a full suite of student services (tutoring, counseling, etc). PEEP Mentor, (and PEEP volunteer at Phillip O. Berry), Vendor at EmpowHerment Summit, Speaker at Destiny Center, Freedom School Partners, and several churches. Also, I am an online seminar presenter.

Other Experience

I am currently on the board for Scholars for Dollars-Charlotte, 2017, (Scholarship America). I am a parent volunteer at several CMS schools. I am a Sharing Acts Board Member, as well as an Empower the Youth Board Member.

References Available Upon Request

Donnette Thomas, NC Childcare Commissioner
Rochelle Gray MEd, Educator, (Founder) Empower the Youth
Felecia Brown, It's Within You
Michelle Breland Jude, Pride Magazine
Derrick Gates, Director Urban League
Tiffany Williams, Freedom School Partners

La Cher M. Wright

7209 War Emblem Ct.

Charlotte, NC 28216

Email: lacherwright@yahoo.com

Phone: [704-728-3066](tel:704-728-3066), alternate: [336-574-2442](tel:336-574-2442)

"The whole purpose of education is to turn mirrors into windows." –Sydney J. Harris

Rochelle V. Gray

**1132 Brighton Place
Charlotte, North Carolina 28205
Contact: Tel: 980-319-7275
Email: Rochellevgray@gmail.com**

CERTIFICATIONS

North Carolina: K-6, 6-9 Social Studies, K-12 Principal
New Jersey: K-6, Middle School Social Studies, Principal
Kean University-Adult Training
Wake Forest Non Profit Business Essentials pending July 2016
Center of Teacher Effectiveness-Classroom Management
Paradigm 360:Life Coach

EDUCATION

Fairleigh Dickinson, Madison, New Jersey
Master of Arts: Educational Leadership
September 2000-May 2003
Kean University, Union, New Jersey
Bachelor of Arts: Public Administration
minor-Education
January 1998-May 2000

RELEVANT EXPERIENCE

Social Studies Teacher, Eastway Middle School, Charlotte, North Carolina August 2013-present

Adapt classroom instruction and assessments by incorporating technology into lessons through the Whiteboard, Google Classroom and Powerpoint, competently and comfortably. Develop lessons and instruct middle school students with objectives aligned to the Core Content Standards and grade level expectations.

Observe, plan, teach and assess practice to inform and modify instruction for multicultural classes with many levels.

Heighten student engagement for learning Social Studies through a collaborative learning environment Planned and implemented 3 school trips for 8th grade 2015-2016 Collaborate with support staff to form strategies for individual students

Exceptional Children Team Lead (12) 2018-present

Created a new team, led planning

Social studies Department Chairperson

Mentor to 4 new teachers 2015-2016

Presented professional development on the topics of: Classroom Management, Cultural Competency, and Art of Engaging Students 2015-2016

Actively participate in staff and weekly PLC meetings

Enhanced employee morale by leading a collaborative effort in redecorating the teachers lounge

Created a teacher lending library.

**Above and Beyond After School Program, Eastway/Benjamin Street Site
2013-present**

Created literacy lessons based upon 21st century practices and the A.V.I.D. curriculum; Developed a chess program; Lead chess instructor

Elementary Teacher, CMS District January 2013-EOY
Responsibilities included teaching all content areas, lesson planning, and grading

**Substitute Teacher, CMS District August 2012-January-2013
Social Studies Teacher, Conackamack Middle School Piscataway, New
Jersey- September 2003-2012**

Designed units and lessons aligned with and or exceeding Core Curriculum Standards for Middle School Social Studies Utilized A.V.I.D. certification as the Social Studies teacher of the 7th and 8th grade A.V.I.D. cohorts.

Participation on the School Leadership Team, the I&RS/RTI Team, the AYP/Interventions Committee, and the Bullying Committee. In past years has been selected for the New Students Committee, and the Peer Mediation/Conflict Resolution Team, as well as district committees: Student Led Conferences, and District Restructuring of the Middle Schools Committee. Planned and implemented school trips for entire grade in 2011 to the King Tut's Exhibit in New York City, and in 2008, to a play entitled' " When Rosa Parks Sat Down, the World Stood Up".

Created school wide assemblies supporting Hispanic History Month, Black History Month, Women's History and Asian History Month .

Summer employment Piscataway School district: Enrichment Teacher
Developed and coached Chess Instruction and Vocal Coaching (voice/public speaking)

**Teacher of Social Studies, English and Reading, Hamilton Middle School
Elizabeth, New Jersey
September 2000-September 2003**

Planned, developed and adapted Social Studies, Language Arts and Reading lessons and units geared to students instructional levels.

Created a positive behavior management plan inviting students to restrain behavior issues when challenges emerged

Initiated and directed 60 voice Middle School Diversity Choir.

Summer employment with district: Curriculum Writer-Summer 2002
Developed and revised 4th grade curriculum to align with the Core Curriculum Standards

**Communications and SAT Teacher, New Jersey Institute of Technology
University
Newark, New Jersey**

June 2003-August 2008

Created the curriculum for and implemented 2 Communication courses and 2 SAT courses for their Pre-College summer program.

OTHER EXPERIENCES

Created a youth scholarship bowling league 2015-present
Co-creator/Advisor of "Character Crew" After School Character Education Program- 2010-2012
Co-Advisor Yearbook 2010-2011
Creator-Advisor/director Multicultural Choir - 2010-2012, 2000-2003
Piscataway District Chess instructor/advisor
Highland Park Board of Education Member 2005-2011
Vice President 2009, Personnel Committee Chair 2006-2008
Highland Park Student Expulsion/Recovery Committee, 2006-2007
Family Martial Art Kinder Karate Instructor 2003-2005
Highland Park Mayors Race Relations Committee 2002-2003
Orchards Heights Community Committee 1998-2001, President 1999-2000

SKILLS/INTERESTS

PSAT/SAT Prep, tutoring, research, reading, history, directing of youth choirs, singing, karate, bowling, crocheting, and chess

References available upon request

CHERYL ATWOOD-MONSANTO

PROFESSIONAL PROFILE

Dynamic individual with a passion for motivating and influencing individuals to effectively monitor and mitigate risk.

CORE COMPETENCIES

- Program/Project Management
- Change Agent
- Risk Management
- Leadership Development
- Stakeholder Engagement
- Communications
- Mentoring
- Process Improvement
- Project Coordination

PROFESSIONAL EXPERIENCE

WELLS FARGO, Charlotte, NC

November 2017 - Present

Senior Operational Risk Consultant – Information Risk Management

Perform quality assurance reviews for applications being decommissioned. Update documentation of eRecords procedures and standards including the Sunrise Playbook, Sunset Playbook, guidebooks, job aids, and toolkits for ease of use and efficiency. Recommend and obtain senior management buy in on strategies to improve the Application Management Review Committee process for both Sunrise and Sunset applications in order to achieve a higher percentage of compliant applications.

WELLS FARGO, Charlotte, NC

August 2016 – November 2017

Senior Operational Risk Consultant - Wholesale Banking Technology

Implemented and monitored the Records Management risk-based programs for Wholesale Banking Technology to identify, assess and mitigate any operational risk that arises from inadequate or failed internal processes, while maintaining a balance between risk mitigation and operational efficiency. Provided risk oversight to the records management operational risk program. Worked with complex LOBs within Wholesale and provided operational risk expertise and consultation for projects and initiatives with high risk. Evaluated the adequacy and effectiveness of policies, procedures, processes, systems and internal controls; analyzed business and/or system changes to determine impact, identified and assessed operational risk issues consistent with established policy standards. Consulted with business to develop corrective action plans or policy exceptions and effectively manage the remediation plans. Reported findings and developed business cases to influence senior management on the need for controls to mitigate risk. Managed and coordinated production of periodic operational risk performance reports for senior management, including trend analysis and recommended strategies to reduce risk.

Key Accomplishments

- Collaborated with the Wholesale Group Record Coordinators (GRC) and Information Risk Management (IRM) to successfully enforce the record management policy requirements for deployed applications.
- Established a trusted partnership with the Software Development Lifecycle (SDLC) team to decrease the number of non-compliant applications moved into production.
- Coached and mentored members of the SDLC team on strategies to improve the application lifecycle process.

Senior Operational Risk Consultant - Wholesale Banking Technology

July 2015 – August 2016

Conducted annual certifications and created new international security plans. Consulted with business to develop corrective action plans and effectively manage change. Reported findings and developed business cases to influence senior management on the need for controls to mitigate risk.

Key Accomplishments

- Communicated updates regarding processes, procedures, forms, etc. in an effective manner to remediate risks.
- Performed, coordinated and provided subject-matter input in the periodic evaluation of compliance with asset management.

Operational Risk Consultant - Wholesale Technology Risk Management

February 2014 – July 2015

Provided direction, coordination, and subject matter expertise associated with application lifecycle management, records policy management and procedures. Developed and maintained solid working and interactive relationships with executive level management. Served as primary point of contact for influencing senior management for oversight compliance of the application lifecycle. Fostered relationships between risk management and line of businesses, called out any potential risks that could impact lines of business and escalated appropriately.

Key Accomplishments

- Communicated updates regarding processes, procedures, forms, etc. in an effective manner to remediate risks.

- Performed, coordinated and provided subject-matter input in the periodic evaluation of compliance with asset management.
- Served as SME and partner with WTRM Risk Program managers related to any projects or audits that involve Application Decommissioning.
- Collaborated with IT Asset Inventory teams to understand which operating systems and software applications are used within the organization and are impacted by vulnerabilities.
- Managed a database of IT Risk issues and action plans that need to be mitigated by the risk owners within agreed timelines.

WELLS FARGO, Charlotte, NC (Contractor)

March 2013 – December 2013

Operational Risk Consultant- Wholesale Technology Risk Management

Information Security Officer and technical liaison with 68 direct mail and telemarketing third party providers responsible for retrieving confidential data and exiting the relationship. Partnered with WFIS businesses to perform the administrative and technical activities required for third party providers.

Key Accomplishments

- Resolved information security compliance issues with confidential or restricted data.
- Proven experience in leading, coordinating and facilitating cross-functional meetings.
- Collaborated with Supply Chain Management to terminate third party provider contracts.
- Initiated site reviews and terminated third party provider relationships.

BANK OF AMERICA, Charlotte, NC (Contractor)

March 2012 – September 2012

Senior Quality Reviewer- Global Risk Management

Worked closely with the Business Continuity SME to complete quality reviews on business impact analysis, business recovery and technical recovery plans.

Key Accomplishments

- Interpreted and implemented business continuity standards to ensure compliance of recovery strategies for 21 lines of business.
- Documented gaps and developed clear recommendations for remediation.

WELLS FARGO, Charlotte, NC (Contractor)

July 2010 – August 2011

Operational Risk Consultant- Wholesale Technology Risk Management

Instrumental in facilitating action plan completion across multiple lines of business. Conducted periodic meetings with key stakeholders as necessary to ensure clarity in status and set expectations for progress. Collected artifacts that focus on Information Security. Conducted research on project related issues and solutions.

Key Accomplishments

- Remediated 98% of action plans before the due date.
- Served as a liaison between the line of business and senior management by providing project plans and progress updates to meet information security requirements.
- Served an internal consultant by reporting findings and developing business cases to influence senior management on the need to mitigate risk.
- Provided assistance in risk resolution and risk mitigation.

TEXTSPEAK CAPTIONS, INC., Newark, NJ (Contractor)

October 2008 – October 2009

Organizational Development Change Consultant

Implemented a structured change management approach for stand-alone projects and for integral components of large projects. Performed root cause analysis on vendor late payments using Six Sigma methodologies.

Key Accomplishments

- Participated in the organization's strategic planning and facilitated internal planning that ensured implementation of key goals.
- Recommended development action plans that would support the performance and strategic objectives of the organization.
- Conducted readiness assessments, evaluated results, and mitigated resistance to develop change management strategies. The change management strategy was based on the situational awareness of the details and the line of business being impacted.
- Conducted readiness assessments that identified the potential people-side risks, anticipated points of resistance and recommended interventions to mitigate or address the concerns.
- Supervised and directed reports; supervisory duties included recruiting new employees and volunteers/interns; assigning, reviewing and planning work tasks; training and professional development; maintaining standards; coordinating activities; allocating personnel.

- Reviewed the work of subordinates for completeness; evaluated and made recommendations to stakeholders to improve business processes.
- Improved productivity for the providers by creating training manuals that included self-paced, instructor- led, audio and video delivery formats along with workbook exercises. Validated quality assurance by creating and updating policies/procedures and operations/technical manuals as needed.

DUKE ENERGY, Charlotte, NC

November 1998 – December 2007

IT Security Administration Analyst (2004 - 2007)

Responsible for evaluating, maintaining, changing, and monitoring the enterprise Windows server security architecture. Managed audit recommendations across the IT security department and submitted periodic follow up responses to the auditors.

Key Accomplishments

- Created and executed operational procedures and audits in compliance with service level agreements, IT Security controls, Sarbanes-Oxley and company regulations. Negotiated and coordinated audit responses.
- Maximized profitability through superior customer service, effective, prompt communication and follow-up on all pending matters with the customer.
- Reviewed technology requests and worked with team members to schedule and complete projects.
- Updated security processes by recasting procedures to handle new organizational structure and changed function.
- Conducted quarterly audits to ensure effectiveness of network and architectural security events.
- Managed the development of policies, procedures, standards and principles at a tactical and operational level to ensure that IT Security controls were in place and functioning efficiently.
- Conducted assessments of security infrastructure processes that adhered to SOX best practices for multiple platforms in a mixed mode environment: Windows, UNIX, Oracle, RACF, and PeopleSoft.
- Ensured SOX compliancy with encryption standards which included: Passwords, Two-factor Authentication, Terminations/Transfers, IT Audits and IT Security Violations.

Production Control Analyst (1998 – 2004)

Project Manager for IT Infrastructure Operations Documentation Project. Responsible for developing project charter, scope, acquiring resources and maintaining task plans. Provided technical leadership to teammates on new responsibilities through formal and informal training.

Key Accomplishments

- Documented processes and guidelines that adhered to the service level agreements for the IT Infrastructure Operations Department related to change management and disaster recovery plans. Participated on various projects that allowed interaction with various business units. Communicated business requirements and translated them into functional procedures for various audiences.
- Published procedures concisely for teammates according to Standard Operating Procedures (SOP) that allowed the operations department to respond proactively to infrastructure issues.
- Implemented FileNet for use as the IT Infrastructure Operations documentation repository.
- Convened with business partners to establish and document SOX compliant work practices for the department.

VOLUNTEER EXPERIENCE

EmpowHERment, Charlotte, NC

2015 - Present

Events & Logistics Co-Chair

Organized an annual event that connects local girls and women to resources in their community that would define, defend and develop themselves as leaders in the community.

Key Accomplishments

- Recruited over thirty community resources to participate in the Annual Youth EmpowHERment Summit that connected students with various leadership development opportunities.

Girl Scout Hornet Nest Council, Charlotte, NC

2010 – 2013

Girl Scout Troop Leader

Develop year round activities for girls that include fundraising, teambuilding activities, coaching/mentoring, activities, programs and ceremonies.

Key Accomplishments

- Achieved 100% satisfaction rate from the parents and girls of the troop.
- Achieved 100% retention rate.

EDUCATION AND CERTIFICATIONS

Master of Science in Leadership and Organizational Change, Pfeiffer University, Charlotte, NC

Bachelor of Science in Electronic Engineering Technology, University of Hartford, West Hartford, CT

Certifications: Strategic Analysis and Decision Making, Six Sigma Green Belt, ITIL v2 Foundations

APPENDIX A**EVIDENCE OF PARENT/COMMUNITY SUPPORT**

The governing board of Power Elite Male Academy conducted a survey of 59 total individuals in the regional area. This survey questioned 35 parents of 42 children total. Of the individuals surveyed, 64% would like to be contacted if a new after-school program opened up in their area and 94% believes there is a need for an all-male school in the area.

Survey Responses
(Total Survey Responses 59)

<u>Survey Questions</u>	<u>Responses</u>		
1. Do you have grade school children?	Yes: 35 59%	No: 24 40%	
2. How important is an after-school program to you?	Something I need: 13 22%	Very Important: 42 71%	No Big Deal: 3 5%
3. Would you like to be contacted if a new after-school program opened up in your area?	Yes: 38 64%	No: 22 37%	
4. What is the primary language spoken in your household?	English: 59 100%	Spanish: 0	
5. Do you feel there is a need for an all-male school in your area?	Yes: 56 94%	No: 3 5%	
6. Which foreign language(s) would you like taught in the core curriculum?	Spanish: 49 83%	Mandarin: 12 20%	French: 17 29%

Power Elite Male Academy Charter School Survey

1. Please identify whether you are a parent of a child/children who will be in grade K-8 in the 2021-2022 school year.

___ Yes

___ No

2. How important is an after-school program?

a. No Big Deal

b. Very Important

c. Something I need

3. Would you like to be contacted if a new, free, K-8 school of choice opens in your area?

a. Yes

b. No

i. Phone:

ii. Email:

4. Do you feel there is a need for an all male school in Charlotte, NC?

a. Yes

b. No

5. What is the primary language spoken in your household?

a. English

b. Spanish

c. Other _____

6. Which foreign language(s) would you like taught in the core curriculum?

a. Spanish

b. French

c. Mandarin

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school.

LEA #1:	600-Char.-Mecklenburg	What percentage of
LEA #2:		What percentage of
LEA #3:		What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	600			600		
Kindergarten	40			40		
Grade 1	22			44		
Grade 2	22			22		
Grade 3	22			22		
Grade 4	22			22		
Grade 5	22			22		
Grade 6				22		
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	150	0	0	194	0	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



asonably expects to enroll. In addition,
 nres match those on the initial cover page.

ool at any particular level.



Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
600			600			600
40			40			40
44			44			44
44			44			44
22			44			44
22			22			44
22			22			22
22			22			22
22			22			22
22			22			22
			22			22
238	0	0	282	0	0	304

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5	
LEA #2	LEA #3
0	0

Budget: Revenue Projections from each LEA Year 1

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

In year 1: Base state allotments are determined by the LEA in which the student

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		600-Char.-Mecklenburg	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,291.06	150	
Local Funds	\$2,756.00	150	
State EC Funds	\$4,464.16	19	
Federal EC Funds	\$1,514.35	19	
			Total:

LEA #2:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds		0	
Local Funds		0	
State EC Funds		0	
Federal EC Funds		0	
			Total:

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			Total:



y (LEA) receives per student receives

nt resides.

hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$793,659.00
\$413,400.00
\$85,377.06
\$28,961.94
\$1,321,398.00

Approximate funding for Year 1
\$0.00

Approximate funding for Year 1
\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 793,659	\$ 1,026,466	\$ 1,259,272	\$ 1,492,079
Local Per Pupil Funds	\$ 413,400	\$ 534,664	\$ 655,928	\$ 777,192
State EC Funds	\$ 85,377	\$ 110,421	\$ 135,465	\$ 160,509
Federal EC Funds	-	\$ 28,962	\$ 45,953	\$ 54,448
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,292,436	\$ 1,700,513	\$ 2,096,618	\$ 2,484,228

**All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.*

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



federal funding in year

Year 5	
\$	1,608,482
\$	837,824
\$	173,031
\$	58,696
\$	2,678,033

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 65,000	\$ 65,000	1	\$ 66,000	\$ 66,000	1	\$ 70,000	\$ 70,000	1	\$ 75,000	\$ 75,000	1	\$ 80,000	\$ 80,000
Assistant Administrator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 32,000	\$ 32,000	1	\$ 32,500	\$ 32,500	1	\$ 33,000	\$ 33,000	1	\$ 33,500	\$ 33,500	1	\$ 34,000	\$ 34,000
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Dean		\$ -	\$ -		\$ -	\$ -	1	\$ 60,000	\$ 60,000	1	\$ 61,000	\$ 61,000	1	\$ 62,000	\$ 62,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	2		\$ 97,000	2		\$ 98,500	3		\$ 163,000	3		\$ 169,500	3		\$ 176,000
Instructional Personnel															
Core Content Teacher(s)	7	\$ 53,000	\$ 371,000	9	\$ 54,000	\$ 486,000	11	\$ 55,000	\$ 605,000	13	\$ 56,000	\$ 728,000	14	\$ 57,000	\$ 798,000
Electives/Specialty Teacher(s)	1	\$ 40,000	\$ 40,000	2	\$ 41,000	\$ 82,000	2	\$ 42,000	\$ 84,000	3	\$ 43,000	\$ 129,000	3	\$ 44,000	\$ 132,000
Exceptional Children Teacher(s)	1	\$ 50,000	\$ 50,000	1.5	\$ 51,000	\$ 76,500	2	\$ 52,000	\$ 104,000	2	\$ 53,000	\$ 106,000	2	\$ 54,000	\$ 108,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	3	\$ 16,000	\$ 48,000	4	\$ 16,500	\$ 66,000	5	\$ 16,000	\$ 80,000	6	\$ 17,500	\$ 105,000	7	\$ 18,000	\$ 126,000
EL Teacher	0.5	\$ 42,000	\$ 21,000	1	\$ 43,000	\$ 43,000	1	\$ 44,000	\$ 44,000	2	\$ 45,000	\$ 90,000	2	\$ 46,000	\$ 92,000
Counselor/Mentor Lead		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 50,000	\$ 50,000	1	\$ 51,000	\$ 51,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	12.5		\$ 530,000	17.5		\$ 753,500	21		\$ 917,000	27		\$ 1,208,000	29		\$ 1,307,000
Total Admin, Support and Instructional Personnel:	14.5		\$ 627,000	19.5		\$ 852,000	24		\$ 1,080,000	30		\$ 1,377,500.00	32		\$ 1,483,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	2	\$ 4,800	\$ 9,600	2	\$ 4,800	\$ 9,600	2	\$ 4,800	\$ 9,600	3	\$ 4,800	\$ 14,400	3	\$ 4,800	\$ 14,400
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	2	\$ 2,000	\$ 4,000	2	\$ 2,000	\$ 4,000	2	\$ 2,000	\$ 4,000	3	\$ 2,000	\$ 6,000	3	\$ 2,000	\$ 6,000
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	2	\$ 1,000	\$ 2,000	2	\$ 1,000	\$ 2,000	2	\$ 1,000	\$ 2,000	3	\$ 1,000	\$ 3,000	3	\$ 1,000	\$ 3,000
Social Security	2	\$ 3,500	\$ 7,000	2	\$ 3,500	\$ 7,000	2	\$ 3,500	\$ 7,000	3	\$ 3,500	\$ 10,500	3	\$ 3,500	\$ 10,500
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support Benefits:		\$ 22,600	\$ 22,600		\$ 22,600	\$ 22,600		\$ 22,600	\$ 22,600		\$ 33,900	\$ 33,900		\$ 33,900	\$ 33,900
Instructional Personnel Benefits															
Health Insurance	9	\$ 4,800	\$ 43,200	13	\$ 4,800	\$ 62,400	15	\$ 4,800	\$ 72,000	21	\$ 4,800	\$ 100,800	22	\$ 4,800	\$ 105,600
Retirement Plan--NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan--Other	9	\$ 2,000	\$ 18,000	13	\$ 2,000	\$ 26,000	15	\$ 2,000	\$ 30,000	21	\$ 2,000	\$ 42,000	22	\$ 2,000	\$ 44,000
Social Security		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Medicare	9	\$ 1,000	\$ 9,000	13	\$ 1,000	\$ 13,000	15	\$ 1,000	\$ 15,000	21	\$ 1,000	\$ 21,000	22	\$ 1,000	\$ 22,000
Life Insurance	9	\$ 3,500	\$ 31,500	13	\$ 3,500	\$ 45,500	15	\$ 3,500	\$ 52,500	21	\$ 3,500	\$ 73,500	22	\$ 3,500	\$ 77,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ 101,700	\$ 101,700		\$ 146,900	\$ 146,900		\$ 169,500	\$ 169,500		\$ 237,300	\$ 237,300		\$ 248,600	\$ 248,600
Total Personnel Benefits:		\$ 124,300	\$ 124,300		\$ 169,500	\$ 169,500		\$ 192,100	\$ 192,100		\$ 271,200	\$ 271,200		\$ 282,500	\$ 282,500
Total Admin & Support Personnel (Salary & Benefits):	2	\$ 119,600	\$ 119,600	2	\$ 121,100	\$ 121,100	3	\$ 185,600	\$ 185,600	3	\$ 203,400.00	\$ 203,400.00	3	\$ 209,900	\$ 209,900
Total Instructional Personnel (Salary & Benefits):	12.5	\$ 631,700	\$ 631,700	17.5	\$ 900,400	\$ 900,400	21	\$ 1,086,500	\$ 1,086,500	27	\$ 1,445,300	\$ 1,445,300	29	\$ 1,555,600	\$ 1,555,600
TOTAL PERSONNEL:	14.5	\$ 751,300	\$ 751,300	19.5	\$ 1,021,500	\$ 1,021,500	24	\$ 1,272,100	\$ 1,272,100	30	\$ 1,648,700	\$ 1,648,700	32	\$ 1,765,500	\$ 1,765,500

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

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Paper	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Computers & Software	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Communications & Telephone	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Copier leases	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	\$ 129,242.00	\$ 170,051.30	\$ 209,661.80
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Student Accounting			
Financial			
Other			
EC Services	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Food Staff Contracts	\$ 14,000.00	\$ 28,000.00	\$ 30,000.00
Audit	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Facilities			
Facility Lease/Mortgage	\$ 102,000.00	\$ 102,000.00	\$ 110,000.00
Maintenance	\$ -	\$ 5,000.00	\$ 5,000.00
Custodial Supplies			
Custodial Contract	\$ 20,000.00	\$ 21,000.00	\$ 22,000.00
Insurance (pg19)	\$ 12,878.00	\$ 15,000.00	\$ 16,000.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 15,000.00	\$ 16,000.00	\$ 17,000.00
Gas	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00
Water/Sewer	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Trash	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses			
Gas			
Oil/Tires & Maintenance			
Other			
Transportaiton Contract	\$ 50,000.00	\$ 55,000.00	\$ 55,000.00

Other			
Marketing	\$ 1,000.00	\$ 15,000.00	\$ 15,000.00
Child nutrition	\$ 45,000.00	\$ 50,000.00	\$ 55,000.00
Travel	\$ 1,000.00	\$ 1,200.00	\$ 1,200.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 439,320.00	\$ 528,451.30	\$ 587,061.80

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 3,000.00	\$ 3,000.00	\$ 3,500.00
Other			
Computers	\$ 24,000.00	\$ 6,000.00	\$ 6,000.00
Instructional Contract			
Staff Development	\$ 2,000.00	\$ 3,000.00	\$ 4,000.00
Gurian Institute	\$ 10,000.00	\$ 12,000.00	\$ 14,000.00
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Curriculum/Texts	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Copy Paper	\$ 2,500.00	\$ 2,500.00	\$ 3,000.00
Testing Supplies	\$ 3,000.00	\$ 3,200.00	\$ 3,400.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 59,500.00	\$ 44,700.00	\$ 48,900.00
TOTAL OPERATIONS:	\$ 498,820.00	\$ 573,151.30	\$ 635,961.80

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	3,000.00	\$	3,000.00
\$	1,000.00	\$	1,000.00
\$	1,500.00	\$	1,500.00
\$	1,200.00	\$	1,200.00
\$	3,000.00	\$	3,000.00
\$	248,422.80	\$	267,803.30
\$	2,500.00	\$	2,500.00
\$	20,000.00	\$	20,000.00
\$	35,000.00	\$	37,000.00
\$	6,000.00	\$	6,000.00
\$	110,000.00	\$	110,000.00
\$	5,000.00	\$	5,000.00
\$	23,000.00	\$	24,000.00
\$	17,000.00	\$	18,000.00
\$	18,000.00	\$	19,000.00
\$	11,000.00	\$	12,000.00
\$	2,000.00	\$	2,000.00
\$	1,000.00	\$	1,000.00
\$	60,000.00	\$	62,000.00

\$	15,000.00	\$	15,000.00
\$	60,000.00	\$	65,000.00
\$	1,500.00	\$	1,750.00
\$	645,122.80	\$	677,753.30

Year 4		Year 5	
\$	3,500.00	\$	4,000.00
\$	6,000.00	\$	4,000.00
\$	5,000.00	\$	5,000.00
\$	16,000.00	\$	16,000.00
\$	10,000.00	\$	10,000.00
\$	5,000.00	\$	5,000.00
\$	2,500.00	\$	3,250.00
\$	3,600.00	\$	3,800.00
\$	51,600.00	\$	51,050.00
\$ 696,722.80		\$ 728,803.30	

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 751,300.00	\$ 1,021,500.00	\$ 1,272,100.00	\$ 1,648,700.00
Total Operations	M	\$ 498,820.00	\$ 573,151.30	\$ 635,961.80	\$ 696,722.80
Total Expenditures	N = J + M	\$ 1,250,120.00	\$ 1,594,651.30	\$ 1,908,061.80	\$ 2,345,422.80
Total Revenue	Z	\$ 1,292,436.06	\$ 1,700,512.58	\$ 2,096,618.17	\$ 2,484,228.25
Surplus / (Deficit)	= Z - N	\$ 42,316.06	\$ 105,861.28	\$ 188,556.37	\$ 138,805.45



Year 5	
\$	1,765,500.00
\$	728,803.30
\$	2,494,303.30
\$	2,678,033.29
\$	183,729.99

July 21, 2020

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

Re: Torchlight Academy Schools, LLC

To Whom It May Concern:

Please be advised that Torchlight Academy Schools, LLC has maintained a banking relationship with M&F Bank since December 2014. All aspects of the relationship have been handled as agreed and we look forward to continuing a long and mutually beneficial banking relationship. The management team is well known and highly regarded by our organization.

Do not hesitate to contact me directly if you have questions or require additional information.

Sincerely,

Skipper Hines

Richard "Skipper" Hines, III
VP / Senior Portfolio Underwriter
M&F Bank

Office: 919.313.3617 | Fax: 919.687.7807
2634 Durham-Chapel Hill Blvd.
Durham, NC 27707
Email: richard.hines@mfbonline.com

Rochelle V. Gray

**1132 Brighton Place
Charlotte, North Carolina 28205
Contact: Tel: 980-319-7275
Email: Rochellevgray@gmail.com**

CERTIFICATIONS

North Carolina: K-6, 6-9 Social Studies, K-12 Principal
New Jersey: K-6, Middle School Social Studies, Principal
Kean University-Adult Training
Wake Forest Non Profit Business Essentials pending July 2016
Center of Teacher Effectiveness-Classroom Management
Paradigm 360:Life Coach

EDUCATION

Fairleigh Dickinson, Madison, New Jersey
Master of Arts: Educational Leadership
September 2000-May 2003
Kean University, Union, New Jersey
Bachelor of Arts: Public Administration
minor-Education
January 1998-May 2000

RELEVANT EXPERIENCE

Social Studies Teacher, Eastway Middle School, Charlotte, North Carolina August 2013-present

Adapt classroom instruction and assessments by incorporating technology into lessons through the Whiteboard, Google Classroom and Powerpoint, competently and comfortably. Develop lessons and instruct middle school students with objectives aligned to the Core Content Standards and grade level expectations.

Observe, plan, teach and assess practice to inform and modify instruction for multicultural classes with many levels.

Heighten student engagement for learning Social Studies through a collaborative learning environment Planned and implemented 3 school trips for 8th grade 2015-2016 Collaborate with support staff to form strategies for individual students

Exceptional Children Team Lead (12) 2018-present

Created a new team, led planning

Social studies Department Chairperson

Mentor to 4 new teachers 2015-2016

Presented professional development on the topics of: Classroom Management, Cultural Competency, and Art of Engaging Students 2015-2016

Actively participate in staff and weekly PLC meetings

Enhanced employee morale by leading a collaborative effort in redecorating the teachers lounge

Created a teacher lending library.

**Above and Beyond After School Program, Eastway/Benjamin Street Site
2013-present**

Created literacy lessons based upon 21st century practices and the A.V.I.D. curriculum; Developed a chess program; Lead chess instructor

Elementary Teacher, CMS District January 2013-EOY
Responsibilities included teaching all content areas, lesson planning, and grading

**Substitute Teacher, CMS District August 2012-January-2013
Social Studies Teacher, Conackamack Middle School Piscataway, New
Jersey- September 2003-2012**

Designed units and lessons aligned with and or exceeding Core Curriculum Standards for Middle School Social Studies Utilized A.V.I.D. certification as the Social Studies teacher of the 7th and 8th grade A.V.I.D. cohorts.

Participation on the School Leadership Team, the I&RS/RTI Team, the AYP/Interventions Committee, and the Bullying Committee. In past years has been selected for the New Students Committee, and the Peer Mediation/Conflict Resolution Team, as well as district committees: Student Led Conferences, and District Restructuring of the Middle Schools Committee. Planned and implemented school trips for entire grade in 2011 to the King Tut's Exhibit in New York City, and in 2008, to a play entitled' " When Rosa Parks Sat Down, the World Stood Up".

Created school wide assemblies supporting Hispanic History Month, Black History Month, Women's History and Asian History Month .

Summer employment Piscataway School district: Enrichment Teacher
Developed and coached Chess Instruction and Vocal Coaching (voice/public speaking)

**Teacher of Social Studies, English and Reading, Hamilton Middle School
Elizabeth, New Jersey
September 2000-September 2003**

Planned, developed and adapted Social Studies, Language Arts and Reading lessons and units geared to students instructional levels.

Created a positive behavior management plan inviting students to restrain behavior issues when challenges emerged

Initiated and directed 60 voice Middle School Diversity Choir.

Summer employment with district: Curriculum Writer-Summer 2002
Developed and revised 4th grade curriculum to align with the Core Curriculum Standards

**Communications and SAT Teacher, New Jersey Institute of Technology
University
Newark, New Jersey**

June 2003-August 2008

Created the curriculum for and implemented 2 Communication courses and 2 SAT courses for their Pre-College summer program.

OTHER EXPERIENCES

Created a youth scholarship bowling league 2015-present
Co-creator/Advisor of "Character Crew" After School Character Education Program- 2010-2012
Co-Advisor Yearbook 2010-2011
Creator-Advisor/director Multicultural Choir - 2010-2012, 2000-2003
Piscataway District Chess instructor/advisor
Highland Park Board of Education Member 2005-2011
Vice President 2009, Personnel Committee Chair 2006-2008
Highland Park Student Expulsion/Recovery Committee, 2006-2007
Family Martial Art Kinder Karate Instructor 2003-2005
Highland Park Mayors Race Relations Committee 2002-2003
Orchards Heights Community Committee 1998-2001, President 1999-2000

SKILLS/INTERESTS

PSAT/SAT Prep, tutoring, research, reading, history, directing of youth choirs, singing, karate, bowling, crocheting, and chess

References available upon request

Robert V. Gray

Hornets Nest Elementary, Beattie



Hornets Nest Elementary

3.2 ★★☆☆☆ (13)

Elementary school

Temporarily closed

- Directions
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- Share

6700 Beatties Ford Rd, Charlotte, NC 28216

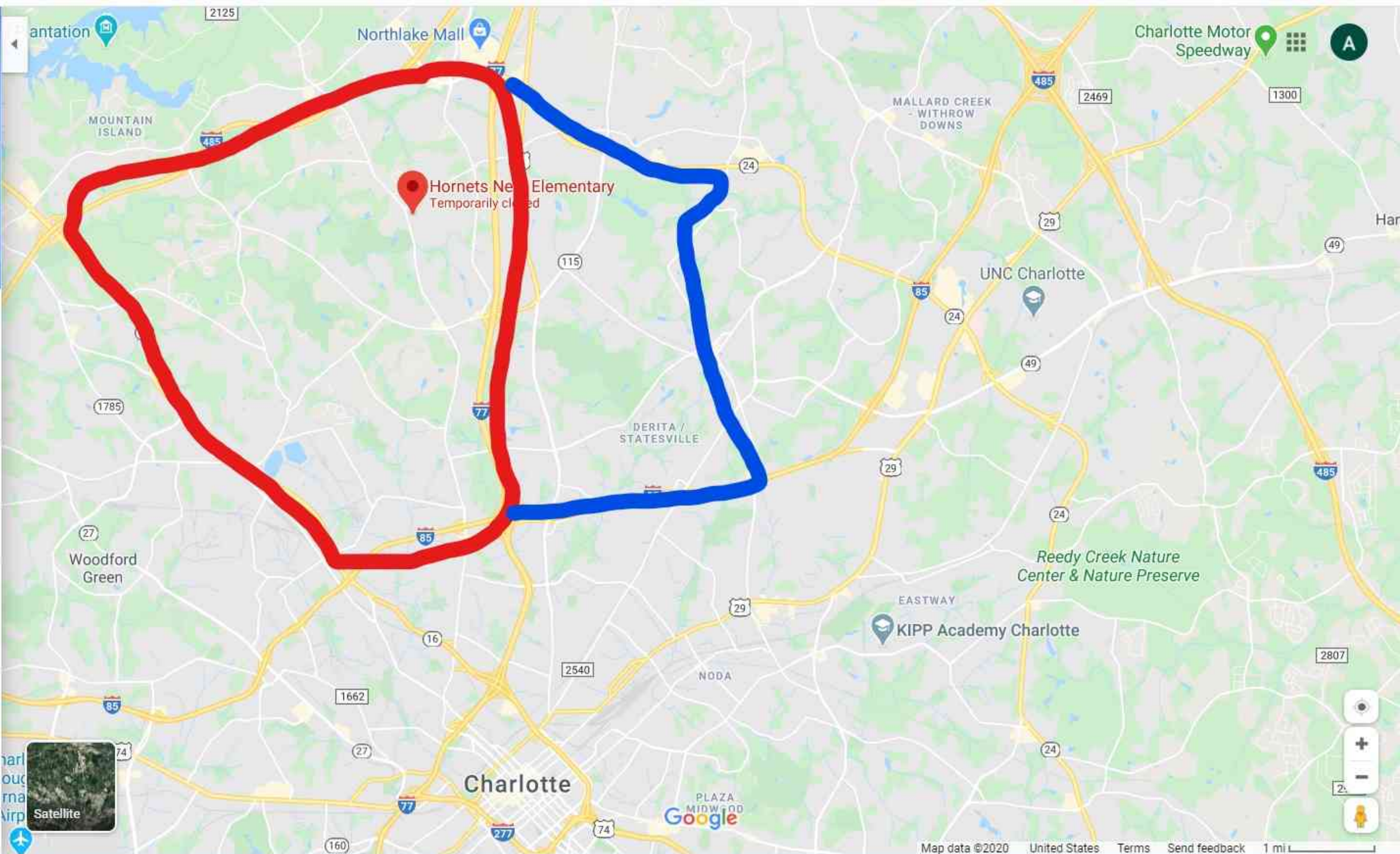
84FM+RV Charlotte, North Carolina

schools.cms.k12.nc.us

(980) 343-6110

Temporarily closed

Add a label



<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Principal/School Leader	1	1	1	1
Dean	0	0	0	1
Core Classroom Teachers	0	7	9	11
Elective Teachers	0	1	2	2
Counselor	0	0	0	0
Specialized School Staff	0	0	0	0
Teaching Aides or Assistants	0	3	4	5
EC Teacher	0	1	1.5	2
ELL Teacher	0	1	1	1

Year 4

1
1
13
2
1
0
6
2
2

Year 5

1
1
14
3
1
0
7
2
2

