

Alternative Charter High School in Wake County, North Carolina



“We Help Students Achieve.”

**Prepared for North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
and
the Wake County Public School System**

February 19, 2010

RICHARD MILBURN ACADEMY

**Submitted by
Richard Milburn Academy of North Carolina, Inc.
2431 Crabtree Boulevard
Raleigh, NC 27604
(919) 755-1808
FAX (919) 755-4374**

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City/State/ Zip: Virginia Beach, VA 23456

Phone Number: (757) 467-6800

Email: dteldridge@rmhs.org

Fax: (757) 467-0099

Name of Proposed Charter School: Richard Milburn Academy

Location Proposed Charter School (LEA): Wake County, NC

Proposed Grade Levels: 9th – 12th Grade

2011-12: 9th-12th 2012-13: 9th-12th 2012-14: 9th-12th 2014-15: 9th-12th 2015-16: 9th-12th

Projected Enrollment:

2011-12: 200 2012-13: 250 2012-14: 275 2014-15: 303 2015-16: 333

Targeted Population: Richard Milburn Academy (RMA) is committed to providing a non-traditional learning environment in a small school setting for at risk and dropout high school students with distinct needs for these educational services. Recognizing the individual strengths and intrinsic worth of all students, we will provide each student with personalized opportunities to increase their academic, employment, and social skills leading to completion of credits for a high school diploma through a continuous improvement process involving all stakeholders.

Conversion:

No: ☒

Yes: ☐ If so, Public ☐ or Private: ☐

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

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

Summary of Educational Mission: Richard Milburn Academy (RMA) helps students succeed. RMA will provide non-traditional educational programs preparing at risk and dropout high school students to improve their academic performance, graduate from high school and qualify for postsecondary education and employment. RMA will be an alternative school with a small school environment that allows our staff to implement the individualized academic and behavioral support our student population needs to successfully complete high school and become productive citizens.

A. PRIVATE NONPROFIT CORPORTATION (G.S.115C-238.29E)

Name of Private Nonprofit: Richard Milburn Academy of North Carolina, Inc. will apply for nonprofit status with the North Carolina Secretary of State and be officially authorized by the final approval interview date.

Mailing Address: 2431 Crabtree Boulevard

City/State/Zip: Raleigh, NC 27604

Street Address: 2431 Crabtree Boulevard

Phone: (919) 755-1808

Fax: (919) 755-4374

Name of registered agent and address: This will be determined at the time of filing Articles of Incorporation for Richard Milburn Academy of North Carolina, Inc.

FEDERAL TAX ID: Application for a federal tax ID number will be made when RMA of NC, Inc. files its Articles of Incorporation.

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

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

- ☐ Yes (copy of letter from federal government attached)
☒ No

Richard Milburn Academy of North Carolina, Inc. will be a North Carolina nonprofit and will obtain 501(c)(3) status within twenty-four (24) months of the date the Charter Application is given final approval.

C. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO)

RMA of NC, Inc. will enter into an agreement with NonPublic Educational Services, Inc. (NESI) to provide administrative services to Richard Milburn Academy of North Carolina, Inc.

NonPublic Educational Services, Inc. (NESI)
Robert H. Crosby, President
27 Congress Street, Shetland Office Park #310, Salem, MA 01970
Phone: (978) 741-7161
Fax: (978) 741-0414

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ADMINISTRATIVE SERVICES TABLE

- Budget preparation, oversight, and audit
- Accounting including payables and production of monthly financials
- Employee benefits
- Procurement of equipment, supplies, and services
- Fund raising
- Grant writing
- Risk management
- Payroll management
- Coordination of yearly audit and filing tax returns

Personnel

- Human resource management
- Recruitment and selection
- Performance management
- Orientation/ professional development/ training
- Compliance
- Employee relations, compensation and benefits management

Student Services

- Recruitment/ marketing
- Student Handbook
- Student transportation and meals
- Graduation support
- Student activities support
- Satisfaction Surveys (student, parent, staff)

Organizational

- Policy Development
- Strategic planning
- School governance and operations
- Community involvement
- Advice for procuring legal services
- Use of Contractor's program and approaches

Technical Assistance

- Student attendance
- Student assessment
- Student records
- Federal, state, and local reporting
- Compliance, charter renewal and/or monitoring
- Real estate
- Travel

Programs and Curriculum

- Curriculum to meet state and local standards
- School to work
- Technology
- Schedule options
- Program assessment/ evaluation

Executive Services

- Chief Financial Officer
- Board Executive Assistant
- Grant Manager

The administrative services provided through NESI will form the infrastructure that is necessary for success and allow the school director to focus on the educational program, students and staff. The at-risk student population RMA will serve requires consistent and frequent attention to academic and behavior needs. The success of the small school environment at RMA, and the implementation of a continuous improvement model, will require the intense commitment of the administrative staff at the school. The services provided by NESI will insure the school is in compliance in all areas, allowing the school director and staff to focus on the school's mission.

Richard Milburn Academies have a proven track record as demonstrated in a number of school districts and summarized below in the Cumulative Track Record which shows the success rates of at risk students who have benefited from this model in other locations. The cumulative success rate of 85.6% indicates the significant impact Richard Milburn Academy high schools have had on a challenging student population.

Richard Milburn Academy
Cumulative Track Record - 1998/99 through 2008/09

School Year	Number of		Percent Success ⁽¹⁾	Percent Graduates Going to Postsecondary Schools ⁽²⁾	
	Locations	Enrollments		Upon	6 Month Follow
1998/1999	2	273	70.5%	68.8%	12.5%
1999/2000	4	1043	79.6%	75.8%	95.5%
2000/2001	7	1491	89.2%	80.4%	71.7%
2001/2002	9	2290	89.2%	69.8%	37.0%
2002/2003	11	2592	91.8%	80.9%	65.9%
2003/2004	14	3537	89.9%	78.1%	41.1%
2004/2005	14	4280	91.3%	83.6%	35.3%
2005/2006	15	4725	86.3%	78.3%	61.5%
2006/2007	13	4462	78.2%	85.3%	51.5%
2007/2008	12	3928	82.9%	81.0%	53.6%
2008/2009	13	4543	83.3%	77.7%	NA
Cumulative/Average		33,164	85.6%	78.1%	52.5%

⁽¹⁾ Percent success is the percent of enrollment less withdrawals that remain in school or graduate.

⁽²⁾ 1994/1995 through 2002/2003 all seniors surveyed; since 2003/2004 only graduates surveyed.

The Richard Milburn model provided a successful alternative option for WCPSS high school students from 1999-2009. Please see the letter below which referenced the strengths of the program.



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

STUDENT SUPPORT SERVICES
Marvin Connelly, Jr., Assistant Superintendent

HARRIST B. WEBSTER CENTER
AT CROSSROADS II
110 CORNING ROAD
CARY, NORTH CAROLINA 27513
PHONE: 919/854-4349

September 4, 2009

To Whom It May Concern:

Richard Milburn High School provided alternative educational services to middle and high school students through a contract with Wake County Public Schools from 1999 to 2009. During its ten year relationship with our school system, Richard Milburn provided services for up to 165 long term suspended students each year. Wake County Public Schools decided to provide alternative services within the system beginning in the 2009-10 school year. Therefore, our contract with Richard Milburn High School was not renewed.

Students at Richard Milburn were instructed in the North Carolina Standard Course of Study by certified staff, allowing a high percentage of students to return to school after suspension, ready to successfully resume their academic coursework. Students were administered End of Grade and End of Course assessments. High school students earned credits toward graduation. Many seniors graduated from Richard Milburn with a diploma.

Wake County Public Schools enjoyed a close and productive relationship with the staff at Richard Milburn. Strict rules and procedures were in place to ensure that students were focused on learning. The school was known to be a safe and caring environment for students.

If you need additional information, or if I can be of further assistance, please contact my office at (919) 854-4349.

Sincerely,



Marvin Connelly, Jr.

OF PRIVATE NONPROFIT (G.S.115C-238.29B(b)(3); GS

115C-238.29E(u))

Richard Milburn Academy of North Carolina, Inc. will be a nonprofit organization and the charter holder of RMA in Wake County. Richard Milburn Academy of North Carolina, Inc. is applying for a charter for an alternative high school.

The Founding Board, which consists of up to seven dedicated and committed educators, businessmen and local representatives, will provide oversight and ensure compliance during the start up period of the charter school, and will include the following individuals:

Dr. Houston Conley, Board Member, RMA
Dr. Robert Munnely, Board Member, RMA
William Gayton, Board Member, RMA
Elvia Walker, Regional Director, Richard Milburn High Schools
Resident of Wake County – Dr. Norman C. Camp, III
Resident of Wake County – Patricia Malone Johnson
Resident of Wake County – Eugene Weeks

Once the RMA Charter is approved and school opens, the Founding Board will transition to a five member Governing Board consisting of the following:

- Professional Educators (2): Dr. Houston Conley and Dr. Robert Munnely - appointed by RMA
- Parent (1): To be named
- Community or Parent (1): To be named
- Community (1): To be named

This board membership will allow for a well balanced cross-section of backgrounds, professions, and experiences in the instructional and decision making process of the school. RMA will contact local organizations providing services to the student population we serve and their families, as well as representatives of business and industry located in the county to recruit interested representatives for board membership. Potential board members will be provided information about the RMA charter and the role of board members. Interested individuals will be invited to attend the next board meeting. Those who ultimately join the board will go through orientation with the chairman of the RMA board. Ongoing professional development will be provided through opportunities to attend state and national conferences as well as any governance training provided by the North Carolina Department of Public Instruction (NCDPI) or a trainer approved by that organization. Background checks will be obtained prior to a board member being approved for board membership.

During the first year the school is open, the Governing Board will be elected by the Founding Board members. The terms for Governing Board Members will be three years. Each year one board member will rotate off the Board to ensure experienced and new board members are represented on the Governing Board. Once the Governing Board has been established, subsequent vacancies will be filled by vote of the Governing Board members.

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the first Board Chairman. Dr. Conley holds a Doctorate of Education degree in Administration Supervision: Curriculum and Sociology from the University of Tennessee, and has over 25 years in the education field where he has been a college professor; Executive Assistant to the Superintendent, D.C. Public Schools; Deputy Superintendent, Dayton Public Schools; and Principal, Chattanooga Public Schools, Tennessee.

Dr. Robert Munnely holds an Ed.D. from Harvard University Graduate School of Education. He was the Superintendent of Schools in Reading, Massachusetts, 1987-1997. Dr. Munnely served as Chief School Executive in a north-of-Boston suburban community of 22,000 residents. Key accomplishments as Superintendent include Assistant Superintendent of Schools for Curriculum and Teacher Personnel, Reading Public Schools, Massachusetts, 1970-1987 during which time he served as curriculum leader and chief planner. Other professional interests led to selection as State president of the Massachusetts unit of the Association for Supervision and Curriculum Development (ASCD) and founding president of the Northeast Consortium for Staff Development.

The Governing Board is legally responsible for all transactions of the charter school. Board Members must exercise reasonable care in their decision-making, always keeping the mission and vision of RMA in focus as decisions are made. The Governing Board will have oversight responsibility for ensuring that RMA implements the charter in full accordance with the law. The Board will provide guidance to the school director and will not be involved in the supervision of teachers or be a bargaining agent for RMA. All employees of the school will be RMA employees and will be supervised by the RMA School Director.

The Board will have fiduciary responsibility with oversight and decision making on school operations to include:

- Selection of School Director
- Setting of policies
- Approving annual budgets
- Approving school procedures

The Board's responsibility will be the development of policies for every phase of school activities, i.e. curriculum, business services, student expectations, staff selection, and evaluation. The Board will then establish monitoring and evaluation criteria to assure that policies are followed. These policies and procedures will be administered by the School Director. School policy and administrative regulations will comply with the charter contract.

It is expected that the Board will appoint a number of committees composed of parents, community members, teachers, students, and administrators to study and recommend additions or deletions to the Board policy to allow for a cross blend of experiences and skills.

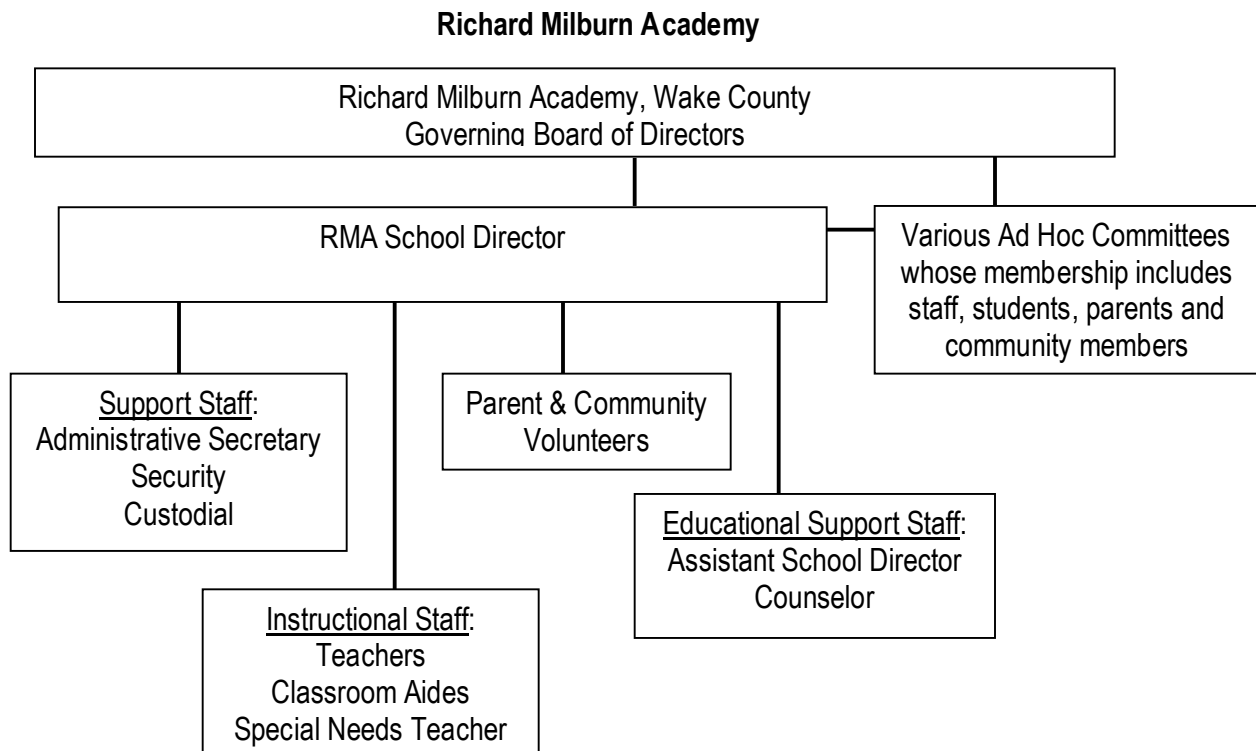
The Governing Board will have open meetings in locations and at times that allow stakeholders in the school the opportunity to be part of the decision making process. All meetings will be conducted using appropriate board meeting protocol. Accurate minutes will be taken and made available to the public upon their request.

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structure outlined here will allow for a strong Board that is committed to the mission of the charter school.

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

The following organizational chart indicates the relationship of the Governing Board of Directors to parents and staff. The school's educational management team is composed of the School Director, his administrative, educational and support staff. The School Director is responsible for the day to day operation of RMA and reports to the Governing Board. The administrative and instructional staff report to the School Director. This chart reflects parental and community involvement with the school on several levels: Governing Board Membership, membership on Ad Hoc committees the Governing Board forms, membership on school committees as well as volunteer opportunities at the school.





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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

**You must submit, in this section of the application, a one-page
Resume highlighting his or her experiences over the past ten or more years.**

The Founding Board, which will provide oversight and ensure compliance during the start up period of the charter school, will include the following dedicated and committed educators, businessmen and local representatives:

Dr. Houston Conley, Board Member, RMA
Dr. Robert Munnely, Board Member, RMA
William Gayton, Board Member, RMA
Elvia Walker, Regional Director, Richard Milburn High School
Resident of Wake County – Dr. Norman C. Camp, III
Resident of Wake County – Patricia Malone Johnson
Resident of Wake County – Eugene Weeks

Resume's follow for each of the Founding Board Members listed above.

L. HOUSTON CONLEY

EDUCATION:

- **Doctor of Education, Administration Supervision: Curriculum and Sociology**, University of Tennessee
- **M.A., Administration and Supervision: Psychology and Curriculum**, University of Tennessee
- **B.S., Agriculture Education**, Alabama A&M

EXPERIENCE:

Board Members, Richard Milburn Academy of Florida, Inc.

Professor, College of Education, Virginia Polytechnic Institute and State University, 1987

Executive Assistant to the Superintendent, D.C. Public Schools, 1985-86

Professor, College of Education, Virginia Polytechnic Institute and State University, 1984

Deputy Superintendent, Dayton Public Schools, Dayton, OH, 1981-83

Professor, College of Education, Virginia Polytechnic Institute and State University, 1976-1981

Associate Professor, Program Area Leader for Supervision, 1972-76

Principal, Orchard Knob Elementary School, Chattanooga Public Schools, TN, 1971-72

Specialist for Professional Growth and Development, Chattanooga Public Schools, TN, 1970-71

CONSULTANT ACTIVITIES:

Superintendent Selection Process, Birmingham Public Schools, AL, 1997

Superintendent Public Schools, DeKalb County Public Schools, 1996

Curriculum and Instruction Audit, Cobb County Public Schools, 1992

Faculty and Staff Workshop on new organizational structure, University of the District of Columbia

SELECTED SERVICE ACTIVITIES:

Board Member, Research for Better Schools, 1987-1995

Board Member, Black Diamond (Education Service for Young African American Males), 1992

Technical assistance to the Washington Policy Seminar for Institute for Educational Institute, George Washington University, 1977

SELECTED PROFESSIONAL AWARDS:

Outstanding Service Award, DCASCD, 1992

Educator of the Year Award, Delta Sigma Theta Sorority, Inc., 1983

Outstanding Community Service, Alumni Chapter, Alabama A&M University, Huntsville, Alabama, 1983

SELECTED PROFESSIONAL PUBLICATIONS AND ARTICLES:

- Conley, Houston and others, "Should School Boards Provide Free Housing for Superintendents?", The American School Board Journal, 1990
- Conley, Houston and others, "Making Better Principals and Making Principals Better", DCABSE, Spring, 1988
- Conley, Houston and others, "Desegregation Dilemma and Its Impact on the Quality of Life for Black Americans - Year 2000", ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, Winter, 1978, 1-15.

ROBERT MUNNELLY

EDUCATION:

- **Ed.D, Cognitive Development and Curriculum in Social Studies**, Harvard University Graduate School of Education
- **CAS, Elementary Education**, Harvard University Graduate School of Education
- **M.A., School Administration**, Fairfield University
- **B.S., Elementary Education**, New Haven State Teachers College

EXPERIENCE:

- **Board Member**, Richard Milburn Academy of Florida, Inc.
- **Superintendent of Schools**, Reading, Massachusetts, 1987-1997.
- **Assistant Superintendent of Schools for Curriculum and Teacher Personnel**, Reading Public Schools, Massachusetts, 1970-1987.
- **Superintendent of Schools**, 1967-1968
- **Director of Elementary Education**, 1965-1967
- **Curriculum Coordinator**, Saugus Public Schools, Massachusetts, 1964-1965.
- **College Professor**, Department of Curriculum and Instruction, School of Education, Northeastern University, Boston, Massachusetts, 1969-70.

WILLIAM P. GAYTON

EDUCATION:

- Master of Science Degree in Education, Troy University, Troy, AL, 1975
- Bachelor of Science Degree with two majors, History and Sociology, Troy University, Troy, AL, 1973
- Who's Who in American Colleges and Universities, 1972-1973
- Graduate of the Senior Management Academy for Non-Commissioned Officers, U.S. Army

EXPERIENCE:

Board Member, Richard Milburn Academy, Inc., Richard Milburn Academy Texas, Inc., Richard Milburn Academy of Florida, Inc.

Clinic Administrator/Director of Clinical Research Center, Bexar Diagnostic Medicine Associates, PA
San Antonio, Texas, 2/2000 to 8/2003

Center Director, Diagnostic Clinic of San Antonio, Clinical Research Center
San Antonio, Texas, 12/1997 to 1/2000

Course Instructor, San Antonio College of Medical and Dental Assistants
San Antonio, Texas, 9/1997 to 12/1997

Institute Administrator, Texas Headache Institute and Facial Pain Center
San Antonio, Texas, 12/1994 to 9/1997

Director of Military and Government Division, NonPublic Educational Services, Inc.
Woodbridge, Virginia, 2/1988 to 11/1994

United States Military, Served in the United States Army 12/19/61 to 6/19/8 in the medical field and retired as Sergeant Major at Brooke Army Medical Center, Fort Sam, Houston, Texas.

COMMUNITY ACTIVITIES:

- **Annunciation National Catholic Church:** Member, March 2004 to Present and Parish Council, Dec 2004 to Sept 2005.
- **San Antonio College:** School of Medical and Dental Assistants, Advisory Board Member Jan 2002 to Aug 2003; School of Medical Assistants, Advisory Board Member
- **Bexar County:** Bexar County Mental Health/Mental retardation Volunteer Advisory Board, past member; Commissioners for Bexar County Housing Authority, Chairman of the Board of Directors, 1987 to 1990.
- **Montgomery Drive Volunteer Fire Department:** Co-founder, member and past President of the Board of Directors.
- **Neighborhood Associations:**
 - Deerfield Homeowners Association: Member of the Board of Directors, March 2006 to present; Editor of community newsletter, The Dialogue, June 2005 to Present; Manager of the Community Website; past President.
 - Camelot 11 (Glen, Seville and Camelot) Neighborhood Association: Founder and past President.
 - Seville Neighborhood Association: Co-founder.
 - Glen Neighborhood Association: Founder and past President.

ELVIA WALKER

EDUCATION:

- **Principals' Executive Program**, Chapel Hill, North Carolina
- **M.A. Degree, Education Administration**, North Carolina Central University, Raleigh, North Carolina
- **B.A. Degree, Sociology/Social Studies**, Shaw University, Raleigh, North Carolina

EDUCATIONAL EXPERIENCE:

- **Regional Director**, Richard Milburn High School. Responsible for the management of Richard Milburn programs for RMHS. Supervise school directors.
- **School Director** for Richard Milburn High School at Wake County, Raleigh, North Carolina. Responsible for the management and operations of RMHS.
- **Principal** for West Cary Middle School, Cary, North Carolina
- **Assistant Principal** for Needham B. Broughton High School, Raleigh, North Carolina
- **Classroom Teacher and Department Chairperson** for Ligon G.T. Magnet Middle School, Raleigh, North Carolina
- **Classroom Teacher** for Fuquay Varina Consolidated High School, Fuquay Varina, North Carolina
- **Classroom Teacher** for Fuquay Varina High School, Fuquay Varina, North Carolina

MEMBERSHIPS:

- National Association of Secondary School Principals (NASSP)
- National Middle School Association (NMSA)
- Delta Sigma Theta

. Norman C. Camp, III

EDUCATION:

- Ph.D. in Science Education, North Carolina State University
- MS in Organic Chemistry, North Carolina State University
- M.N.S. in Inorganic Chemistry, Arizona State University
- BS in Chemistry, Shaw University

HONORS:

- Governor's Executives Institute Graduate, University of North Carolina
- Ford Fellowship
- National Urban League Summer Fellows Program
- National Science Foundation Academic Year Fellow
- National Science Foundation Summer Institute(s) for graduate studies and research in chemistry

EDUCATION EXPERIENCE:

- **Dean of Arts and Sciences**, Denmark Technical College, Denmark, South Carolina
- **Special Assistant to the President** for Program Development and Administration, Shaw University, Raleigh, North Carolina
- **Vice Chancellor of Development and Planning**, Elizabeth City State University
- **Dean of Academic Affairs**, Kittrell College, Kittrell, North Carolina
- **College Professor in Chemistry**, at Shaw University, Raleigh, North Carolina
- **Teacher**, Winston-Salem/ Forsyth County, North Carolina
- **Teacher**, Loudoun County Public Schools, Virginia

GOVERNMENT EXPERIENCE:

- **Director of School Operations** for the Division of Youth Services, NC Department of Human Resources
- **Assistant Director** of the Office for Children, NC Department of Human Resources
- **Deputy Assistant Secretary** for Children, NC Department of Human Resources
- **Special Assistant to the Secretary**, NC Department of Human Resources

COMMUNITY ACTIVITIES:

- NC Commission on Volunteerism and Community Services
- Raleigh Parks, Recreation and Greenway Advisory Board
- South Citizen Advisory Council (Chair)
- Partners for Environmental Justice (Chair)
- Raleigh Citizen Advisory Council
- Southeast Raleigh Assembly for Economic Development
- Governor's Character Education Advisory Committee
- NC State University Chancellor's Community Advisory Council
- Interstate Migrant Education Council
- Raleigh Brownfield Study Group
- Wake Enterprise Board
- NC Association of Community Education board
- New Bern Avenue Day Care Board
- St. Ambrose Episcopal Church Vestry

ricia Malone Johnson

EDUCATION:

- Master of Education/ Educational Administration, North Carolina Central University, Durham, NC
- Advanced Study, Effective Teacher Evaluation, Summer 1978
- Master of Education/ Guidance and Counseling, North Carolina State University, Raleigh, NC, 1977
- Bachelor of Arts/ English and French, Shaw University, Raleigh, NC, May 1963

PROFESSIONAL EXPERIENCE:

- **Principal**, Mary E. Phillips High School, Wake County Public Schools, Raleigh, NC, July 1992 – Present
- **Assistant Principal**, Sanderson High School, Wake County Public Schools, Raleigh, NC, 1979-1992
- **Coordinator**, Central Wake Optional School, Raleigh, NC 1972-1979
- **Teacher**, Wake Technical Community College, Part Time GED Program, Raleigh, NC, 1972-1979
- **Director**, Reaching Open Opportunities Towanda Success, Inc., St. Augustine College Campus, Raleigh, NC, Summer 1972
- **Teacher**, Freshman English, Delaware State University, Dover, DE, 1969-1972
- **Coordinator**, Drug Abuse and Prevention Education Program, University of North Carolina at Chapel Hill, Chapel Hill, NC
- **Director**, Health Information Project, University of North Carolina at Chapel Hill, Chapel Hill, NC, Summer 1968
- **Specialist**, Youth Development Training, Shaw University, Raleigh, NC, Summer 1973
- **Teacher**, New Hanover County Schools, Wilmington, NC, 1963-1966

PROFESSIONAL ACTIVITIES:

- Founder, First President, Board Member, North Carolina Association of Alternative Education
- Fox 22 News Channels Carolinian of the Week
- Youth Services Award, Interagency Council for Youth
- Implementing Systemic Change Certificate
- Volunteer Consultant, North Carolina Minority Women's Research Training and Development Center
- Life Skills Educator
- Former member of the Board of Drug Action of Wake County
- Parks, Recreation and Greenway Advisory Board Member
- Community Advocate for Parks in Southeast Raleigh

PROFESSIONAL MEMBERSHIPS:

- National Association of Secondary School Principals
- North Carolina Association of Alternative Educators
- North Carolina Association of Educators
- National Education Association

Eugene Weeks

EDUCATION:

- B.A., Sociology
- Graduate Courses in Education

EXPERIENCE:

- **Educator**, Broughton High School, Wake County, Raleigh, NC, Retired September 2000
- **Air Force**, 20 years, Retired 1981

AWARDS AND SPECIAL RECOGNITIONS:

- Meritorious Awards (4)
- Commendation Medals (2)
- Social Action Award, Phi Beta Sigma Fraternity, Inc., December 12, 2003
- Honorary Member of the National Honor Society, Teacher, 2000
- Who's Who Among America's Teachers, 1992, 1999, and 2000
- Josephus Daniels teachers Leadership Award, 1993
- Richard m. Jewell Excellence in Teaching Award, 1990
- Outstanding Aerospace Science Instructor Award, Broughton High School, Raleigh, 1987 and 1993
- Man of Year, Raleigh Athletic Association, 1975
- P.R. Latta Volunteer of the Year Award, Wake County Young Democrats, August 2004
- Fred Fletcher Outstanding Volunteer Award, Raleigh Parks and Recreation, May 2005 and May 2006
- Outstanding Precinct Participation Award, Chairman of Precinct 01-22, 2003 through 2008

VOLUNTEER CIVIC DUTIES:

- Founding Member, Raleigh Athletic Association
- Assisted 300 Disabled Veterans with reapplying and receiving military benefits for vocational rehabilitation, Kings College, 1981
- Chairman, Foxfire Community Association, 2004 to Present
- Chairman, Voting Precinct #22
- Chairman, City of Raleigh Human Relations Commission, 2003 to 2006
- Coordinator and Advocate, Sanderford Road Park Family Center, Chavis Park Track, Chavis Community Center upgrade, Biltmore Center, Roberts Parks and other Parks Community Centers in Southeast Raleigh.
- Chairman, Raleigh Parks, Recreation and Greenway Advisory Board, September 2008
- Chairman, Voter Education Coalition
- Board Member, YMCA Garner Road, 2007
- Member, African American Democratic Caucus
- Chairman, Wake County Voter Education Coalition, 2004 to Present
- Member and Vice Chairman, South Citizen Advisory Council (CAC)
- Member, Community Advocate Committee for Free-Standing-Library, Rock Quarry Road, SE Raleigh
- Vice-Chairman, South Citizen Advisory Council
- Member and Deacon, Watts Missionary Baptist Church
- Coordinator and Advocate, 15 Precincts to Get Out the Vote, 2002 to 2008
- City Council Appointee, Park Bond Referendum Action Committee, 2003
- Member, Communication Relations Advisor Board, Wake County School Board, 2004 to 2006
- Co-Chairman, Southeast Raleigh Community Fellowship Day, 2004 to 2006

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must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)

The governing board will operate under North Carolina's open government requirements contained in the North Carolina Open Meetings Law (G.S.143.318.9 et seq). The Governing Board is legally responsible for all transactions of the charter school. The Board will exercise reasonable care in their decision-making, always keeping the mission and vision of the school in focus as decisions are made. A policy on conflict of interest, including statements regarding full disclosure of connections to anyone doing business with the organization is included in the proposed draft by-laws below.

The Governing Board meetings will be open and scheduled in locations and at times that allow stakeholders in the school the opportunity to be part of the decision making process. All meetings will be announced with appropriate advance notice, posted for the public according to the requirements contained in the NC Open Meetings Law. Accurate minutes will be recorded and approved. RMA Board meeting records will comply with the availability of all appropriate public school records and will be available at the school and accessible to the public. All meetings will be conducted using appropriate board meeting protocol.

The PROPOSED By-Laws for Richard Milburn Academy of North Carolina, Inc., which contain a Conflict of Interest Policy and statement of commitment to the North Carolina Open Meetings Law follows.



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**RICHARD MILBURN ACADEMY OF NORTH CAROLINA, INC.
(a North Carolina nonprofit corporation)**

**PROPOSED
BYLAWS**

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PROPOSED BYLAWS
OF
RICHARD MILBURN ACADEMY OF NORTH CAROLINA, INC.

ARTICLE I
OFFICES

Section 1. Registered Office. The registered office of the Corporation shall be:
(To be determined upon submission for incorporation in North Carolina).

Section 2. Additional Offices. The Corporation may also have offices at such other places, both within and without the State of North Carolina, as the Board of Directors may from time to time determine or as the business of the Corporation may require.

ARTICLE II
PURPOSES

The purposes of the Corporation shall be those set forth in Article III of the Articles of Incorporation.

ARTICLE III
MEMBERSHIP

The Corporation shall have no members. Any action which otherwise would require either approval by a majority of the members or approval by the members shall require approval only by the Board of Directors. Pursuant to Chapter 55A-6-01 of the NC Nonprofit Corporation Act, all rights which otherwise would vest in the members, including, without limitation, the right to elect directors, shall vest in the Board of Directors.

ARTICLE IV
DIRECTORS

Section 1. General Powers; Number; Classes; Tenure. The business and affairs of the Corporation shall be managed by its Board of Directors, which may exercise all powers of the Corporation and perform all lawful acts and things for and on behalf of the Corporation. The number of directors shall be that provided in the Articles of Incorporation until increased or decreased pursuant to the following provisions, but shall never be less than the number otherwise permitted by law. A majority of the entire Board of Directors may, at any time and from time to time, increase or decrease the number of directors of the Corporation as set forth in the Articles of Incorporation, subject to the foregoing limitation. The tenure of office of a director shall not be affected by any decrease in the number of directors so made by the Board. The directors shall be elected at the annual meeting of the Board of Directors, and each director shall hold office until the next succeeding annual meeting or until his or her successor is elected and shall qualify.

...ing in the Board of Directors for any cause other than by reason of an increase in the number of directors may, unless otherwise provided in these Bylaws, be filled by a majority of the remaining members of the Board of Directors, although such majority is less than a quorum. Any vacancy occurring by reason of an increase in the number of directors may, unless otherwise provided in these Bylaws, be filled by action of a majority of the directors constituting the entire Board of Directors. A director elected by the Board of Directors to fill a vacancy shall be elected to hold office until the next annual meeting of the Board of directors or until his or her successor is elected and shall qualify. If there are no directors in office, any officer may call a special meeting of the officers of the Corporation in accordance with such applicable provisions of these Bylaws relating to a special meeting of the Board of Directors, at which meeting such vacancies shall be filled by a majority of such officers.

Section 3. Removal: Resignation.

- (a) Except as otherwise provided by law or the Articles of Incorporation, at any meeting of the Board of Directors, duly called and at which a quorum is present, the Board of Directors may, by the affirmative vote of a majority of the Board of Directors, remove any director or directors from office with or without cause and may elect a successor or successors to fill any resulting vacancy or vacancies for the unexpired terms of any removed director or directors.
- (b) Any director may resign at any time by giving written notice to the Board of Directors, the Chairman of the Board, the President, or the Secretary of the Corporation. Unless otherwise specified in such written notice, a resignation shall take effect upon delivery thereof to the Board of Directors or the designated officer. It shall not be necessary for a resignation to be accepted before it becomes effective.

Section 4. Place of Meetings. The Board of Directors may hold meetings, annual, regular, or special, either within or without the State of North Carolina.

Section 5. Annual Meeting.

- (a) Annual meetings of the Board of Directors, commencing with the year 2010, shall be held by September 1, if not a weekend or a legal holiday, or, if a weekend or a legal holiday, then on the next weekday following, at 2 p.m.; or at such other date and time as shall be designated by the Board of Directors and stated in the notice of the meeting. Written notice of the annual meeting, stating the place, date and time thereof, shall be given to each director not less than ten (10) days prior to the meeting.
- (b) The annual meeting of the Board of Directors shall be held for the purpose of electing the directors and the officers, and all other business as may properly come before the Board of Directors. No notice of such meetings shall be necessary to the newly elected directors in order legally to constitute the meeting, provided a quorum shall be present.

Section 6. Regular Meetings. Additional regular meetings of the Board of Directors may be held within notice, at such time and place as may from time to time be determined by the Board of Directors.

Meetings of the Board of Directors may be called by the Chairman of the Board, if any, or the President on at least two (2) days' notice to each director, if such notice is delivered personally, or on at least three (3) days' notice, if sent by mail. Except as otherwise provided by law, the Articles of Incorporation or Article VI of these Bylaws, any such notice need not state the purpose or purposes of such meeting.

Section 8. Quorum Adjournments. At all meetings of the Board of Directors, a majority of the number of directors then in office shall constitute a quorum for the transaction of business, and the act of a majority of the directors present at any meeting at which there is a quorum shall be the act of the Board of Directors, except as may be otherwise specifically provided by law or the Articles of Incorporation. If a quorum is not present at any meeting of the Board of Directors, the directors present may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

Section 9. Compensation. The Corporation may compensate directors at a rate equal to the fair market value of the services provided by such director. In addition, directors shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending directors' meetings. Any director receiving reimbursement for expenses under these provisions shall not be barred from serving the Corporation in any other capacity and receiving compensation and reimbursement for reasonable expenses for such other services.

Section 10. Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting if a written consent to such action is signed by all members of the Board of Directors, and such written consent is filed with the minutes of the proceedings of the Board of Directors.

Section 11. Meetings by Telephone or Similar Communications. The Board of Directors may participate in a meeting by means of a conference telephone or similar communications equipment by means of which all directors participating in the meeting can hear each other at the same time, and participation by such means shall be conclusively deemed to constitute presence in person at such meeting.

ARTICLE V COMMITTEES

Section 1. Executive Committee. The Board of Directors may appoint an Executive Committee consisting of not less than two (2) directors, one (1) of whom shall be designated as Chairman of the Executive Committee. Each member of the Executive Committee shall continue as a member thereof until the expiration of his or her term as a director, or his or her earlier resignation as a member or as a director, unless sooner removed as a director.

Section 2. Powers. The Executive Committee shall have and may exercise those rights, powers, and authority of the Board of Directors as may from time to time be granted to it by the Board of Directors (except to amend these Bylaws or any other matters which by law or these Bylaws requires approval of the Board of Directors or of a majority thereof) and may authorize the seal of the Corporation to be affixed to all papers which may require the same.



Executive Committee shall fix its own rules of procedure and shall meet at such times and at such place or places as may be provided by such rules or as the members of the Executive Committee shall provide. The Executive Committee shall keep regular minutes of its meetings and deliver such minutes to the Board of Directors. The Chairman of the Executive Committee, or, in his or her absence, a member of the Executive Committee chosen by a majority of the members present, shall preside at meetings of the Executive Committee, and another member thereof chosen by the Executive Committee shall act as Secretary of the Executive Committee.

Section 4. Quorum. A majority of the Executive Committee shall constitute a quorum for the transaction of business, and the affirmative vote of a majority of the members thereof shall be required for any action of the Executive Committee. In the absence of any member of the Executive Committee, the members thereof present at any meeting, whether or not they constitute a quorum, may appoint a member of the Board of Directors to act in the place of such absent member.

Section 5. Other Committees. The Board of Directors, by resolutions adopted by a majority of the whole Board, may appoint such other committee or committees, consisting of not less than two (2) directors, as it shall deem advisable and impose upon such committee or committees such functions and duties, and grant such rights, powers and authority, as the Board of Directors shall prescribe (except to amend these Bylaws or any other matters which by law or these Bylaws requires approval of the Board of Directors or of a majority thereof).

Section 6: Vacancies; Changes; Discharge. The Board of Directors shall have the power at any time to fill vacancies in, to change the membership of, and to discharge any committee.

Section 7: Compensation. Members of any committee shall not be entitled to compensation for their services as members of any such committee but shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation and in attending committee meetings. Any committee member receiving reimbursement for expenses under these provisions shall not be barred from serving the Corporation in any other capacity and from receiving compensation and reimbursement of reasonable expenses for such other services.

Section 8: Action by Consent. Any action required or permitted to be taken at any meeting of any committee of the Board of Directors may be taken without a meeting if a written consent to such action is signed by all members of the committee, and such written consent is filed with the minutes of its proceedings.

Section 9: Meetings by Telephone or Similar Communications. The members of any committee which is designed by the Board of Directors may participate in a meeting of such committee by means of a conference telephone or similar communications equipment by means of which all members participating in the meeting can hear each other at the same time, and participation by such means shall be conclusively deemed to constitute presence in person at such meeting.

ARTICLE VI NOTICES

Section 1. Form; Delivery. Whenever, under the provisions of law, the Articles of Incorporation or these Bylaws, notice is required to be given to any director, it shall not be construed to mean exclusively personal notice unless otherwise specifically provided, but such notice may be given in writing, by mail, addressed to such director, at his or her post office address as it appears on the records of the Corporation, with postage thereon prepaid. Any such notice shall be deemed to have been given at the time it is deposited in the United States mail. Notice to a director may also be given personally or by telecopy sent to his or her phone address as it appears on the records of the Corporation.

Section 2. Waiver. Whenever any notice is required to be given under the provisions of law, the Articles of Incorporation or these Bylaws, a written waiver thereof, signed by the person or persons entitled to said notice and filed with records of the meeting, whether before or after the time stated therein, shall be conclusively deemed to be equivalent to such notice. In addition, any director who attends a meeting of the Board of Directors, without protesting at the commencement of the meeting such lack of notice, shall be conclusively deemed to have waived notice of such meeting.

ARTICLE VII OFFICERS

Section 1. Designations. The officers of the Corporation shall be chosen by the Board of Directors and shall be a President, a Secretary, and a Treasurer. The Board of Directors may also choose a Chairman of the Board, a Vice President or Vice Presidents, one or more Assistant Secretaries and/or Assistant Treasurers and such other officers and/or agents as it shall deem necessary or appropriate. All officers of the Corporation shall exercise such powers and perform such duties as shall from time to time be determined by the Board of Directors. Any number of officers may be held by the same person, unless the Articles of Incorporation or these Bylaws otherwise provide, but no person shall execute, acknowledge, or verify any instrument in more than one (1) capacity, if such instrument is required by law, the Articles of Incorporation or these Bylaws to be executed, acknowledged or verified by two (2) or more officers.

Section 2. Term of Office; Removal. The Board of Directors, at its annual meeting, shall choose a President, a Secretary, and a Treasurer. The Board of Directors may also choose a Chairman of the Board, a Vice President or Vice Presidents, one or more Assistant Secretaries and/or Assistant Treasurers, and such other officers and agents as it shall deem necessary or appropriate. The officers of the Corporation shall hold office until their successors are chosen and shall qualify. Any officer elected or appointed by the Board of Directors may be removed at any time by the affirmative vote of a majority of the directors then in office when, in their judgment, the best interests of the Corporation will be served thereby. Such removal shall be without prejudice to the contractual rights, if any, of the person so removed. Any vacancy occurring in any office of the Corporation may be filled for the unexpired portion of the term by the Board of Directors.

Corporation may compensate officers at a rate equal to the fair market value of the services provided by such officer. In addition, each officer shall be entitled to receive from the Corporation reimbursement for any reasonable expenses incurred in performing services for the Corporation.

Section 4. Chairman of the Board. The Chairman of the Board (if the Board of Directors so deems advisable and selects one) shall be an officer of the Corporation and, subject to the direction of the Board of Directors, shall perform such executive, supervisory, and management functions and duties as may be assigned to him or her from time to time by the Board. He or she shall, if present, preside at all meetings of the Board of Directors.

Section 5. The President.

- (a) The President shall be the chief executive officer of the Corporation and, subject to the direction of the Board of Directors, shall have general charge of the business affairs, and property of the Corporation and general supervision over its other officers and agents. In general, he or she shall perform all duties incident to the office of President and shall see that all orders and resolutions of the Board of Directors are carried into effect.
- (b) Unless otherwise prescribed by the Board of Directors, the President shall have full power and authority on behalf of the Corporation to attend, act, and vote at any meeting of security holders of other corporations in which the Corporation may hold securities. At such meeting, the President shall possess and may exercise any and all rights and powers incident to the ownership of such securities which the Corporation might have possessed and exercised if it had been present. The Board of Directors may from time to time confer like powers and authority upon any other person or persons.

Section 6. The Vice President. The Vice President, if any (or in the event there be more than one, The Vice Presidents in the order designated, or, in the absence of any designation, in the order of their election), shall, in the absence of the President or in the event of his or her disability, perform the duties and exercise the powers of the President and shall generally assist the President and perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

Section 7. The Secretary. The Secretary shall attend all meetings of the Board of Directors and record all votes and the proceedings of the meetings in a book to be kept for that purpose and shall perform like duties for the Executive Committee or other committees, if required. He or she shall give, or cause to be given, notice of annual and special meetings of the Board of Directors, and shall perform such other duties as may from time to time be prescribed by the Board of Directors, the Chairman of the Board or the President, under whose supervision he or she shall act. He or she shall have custody of the seal of the Corporation, and he, or an Assistant Secretary, shall have authority to affix the same to any instrument requiring it, and, when so affixed, the seal may be attested by his or her signature or by the signature of such Assistant Secretary. The Board of Directors may give general authority to any other officer to affix the seal of the Corporation and to attest the affixing thereof by his or her signature.

the Assistant Secretary, if any (or, in the event there be more than one, the Assistant Secretaries in the order designated, or, in the absence of any designation, in the order of their election), shall, in the absence of the Secretary or in the event of his or her disability, perform the duties and exercise the powers of the Secretary and shall perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

Section 9. The Treasurer. The Treasurer shall have the custody of the corporate funds and other valuable effects, including securities, and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all monies and other valuable effects in the name and to credit of the Corporation in such depositories as may from time to time be designated by the Board of Directors. He or she shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Chairman of the Board, the President and the Board of Directors, at regular meetings of the Board, or whenever the Board may require it, an account of all his or her transactions as Treasurer and of the financial condition of the Corporation.

Section 10. The Assistant Treasurer. The Assistant Treasurer, if any (or in the event there shall be more than one, the Assistant Treasurers in the order designated, or, in absence of any designation, in the order of their election), shall, in the absence of the Treasurer or in the event of his or her disability, perform the duties and exercise the powers of the Treasurer and shall perform such other duties and have such other powers as may from time to time be prescribed by the Board of Directors.

ARTICLE VIII INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND AGENTS

Section 1. General Indemnification. Reference is made to Chapter 55-6-01 (and any other relevant provisions) of North Carolina Nonprofit Corporation Act. Particular reference is made to the class of persons (hereinafter called "Indemnitees") who may be indemnified by a North Carolina nonprofit pursuant to such Act. The Corporation shall (and is hereby obligated to) indemnify the Indemnitees, and each of them, in each and every situation where the Corporation is obligated to make such indemnification pursuant to such Act. The Corporation shall indemnify the Indemnitees, and each of them, in each and every situation where, under the aforesaid statutory provisions, the Corporation is not obligated, but is nevertheless permitted or empowered, to make such indemnification; it being understood, that, before making such indemnification with respect to any situation covered under this sentence, (i) the Corporation shall promptly make or cause to be made, by any of the methods referred to in such Act, a determination as to whether each Indemnitee met the applicable standard of conduct set forth in such Act and (ii) no such indemnification shall be made unless it is determined that such Indemnitee met the applicable standard of conduct set forth in such Act.

Section 2. Mandatory Indemnification. To the extent that any director, officer, employee, or agent of the Corporation has been successful on the merits or otherwise in the defense of any such action, suit, or proceeding, or in defense of any claim, issue or matter herein, he or she shall be indemnified against expenses actually and reasonably incurred by him or her in connection therewith.



Any indemnification under Section 1 of this Article (and, as to which, Section 2 of this Article is not applicable) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the appropriate person is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Section 1 of this Article. Such determination shall be made (i) by the Board of Directors by a majority vote of a quorum consisting of directors who were not at the time, parties to such action, suit or proceeding, (ii) if such a quorum is not obtainable, by a majority vote of a committee duly designated by the Board of Directors (in which designation Directors who are parties may participate), consisting solely of two or more directors not at the time parties to the proceedings or (iii) by special, independent legal counsel in a written opinion.

Section 4. Insurance. The Board of Directors may authorize the purchase of insurance on behalf of any director, officer, employee, or agent of the Corporation, or who while a director, officer, employee or agent of the Corporation is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise or employee benefit plan against any liability asserted against and incurred by him or her arising out of such person's position, whether or not the Corporation would have the power to indemnify such person against that liability under law.

Section 5. Chapter 42 Taxes: Notwithstanding the foregoing provisions of this Article VIII, the Corporation shall not indemnify, reimburse or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"). Further, if at any time the Corporation is deemed to be a "private foundation" within the meaning of Section 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a tangible expenditure, as defined in Section 4941(d) or 4945 (d), respectively, of the Code.

ARTICLE IX INVESTMENTS

Section 1. Reinvestment. The Corporation shall have the right to hold, manage, invest, and reinvest the property received by it, in the discretion of the Board of Directors and without being restricted to the class of investments which any director is or may be permitted by law to make; provided, however, that no action may be taken by or on behalf of the Corporation if such action would result in the denial of the Corporation's income tax exemption under Section 501(c) of the Code.

Section 2. Commingling. Upon receipt of any property, the Board of Directors may, subject to any limitations, conditions or requirements affecting the use of any property so received, add such property to or commingle such property with any other assets of the Corporation or hold such property as a separate fund if, in the sole discretion of the Board of Directors, such segregation is in the best interests of the Corporation.

ARTICLE X CHARITABLE STATUS

Notwithstanding any other provision of the Bylaws, no director, officer, employee or other agent or representative of the Corporation shall take any action for or on behalf of the Corporation if such action is not permitted under Section 501(c)(3) of the Code.

ARTICLE XI GENERAL PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall be as determined from time to time by the Board of Directors.

Section 2. Seal. The corporate seal shall have inscribed thereon the name of the Corporation, the year of its incorporation and the words "Corporate Seal" and "North Carolina."

Section 3. Invalid or Unenforceable Provisions. The invalidity or unenforceability of any particular provision of these Bylaws shall not affect the other provisions hereof, and these Bylaws shall be construed in all respects as if such invalid or unenforceable provision were omitted.

ARTICLE XII CHARTER SCHOOL BOARDS

Section 1. Creation and Purpose. The Corporate Board of Directors shall establish a local Charter School Board to provide recommendations and guidance to the Corporate Board of Directors in each County in North Carolina where the Corporation has been authorized to operate a charter school as provided under North Carolina law.

Section 2. Membership, Number, and Tenure. Each local Charter School Board shall be comprised of five members, two of whom shall in all events be appointed by the Corporate Board of Directors ("Appointed Members") and three of whom shall be residents of the County in which the respective Charter School is authorized to operate, nominated by the Corporate Board of Directors and appointed or elected as provided herein ("Resident Members"). The Appointed Members of the local Charter School Board shall be appointed by the Corporate Board of Directors on an annual basis. The Resident Members are (1) appointed by the Corporate Board or (2) elected by a majority of voting interests as established by each local charter application approved by the North Carolina Department of Public Instruction and the local County's School Board.

Section 3. Vacancies. Any vacancy occurring in the local Charter School Board for any cause shall be filled by appointment by the President of Richard Milburn Academy. Any local Charter School Board member appointed by the President of Richard Milburn Academy to fill a vacancy shall continue to hold office until the next annual meeting of the Corporate Board of Directors or until his or her successor is elected or appointed in accordance with these Bylaws.

- (a) At any meeting of the Corporate Board of Directors, duly called at which a quorum is present the Corporate Board of Directors, they may by the affirmative vote of the majority of the Corporate Board of Directors, remove any local Charter School Board Member from office with or without cause and may appoint as successor or successors to fill any resulting vacancy or vacancies for the unexpired term of any removed local Charter School Board Member with or without cause.
- (b) Any local Charter School Board Member may resign at any time by giving written notice to the Corporate Board of Directors and the Chairman/President of the local Charter School Board. Unless otherwise specified in such written notice, resignation shall take effect upon delivery and it shall not be necessary for the resignation to be accepted before it becomes effective.
- (c) Any local Charter School Board Member who is removed or resigns shall be replaced by the President of Richard Milburn Academy as provided in Section 3, herein.

Section 5. Meetings. The local Charter School Board shall hold its annual meeting in the month of September each year, or such other time as designated by majority of a local Charter School Board Members. In addition to the annual meeting, the local Charter School Board shall hold regular meetings and such special meetings as may be necessary to fulfill the purposes of the local Charter School Board. At the annual meeting, the local Charter School Board shall as a minimum: (i) verify completion of the appointment or election of Resident Members as provided in Section 2., herein, (ii) elect the officers of the local Charter School Board as provided in Section 10., herein, and (iii) establish a regular meeting schedule for the following year. All local Charter School Board meetings shall occur in the County within which the Corporation is operating the respective Charter School and to the extent practical on the campus of the respective Charter School.

Section 6. Notice of Meetings. Members of the local Charter School Board shall receive notice of annual and regular meetings not less than ten (10) days prior to the meeting. In addition, notice of such meeting shall be posted on the local Charter School campus in a prominent location or locations and written notice shall be provided to all Charter School staff and parents eligible to vote under Section 2. herein. Special meetings of the local Charter School Board may be called upon three (3) days notice to the local Charter School Board members and posting on the Charter School campus without written notice to staff or parent.

Section 7. Quorum. A quorum shall consist of three or more members of the local Charter School Board, provided, in all events, either the Chairman or Proxy Chairman, must be among those board members in attendance constituting the quorum. The Chairman may identify a proxy in writing prior to the meeting. The act of a majority of the local Charter School Board members present at any meeting at which there is a quorum shall be the act of the local Charter School Board. If a quorum is not present at any meeting of the local Charter School Board, the members present may adjourn the meeting from time to time without notice by announcement at the meeting until a quorum shall be present.

rate Board of Directors may establish compensation to local Charter School Board members in a rate equal to the fair market value of the services provided by such members. In addition, the members shall be entitled to receive from the corporation reimbursement for any reasonable expenses incurred in performing services for the corporation and in attending local Charter School Board member meetings. Any member receiving reimbursement for expenses under these provisions shall not be barred from serving the corporation in any other capacity and in receiving compensation or reimbursement for reasonable expenses for such other services.

Section 9. Action by Consent/Electronic Means. Any action required or permitted to be taken at a meeting of the local Charter School Board may be taken without a meeting if a written consent to such action assigned by all members of the local Charter School Board and such written consent is filed with the minutes of the proceedings of a local Charter School Board. The local Charter School Board members may participate in a meeting by means of conference telephone or similar communications equipment by means of which all members participating in the meeting can hear each other at the same time and participation by such means shall be conclusively deemed to constitute presence in person at such meeting.

Section 10. Officers. At the annual meeting, the members of the local Charter School Board shall elect officers to serve one year terms until his or her successor is elected. The Officers shall be a Chairman, a Vice Chairman, and a Secretary. The Chairman shall in all events be an appointed member of the Corporate Board of Directors and he or she shall officiate at all meetings of the local Charter School Board. In the event of the Chairman's absence, the proxy Chairman shall conduct meetings. The Secretary shall maintain the official minutes of all local Charter School Board meetings and shall promptly provide true and complete of same to the local Charter School Board members and the Board of Directors.

Section 11. Authority. The local Charter School Board shall review and monitor the operations of its respective Charter School including, compliance with the local Charter School contract with the applicable County School Board, personnel and staffing matters, facilities matters and the like. The local Charter School Board shall adopt such advisory recommendations as it deems appropriate with respect to the operation of the respective Charter School in a safe, efficient and effective manner. The President of the Corporation may act upon any such advisory recommendations of the local Charter School Board as he or she deems appropriate in his sole discretion and as authorized under the general authority delegated to the President by the Corporate Board of Directors. All advisory recommendations of the local Charter School Board shall be reviewed by the President of the Corporation and he shall submit such matters as he deems appropriate to be ratified, amended or superseded by the Board of Directors of the Corporation. In no event shall any advisory recommendations of the local Charter School Board act as to bind the Corporation to any contract or obligation or supersede any contrary action by the Corporate Board of Directors. The Corporate Board of Directors shall in all events remain the ultimate governing body of the Corporation.

Section 12. Indemnification. All members of the local Charter School Board shall be entitled to indemnification as provided in these Bylaws to the maximum extent provided by North Carolina law.

ARTICLE XIII DRAFT POLICY CONFLICT OF INTEREST POLICY

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Section 2. Definitions.

- (a) Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
- (b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - (1) An ownership or investment in any entity with which the Organization has a transaction or arrangement,
 - (2) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - (3) A potential ownership or investment in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Section 3, paragraph (b), 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 exists.

Section 3. Procedures.

- (a) 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 facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
- (b) 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 meeting 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.

Conflict of Interest.

- (1) 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.
- (2) 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.
- (3) After exercising due diligence, the governing board or committee 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.
- (4) If a more advantageous transaction or arrangement is not reasonably possible 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 arrangement.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the governing board or committee has 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.
- (2) If, after hearing the member's response and 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.

Section 4. Records of Proceedings. The minutes of the governing board and all committees with board delegated powers shall contain:

- (a) The names of the persons who 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.

...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.

Section 5. Compensation.

- (a) A voting member of the governing board who receives 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 and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 6. 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 conflict 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.

Section 7. Periodic Reviews. To ensure the Organization operates in a manner consistent with charitable purposes and does 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 result of arm's length bargaining.
- (b) Whether partnerships, joint ventures, and arrangement with management organizations confirm to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in increment, impermissible private benefit or in an excess benefit transaction.



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When conducting the periodic reviews as provided 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 conducted.

**ARTICLE XIV
AMENDMENTS**

The Board of Directors shall have the power to make, alter, amend, and repeal these Bylaws, and to adopt new bylaws, by an affirmative vote of a majority of the entire Board of Directors, provided that notice of the proposal to make, alter, amend, or repel these Bylaws, or to adopt new bylaws, was included in the notice of the meeting of the Board of Directors at which such action takes place.

SECRETARY’S CERTIFICATE

I, _____, Secretary of RICHARD MILBURN ACADEMY OF NORTH CAROLINA, INC. (the “Corporation”), a North Carolina nonprofit corporation, DO HERBY CERTIFY that the foregoing is a true and correct copy of the Corporation’s Bylaws as adopted by the Board of Directors of the Corporation as of the ____ day of _____, 2010.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the Corporate Seal of the Corporation this ____ day of _____, 2010.

_____, Secretary

(Corporate Seal)

corporation, if available.

A PROPOSED copy of the Richard Milburn Academy of North Carolina, Inc. Articles of Incorporation, which will be completed prior to filing the Articles of Incorporation follows.

State of North Carolina
Department of the Secretary of State

PROPOSED 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 corporation is: Richard Milburn Academy of North Carolina, Inc.
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street 2431 Crabtree Boulevard
City, State, Zip Code Raleigh, NC 27604 County USA
4. The mailing address *if different from the street address* of the initial registered office is:
27 Congress Street, Shetland Office Park #310, Salem, MA 01970
5. The name of the initial registered agent is:

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

7. (Check either a or b below.)
a. ☒ The corporation will have members.
b. ☐ The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
Number and Street 27 Congress Street, Shetland Office Park #310, Salem, MA 01970
City, State, Zip Code Salem, MA 01970 County USA
11. The mailing address *if different from the street address* of the principal office is:
Same
12. These articles will be effective upon filing, unless a later time and/or date is specified: _____
This is the _____ day of _____, 20____

Signature of Incorporator

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

EDUCATIONAL FOCUS (G.S. 115C-238-29A)

A. MISSION:

Richard Milburn Academy (RMA) helps students succeed. RMA will provide non-traditional educational programs preparing at risk and dropout high school students to improve their academic performance, graduate from high school and qualify for postsecondary education and employment. The RMA small school environment will allow our staff to implement the individualized academic and behavioral support our student population needs to successfully complete high school and become productive citizens.

B. PURPOSES OF PROPOSED CHARTER SCHOOL:

The RMA program offers student and parents another choice of educational opportunity within the Wake County Public School System (WCPSS) by providing a non-traditional educational program for students to earn high school diplomas from RMA and to gain career experience. RMA options include courses in academic core curriculum, electives and career/life skills. Flexible scheduling allows our students to maximize opportunities to work and earn high school credits through our work study program. RMA can accommodate working students and students with family commitments that complicate their academic success on a traditional schedule by repeating courses during morning, afternoon, or evening sessions depending on student needs. Additionally, students have access to high school courses through Milburn High School Online, a high school program which is fully accredited by the Commission on International and Trans-Regional Accreditation (CITA) and the Distance Education and Training Council (DETC). **Appendix A** contains Milburn High School Online information.

The RMA academic programs offer a small school setting that enhances opportunities for low performing at risk and dropout high school students to achieve academic success. We provide these opportunities efficiently, and align responsibility with accountability at all levels, among all stakeholders, including, students and their families, our staff, our Founding and Governing Boards, the North Carolina State Board of Education, the WCPSS, and the community. All stakeholders must be involved in these efforts if students are to reach their potential, and only then can we prevent at risk students from dropping out of school and ensure they are prepared for success in the future.

The RMA small school setting allows our teachers, staff and the community to become aware of student strengths and weaknesses so that needs can be met and appropriate support provided. Our small school size enables us to identify issues or weaknesses quickly and respond to support students and staff just as quickly. The school director and staff are responsible for all academic and operational matters at the school. They are accountable for implementing educational programs that meet the needs of each student.

The proposed charter is for a full time, stand alone alternative charter high school program with public funding serving at risk and drop out students who qualify to be enrolled in the public school system. The charter school will provide opportunities for teachers, parents, pupils and community members to accomplish the following six dimensions:

RMA will improve student learning and academic achievement by providing an alternative high school in a small school environment that will focus on increasing student performance and graduation from high school. Key factors in addressing low performance as well as poor attendance are our small school environment, small class sizes (average student/teacher ratio is 15-17:1) and individualized approach to working with students. We will create a supportive, caring environment based on respect and accountability not only for behavior, but also for performance based on individual skills. We will provide an alternative program that allows low performing students the opportunity to increase their individual skills, without the stigma they may have felt in traditional schools.

RMA High School Program Options

RMA offers a variety of program options to best meet the needs of the at risk population served. The high school options listed below will be available to Wake County students attending RMA.

<p>Complete High School Academic Curriculum</p> <ul style="list-style-type: none"> • Core Curriculum Offerings: English, social studies, mathematics, science, physical and health education, and fine/practical arts. • Elective Curriculum Offerings: Humanities, computers, and foreign language <p>Academic Core Curriculum Skill Improvement</p> <ul style="list-style-type: none"> • reading • writing • spelling • mathematics skills <p>Work Study</p> <ul style="list-style-type: none"> • School to Work Program (STW) • Monitored and documented work study • Monitored and validated competency-based credit needs • Career Assessment/Job Preparation • Pre-employment Counseling • External Learning Experiences <p>Milburn High School Online</p> <ul style="list-style-type: none"> • Richard Milburn's own Internet classes <p>Monitored Study</p> <ul style="list-style-type: none"> • Individualized/monitored and • evaluated 	<p>Remediation/Skill Building Classes</p> <ul style="list-style-type: none"> • Meeting North Carolina requirements and • preparing students to increase their performance levels <p>Portfolios</p> <ul style="list-style-type: none"> • Documented/validated learning experiences <p>Experiential Learning</p> <ul style="list-style-type: none"> • Hands-on student centered instructional activities <p>Low Pupil Teacher Ratio</p> <ul style="list-style-type: none"> • Direct instruction focused on individual student <p>Non Traditional Scheduling Option</p> <ul style="list-style-type: none"> • Block scheduling utilized when traditional scheduling does not meet student needs <p>Life Skills</p> <ul style="list-style-type: none"> • Practical problem-solving techniques and • Life Management Skills
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deal with life issues that complicate regular school attendance and academic success. Poor attendance leads to more difficulty with academic skills. Eventually the student may dropout of school, may develop behavioral problems, and/or may simply maintain minimal academic success, poor attendance, and an uncertain future. Our program will provide a small, safe learning environment where all stakeholders know and respect one another, appreciate individuality and share the goal to complete high school prepared to enter the world of work or to pursue post secondary education or training. This combination promotes academic success and efficiency by aligning responsibility for success with accountability as measured by student performance on state testing, internal school assessments, attendance, graduation, employment and postsecondary education or training.

2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;

RMA will increase learning opportunities for all students by serving a population that challenges traditional high school programs. Our target population of at risk students is composed of students who are often low performing and frequently simply drop out of the educational system. Our program will focus and place special emphasis on low performing students. As a primary focus of our curriculum, resources for reading and math will be used to identify and provide specialized instruction incorporated into all content area courses for all students.

3. Encourage the use of different and innovative teaching methods;

RMA uses innovative learning methods in the following ways:

- The RMA program will focus on providing multiple delivery options to empower at risk students (and their families) to succeed in academics, career, and social skill development.
- RMA will provide a small, safe school environment that allows up to 350 at risk or drop out high school students to flourish.
- Flexible scheduling will give our students options that allow them to work and attend school and/or care for children and family members.
- The RMA average student teacher ratio of 15-17:1 will create small classes.
- Small classes will allow teachers to diversify and individualize instruction to meet the needs of the individual students in their classes.
- Each student will develop a Personal Education Plan (PEP) during enrollment with input from the student, parents, and RMA staff. Student progress will be monitored and evaluated throughout the school year and students will update their PEP as goals are met or revised.
- The Wake County Public School System high school curriculum will be used to insure North Carolina Standard Course of Study is met and students are prepared for the North Carolina Competency Tests and the End of Course Tests.
- RMA incorporates a project based learning approach that encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student.

- ...lls and vocational skills will be integrated throughout our classes to assist students in decision making and to prepare them for success in the world of work.
- The integration of technology throughout the curriculum will be a major focus. RMA will have a computer lab and additional computers in classrooms to allow not only for technology classes, but also tutorial programs, skill building classes, reading programs and Internet based classes.
 - Milburn High School Online internet classes offer options for students in need of credit recovery, students in need of classes outside the RMA school setting, as well as students needing a specific class that is not available at the time.
 - School to Work (Appendix B) and on-the-job training components that will be based on the guidelines of the WCPSS. This option will offer students the opportunity to gain valuable work experience, earn money and earn elective credit at the same time.
 - RMA will offer Monitored Study which is a self paced approach that allows the student to work independently but under the monitoring and guidance of one of our teachers.
 - A student life learning portfolio is a student prepared, student documented compendium of prior or ongoing learning experiences outside the classroom environment or school's programs. When completed, documented, evaluated by our staff specialists, and certified as meeting objectives, elective credit may be awarded.
 - RMA staff is committed to making a difference in the lives of young people who have been unsuccessful in traditional educational settings. Our staff is involved in the development of delivery options that work for students.
 - A RMA Graduation Coach will provide the motivation and support students and parent need to stay focused on reaching student's full potential and their educational goal of graduation and post-secondary education/ training.

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

RMA will create new professional opportunities for teachers, including ownership of the learning program at the school site. Up to twenty (20) additional teaching positions will be created in Wake County providing opportunities to serve on various ad hoc committees, sponsor school clubs/ events/ activities, become actively involved in community outreach activities and work in a collegial environment that will impact the lives of students and help them become productive citizens.

RMA staff is committed to making a difference in the lives of young people who have been unsuccessful in traditional educational settings. Our program will create professional opportunities for teachers allowing them greater autonomy in their teaching strategies. Small class sizes will allow teachers to recognize student needs and develop plans based on those needs. Our teachers will be involved in the development of delivery options that work for our students. RMA programs will allow teachers to truly individualize instruction.

RMA will provide training and staff development to insure all instructors understand the North Carolina Competency Test and End of Course tests that are administered, the schedule, compliance concerns, and interpretation of scores. Once test results from school wide testing

the school's overall performance as well as individual student's performance. At that time the staff will begin the process of determining what is working and what changes need to be made to meet the needs of students. Continuous planning to formulate strategies for improvement in teacher performance to increase student achievement will take place.

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

RMA is committed to improving student learning and academic achievement by increasing learning opportunities for all students, with special emphasis on at risk and dropout students who frequently are low performing students. We are committed to providing an educational program that fosters meeting high standards of student achievement while providing parents a unique option for their child's education. RMA will serve students benefiting from a non-traditional educational program, including:

- Students significantly at risk of failure for academic or behavioral reasons
- Students on long term suspensions
- Students transitioning from incarceration or residential treatment
- Teen parents
- Drop-outs wishing to return to school

The RMA program offers student and parents another choice of educational opportunity within the WCPSS by providing a non-traditional educational program for students to earn high school diplomas from RMA and to gain career experience. We offer options including courses in academic core curriculum, electives and career/life skills. Flexible scheduling allows our students to maximize opportunities to work and earn high school credits through our work study program. RMA can accommodate working students and students with family commitments that complicate their academic success on a traditional schedule by repeating courses during morning, afternoon, or evening sessions depending on student needs. Additionally, students have access to high school courses through Milburn High School Online, a high school program which is fully accredited by the Commission on International and Trans-Regional Accreditation (CITA) and Distance Education and Training Council (DETC). **Appendix A** contains Milburn High School Online information.

6. Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.(1995 (Reg.Sess.,1996),c. 731,s.2.)

RMA will utilize the North Carolina Standard Course of Study (SCOS) to ensure RMA students are prepared for the statewide testing program and the ABCs Accountability Program. RMA will administer the End of Course Tests (EOC) as part of the ABCs Accountability Program. The curriculum will align with the North Carolina Standard Course of Study to ensure the school's instructional program aligns with the ABCs Accountability Program.

RMA will implement each initiative of the "Framework for Change: the Next Generation of Assessment and Accountability" as the NCDPI and WCPSS prescribe. RMA will implement the new curriculum standards, new tests and the new accountability model for the state's public

aligned with state requirements to ensure our ninth graders who entered in 2009/2010 and later meet the Future Ready Core Graduation requirements.

C. EDUCATIONAL FOCUS:

Richard Milburn Academy of North Carolina, Inc. is submitting an application for an alternative charter high school in Wake County, North Carolina. Richard Milburn Academy (RMA) will serve, at capacity, 333 at risk and dropout students. This target population contains students who have experienced little success in traditional programs, but can thrive in the small school environment at RMA. Our nontraditional program is tailored to meet the needs of the individual student to improve their academic performance, graduate from high school and qualify for postsecondary education/training and employment.

The students RMA will serve frequently deal with life issues that complicate regular school attendance which makes it more difficult for them to succeed academically. Eventually the student may drop out of school, develop behavioral problems, and/or simply maintain minimal academic success, poor attendance, and an uncertain future. Our program provides a small, safe learning environment where all stakeholders know and respect one another, appreciate individuality and share the goal to complete high school prepared to enter the world of work or to pursue post secondary education or training. This combination promotes academic success by ensuring students receive the skill building in reading, math and/or writing they need to succeed in their coursework. RMA aligns responsibility for success with accountability as measured by student performance on state testing, end of course testing, academic achievement, attendance, graduation, employment and post secondary education or training to promote academic success and financial efficiency. The RMA program includes additional support for students and families provided through a graduation coach and school to work coordinators. This individualized support for students helps keep them focused on their academic and career goals, provides the encouragement they need, and assists preparing for training, post secondary education and/or the world of work. RMA will be based on the Richard Milburn program model that has proven to be successful over the years.

The Richard Milburn model has been established in many schools in many locations over the past 20 years. During this time the model has evolved, but it has always focused on at risk and dropout high school students with successful programs that meet the needs of our students and assist in lowering drop out rates. We are proud of our 20 year success rate of 85.7% which is based on the number of students who remain in school, graduate or transition back to their home school. We consider each student who stays in school a success because our students face many obstacles to school attendance. Since 1994 over 5,700 students have graduated from high school at a Richard Milburn high school. Most of these students would not have completed high school without our program. We have proven throughout the years the capacity to successfully startup and operate educational programs with qualified staff committed to our mission and philosophy. We have operated within the budgeted funding provided by the program and understand the absolute necessity of compliance in all areas related to our programs. The Richard Milburn model provided a successful alternative option for WCPSS high school students from 1990-2009.

RMA is committed to helping students succeed and looks forward to the opportunity of working with the North Carolina State Board of Education and the Wake County Public School System to offer another option for at risk high school students to stay in school and earn their high school diploma.

VI. EDUCATION PLAN

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

1. Educational theory and foundation of the model.

Richard Milburn Academy (RMA) helps students succeed. RMA will provide non-traditional educational programs preparing at risk and dropout high school students to improve their academic performance, graduate from high school and qualify for postsecondary education and employment. The RMA small school environment will allow our staff to implement the individualized academic and behavioral support our student population needs to successfully complete high school and become productive citizens.

RMA believes all students can achieve success in a positive challenging educational environment that stimulates their interests, channels their energies, and develops their abilities. We are committed to providing a non-traditional learning environment for students with distinct needs for these educational services. Recognizing the individual strengths and intrinsic worth of all students, we will modify educational services to provide each student with personalized opportunities to increase their academic, employment, and social skills leading to completion of credits for a high school diploma by implementing a continuous improvement model that involves all stakeholders.

We believe adolescents are most likely to achieve immediate and life long success when all members of the school community share responsibility for developing each student's intellectual, physical, social, and vocational potential. Recognizing the challenges of building parental and community involvement, RMA will focus on creating active participation opportunities for parents and community members to help students increase their specific talents and their self-worth. Our school will invite and develop parent and community involvement and participation through school committee involvement, Board membership and meetings, and volunteering at the school.

RMA's mission is based upon providing the educational services needed by at risk students who otherwise might drop out of school or who have already dropped out but are still eligible to return and enroll. This student population, often characterized by low achievement, poor attendance, and behavior issues, needs support and a unique environment to succeed. RMA will provide the environment and the support within a continuous improvement model based on high expectations for all students. We believe that all students can succeed. Our challenge is to discover how to help students succeed. In a small school with fewer students, staff can determine the skill levels, plan and utilize strategies that help students succeed, and then chart the progress of students who typically have many needs.

The RMA mission is based on the commitment of everyone involved, all RMA staff, the RMA Board, the student, the parents, and the community. This commitment expectation will be communicated to all parties. At the initial meeting with student and parents the RMA philosophy and mission will be explained to insure all parties understand what will be expected at RMA. All teaching staff and support staff will be committed to the continuous improvement model.

The uniqueness of the RMA program is tied to the multiple program and delivery options we offer to meet the academic needs of at risk students. Our educational plan will utilize the WCPSS curriculum, delivered in small classes with an average class size of 17:1, incorporating the best practices associated with successful and innovative schools.

Key to the success of RMA is the leadership and instructional staff at the school. RMA will recruit and hire a school director who is committed to the RMA philosophy/mission and is an experienced professional educator who understands the challenges our students face.

The RMA school director hires the team of qualified individuals that will make up the instructional and administrative support staff of the charter high school.

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

Teaching Approach

RMA staff will focus on the academic, career, and social skill development of at-risk students. Each student will be assessed in designated skill areas that are reflected in the Personal Education Plan (PEP) (see RMA Sample PEP on page 57 of this application). The skills assessed may include, but are not limited to such areas as reading, writing, speaking and listening, science, mathematics, social studies, fine arts, health, physical, vocational, and life skills. Following the enrollment of a student, teachers will begin instructional delivery utilizing a variety of methods including using a project based learning approach.

The project based learning approach encompasses a hands-on, experiential learning experience that enhances the knowledge base and functioning level of each student. Students are provided opportunities to work in small and large groups with their peers, as well as on an individual basis with their teachers. Students are also offered on-the-job training, as an elective course sequence.

RMA will provide various motivational strategies to encourage students to enroll and maintain good attendance during the school year. We believe that all students can achieve success in a positive and challenging environment so we will offer small classes in which teachers can individualize content, process, and products, based on student strengths and weaknesses. Regularly scheduled tutoring will provide remediation, review, and enrichment of subject content. In addition to providing collaborative learning experiences that allow students to experience successful team membership, RMA also teaches students to increase cognitive and affective skills necessary for success in leadership roles. Academic and vocational counseling sessions will guide students in career/life decision-making and the School to Work program. By offering career mentorships, RMA provides opportunities for students to gain meaningful employment experience. Since successful student performance is primary to school attendance, RMA will share ownership in creating and managing personal behavior and educational plans.

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RMA will implement a whole school effectiveness model using the continuous improvement model developed by Pat Davenport and Gerald Anderson while they worked in the Brazosport Independent School District in Texas and later was used to assist in the development of the Continuous Improvement Model. The implementation of this model has successfully increased student performance gains in schools and districts. As a small school, RMA will be able to modify and utilize this approach with underachieving students to match the education process in the classroom to the needs of our students. This individualization of learning has always been a focus of Richard Milburn programs. These proven models provide is an effective structure which holds everyone accountable for student success.

Curriculum Overview

RMA will utilize the curriculum of the Wake County Public School System, which is based upon the North Carolina Standard Course of Study. The use of the district's high school curriculum in our program insures students will be provided the academic skills they need to attain the latest North Carolina State Standards. RMA will use of the same textbooks the district uses. The scope and sequence of our courses will match that of the curriculum of the Wake County Public School System allowing a smooth transition of students between RMA and other district high schools or alternative schools.

Every RMA high school student must meet the following NCDPI and WCPSS requirements:

- **Course and Credit Requirements:** Students must meet specific course and credit requirements. These are listed in the chart below and are organized according to the year a student entered ninth grade for the first time.
- **Testing Requirements:** Students must score proficient on five essential end-of-course tests: Algebra 1 (unless exempted by the student's Individualized Education Program), Biology, Civics and Economics, English I, and U.S. History (for students who entered ninth grade in 2006-07 or later). Students also must score proficient on the Computer Skills Test.
- **Local Requirements:** Students must meet any additional requirements adopted by the WCPSS.

a. Course and Credit Requirements¹

Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who are enrolled in the Occupational Course of Study or have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering Algebra I and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a present level of performance statement on the IEP.

¹ http://www.wcpss.net/planning-guides/2010-11hs_planning_guide.pdf

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Students who complete all graduation requirements receive a diploma at graduation. Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and completes all IEP requirements.

Future-Ready Core graduation requirements for students entering 9th grade in 2009-10 are contained in the chart below:

For Ninth Graders Entering Between 2000 – 2008-09				Available for Ninth Graders 2000 – >	For Ninth Graders Entering in 2009-10 and Later
CONTENT AREA	CAREER PREP Course of Study Requirements	COLLEGE TECH PREP* Course of Study Requirements	COLLEGE/ UNIVERSITY PREP Course of Study Requirements (UNC 4-yr college)	OCCUPATIONAL Course of Study Requirements (Selected IEP students excluded from EOC Proficiency Level requirements)	FUTURE-READY CORE
English	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits I, II, III, IV	4 Credits Occupational English I, II, III, IV	4 Credits I, II, III, IV
Mathematics	3 Credits Including Algebra I This requirement can be met with Integrated Math I & II when accompanied with the Algebra I EOC.	3 Credits* Algebra I, Geometry, Algebra II, OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III	4 Credits Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III	3 Credits Occupational Mathematics I, II, III	4 Credits (Algebra I***, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans. <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Algebra I and Geometry or Algebra I and II, or Integrated Math I and II and two other application- based math courses.</i>
Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	3 Credits A Physical Science course, Biology, Earth/ Environmental Science	2 Credits Life Skills Science I, II	3 Credits A Physical Science course, Biology, Earth/ Environmental Science
Social Studies	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History	3 Credits Civics and Economics, US History, World History	2 Credits Social Studies I (Government/ US History) Social Studies II (Self-Advocacy/ Problem Solving)	3 Credits Civics and Economics, US History, World History



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Language			2 Credits in the same language	Not required	Not required for graduation. Required to meet MAR (minimum application requirements) for UNC.
Health and Physical Education	1 Credit Health/Physical Ed	1 Credit Health/Physical Ed	1 Credit Health/Physical Ed	1 Credit Health/Physical Ed	1 Credit Health/Physical Ed
Specific Electives				Occupational Preparation: 6 Credits Occupational Preparation I, II, III, IV** Elective credits/ completion of IEP objectives/ Career Portfolio required	6 Credits required 2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English or cross-disciplinary)
Career Technical	4 Credits in Career/ Technical Select courses appropriate for career pathway to include a second level (advanced) course; OR	4 Credits Select courses appropriate for career pathway to include a second level (advanced) course.	Not required	4 Credits Career/ Technical Education electives	
JROTC	4 Credits in JROTC; or				
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	4 Credits in an Arts Discipline Select courses appropriate for an arts education pathway to include an advanced course				
	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	Recommended: at least one credit in an arts discipline	
Electives	8	8	9		5
Total	26 Credits	26 Credits	26 Credits	22 Credits	26 Credits

* A student pursuing a College Tech Prep course of study may also meet the requirements of a College/University course of study by completing 2 credits in the same second language and one additional unit in mathematics.

** Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment.

***N.C.G.S. 115C-81(b) allows exceptions for students who have an IEP (Individualized Education Plan) that identifies them as Learning Disabled in math and states that the disability will prevent them from mastering Algebra I and above.

Academic Scholars Program²

The Academic Scholars program Requirements for students who enter the ninth grade for the first time in or after 2009-2010 and who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

The following revised plan is effective for students who enter the ninth grade for the first time in or after 2009-2010.

Students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

² http://www.wcpss.net/planning-guides/2010-11hs_planning_guide.pdf

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10		Changes	
		Future-Ready Core Course of Study	
Credits	The following designated number of credits per subject area listed below must be taken in grades 9-12.	Credits	Omits 9-12 Requirement (HSP-M-001)
4	English I, II, III, IV	4	English I, II, III, IV
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)	4	Mathematics (should include Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)	3	Science (Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, and U.S. History)	3	Social Studies (World History, Civics/Economics, and U.S. History)
1	Healthful Living	1	Health and Physical Education
2	Languages other than English (two credits of the same language)	6	Two (2) elective credits in a second language required for the UNC System Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area
1	Career and Technical Education		
1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)		
5	Elective credits to include at least two second-level or advanced courses (examples of electives include JROTC and other courses that are of interest to the student)	3	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses
		OR	
		2	Higher level courses taken during junior and/or senior years which carry 5 or 6 quality points such as: -AP -IB -Dual or college equivalent course -Advanced CTE/CTE credentialing courses -On-line courses -Other honors or above designated courses And Completion of The North Carolina Graduation Project
24		24 or 23 + NCGP	Same number of credits required as original policy but attainment of credits is more rigorous

b. Grading Scale³

Letter grades for each marking period are assigned as follows:

A = 93 – 100	I = incomplete
B = 85 – 92	WP = withdrawal, no penalty
C = 77 – 84	WF = withdrawal with an F
D = 70 – 76	FF = failed for violation of attendance policy
F = less than 70	

c. Grade Point Average⁴

<u>Letter Grades</u>	<u>Standard Courses</u>	<u>Honors Courses</u>	<u>AP Courses</u>
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
FF	0	0	0

Note: Students will receive one extra quality point for Community College courses approved by the Comprehensive Articulation Agreement (CAA). Independent college and UNC system courses (100 and 200 level courses) will also earn one extra quality point. Official AP and IB courses and upper division courses (300 and 400 level courses) will earn two extra quality points.

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

RMA will provide services leading to a high school diploma for the at risk high school population including dropouts in Wake County in grades 9, 10, 11, and 12. Ages served will be from 13 to 21 years. We will follow all state and district regulations regarding the enrollment of students with special needs and enrollment of students on track for receiving a high school diploma.

RMA will provide educational services for exceptional students that adhere to all local policies and procedures as well as the federal and state statutes, including the Individuals with Disabilities Education Improvement Act (IDEIA), the Individuals with Disabilities Education Act (IDEA) in its reauthorized form, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), state legislation (G.S. 115C-106 Et seq.), and charter school legislation, G.S. 115C-238.29F(g)(5).

RMA will not discriminate against any student on the basis of sex, national origin, ethnicity, religion, disability, marital status, academic, artistic or athletic ability, or the district the student would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school administered programs.

³ http://www.wcpss.net/planning-guides/2010-11hs_planning_guide.pdf

⁴ http://www.wcpss.net/planning-guides/2010-11hs_planning_guide.pdf

The school director and the LEA teacher are responsible for the general supervision of the identification and evaluation activities/services for our students identified as or potentially disabled for the provision of a Free and Appropriate Public Education (FAPE) under the federal law, Individuals with Disabilities Improvement Act (IDEIA) in its reauthorized form. Under the Individuals with Disabilities Education Act (IDEA) all student with disabilities will participate in state assessments and accountability systems.

It is the intent of RMA to insure that students who are “handicapped” within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with equal access to educational programs. Students may be eligible under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

RMA will not discriminate against students identified as “handicapped” as defined by Section 504 of the Rehabilitation Act of 1973, and will guarantee students a free and appropriate public education. Students with disabilities will not be excluded from facilities, programs, benefits, activities or services that are provided to students without disabilities.

RMA will hire certified special needs teacher(s), based on the needs of our special needs student population, who with the school director will be responsible for the appropriate identification and evaluation services of students identified as or suspected of being disabled. RMA will use special needs consultants and specialists to provide direct teaching, consultation, and speech therapy as necessary, based on the individual student’s needs as reflected in his/her IEP.

The RMA school director or special needs teacher will insure identified disabled students receive all required course modifications by communicating directly with each teacher of the student and following up with the teacher at least monthly for a consultation with all teachers of the student.

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

Entrance Requirements

- a. RMA students must provide the following documentation for student registration:
 - Unless 18 or older, the student must be accompanied by a parent or court-appointed custodian(s).
 - A certified copy of the student’s birth certificate
 - Provide picture ID parent or court-appointed custodian
 - Provide up to date immunization record
 - All students transferring into the Wake County Public School System must have a completed Discipline Status Enrollment form to register for school. The form must contain a notarized signature of the parent or court-appointed guardian.
 - A copy of the child's latest report card and the previous year's achievement test results are helpful.
 - Provide proof of residence:

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- 1) In the name of the parent or court-appointed custodian(s) students will need:
 - o a current, recently dated, gas, water, or electric bill; OR
 - o a signed lease agreement, or minimum 6-month rental agreement; OR
 - o a signed closing statement or construction agreement with closing date within 45 days of enrollment of student (custodian (telephone, cable television bill and driver's licenses do not qualify);
- 2) In the name of the friend or relative with whom you are living students will need:
 - o completed Affidavit of Residence Form (Form AR, or Form AR-Sp):
 - o a document signed by the friend or relative with whom you and your children live stating that they provide (an address) for you to live.
 - o a second part of this document states that you and your children live at the address of your friend or relative.
 - o The signature of the person providing the place of residence AND the signature of the parent or court-appointed custodian must be Notarized.

Exit Requirements⁵

Students who wish to transfer to another Wake County Public School System School need to complete a Transfer Request Form and send it in to the Office of Growth and Planning. These forms are available from the guidance counselor, from the Office of Growth and Planning, or from the Wake County Public School System's website. This form cannot be sent online. Parent(s) or court-appointed custodian will receive written notification regarding approval or denial of transfer requests within seven to ten working days following receipt in the Office of Growth and Planning.

Students entering the ninth grade for the first time in 2006-07 and beyond will be required to meet new exit standards that only apply to the Career Preparation, College Technical Preparation, or College/University Preparation courses who must pass (achieve level III or IV) five End of Course assessments including: English I, Algebra I, Biology, Civics & Economics, and United States History.

Students will be provided a maximum of two retest opportunities on EOCs. A PEP will be implemented for any student who fails a EOC test (see RMA Sample PEP on page 57 of this application). Students must demonstrate proficiency in computer skills through state testing.

Students who entered the ninth grade before the 2006-07 school year at WCPSS high schools must meet established competency criteria. All students must demonstrate proficiency in computer skills through state testing. In addition, students who have not demonstrated proficiency in reading and/or mathematics on the 8th grade End-of-Course test(s) must pass the High School Competency Test(s) or an equivalent exam.

⁵ http://www.wcpss.net/planning-guides/2010-11hs_planning_guide.pdf

Graduation Requirements⁶

Upon entering the ninth grade students should have completed a four-year graduation plan. Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma. Specific information to guide in selecting a Course of Study and in choosing the appropriate courses is contained in item Course and Credit Requirements on page 48 of this application.

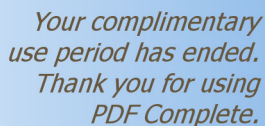
Student Performance Assessment Plan

RMA will develop a Personal Education Plan (PEP) containing the individual student's goals and providing the basis from which to measure student improvement. These individual goals as well as program goals are based on meeting the Standard Course of Study standards and compliance with the No Child Left Behind Act. RMA will make every effort to include parental input in the education plan and will provide periodic progress reports to parents to ensure parents are aware of student's progress.

PEP's with intervention strategies will be implemented for students who fail an End of Course test

A Sample RMA PEP template follows on the next few pages.

⁶ http://www.wcpss.net/planning-guides/2010-11hs_planning_guide.pdf



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Hard Milburn Academy Sample - Personalized Education Plan (PEP)

STUDENT NAME:

STUDENT #:

SCHOOL:

DATE OF BIRTH:

HIGH SCHOOL COURSE PLANNER			
CUMULATIVE SUMMARY AS OF: _____			
	TOTAL TO DATE	CREDITS TOTAL REQ	TOTAL REMAINING
ENGLISH			
MATHEMATICS			
SCIENCE			
CIVICS & ECONOMICS			
US HISTORY			
WORLD HISTORY			
HEALTH & PHYSICAL ED			
SECOND LANGUAGE			
CAREER & TECHNICAL ED			
JROTC			
ARTS EDUCATION			
ELECTIVES			
SPECIAL EDUCATION			
COMPUTER SKILLS			
COMMUNITY SERVICE HOURS			

GRADUATION STANDARDS	CURRENT STATUS
26 Credit Diploma	
22 Credit Diploma	
End of Course – English I	
End of Course – Algebra I	
End of Course – Geometry	
End of Course – Algebra II	
End of Course – Physical Science	
End of Course – Biology	
End of Course - Chemistry	
End of Course - Physics	
End of Course – Civics & Economics	
End of Course – US History	
North Carolina Competency Test	

[illegible]

CHECK ALL THAT APPLY

Special Needs

LEP

Detailed information regarding reading (if reading is marked “not met”):

Specific Areas Addressed by this PEP in Reading		Diagnostic Assessment Used	Present Level	Desired Level	Annual Goal
	Phonemic Awareness				
	Phonics				
	Vocabulary				
	Comprehension				
	Fluency				

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In discussion between the school staff and the parents/guardians of this student, we have agreed that the instructional and support services checked below will be provided to help the student improve academic achievement. The implementation details of the services checked below are specific to this student's individual needs and will be explained through the PEP conference or attached to this PEP. The student's progress will be monitored by reviewing classroom assessments, class work, the student's portfolio, and/or teacher observations to determine the effectiveness of the Instructional and Support Services provided. Progress will be reported to parents/guardians at least quarterly for the remainder of the school year. Instructional and Support Services may include but not be limited to those listed below.

Instructional and Support Services	Reading	Writing	Mathematics	Science
Modified Instruction During the School Day				
Modified Instruction Beyond the School Day				
Specialized Course Work				
Supplemental Program During the School Day				
Supplemental Program Beyond the School Day				

Parent Section: Conference Notes/Dates: _____

Student Interest Section:

Current Interests

Future Interests

Personal Hobbies, Skills, Talents	_____	_____
Occupation	_____	_____
Education/ Training	_____	_____
Academic Strengths	_____	_____
Academic Weaknesses	_____	_____
Academic Assistance Needed	_____	_____

Parent Signature: _____ Phone: _____ Date: _____

Student Signature: _____ Phone: _____ Date: _____

School Official: _____ Date: _____

RMA will adopt the Wake County Public Schools System's Promotion Requirements for all senior high school students. Students will be promoted by attaining units of credit that are earned through successful completion of specific required courses as follows:

From Grade	Promotion Criteria	Credits
9	One credit must be in English I, two credits must be in the areas of mathematics, social studies, or science, and three additional credit.	6
10	One credit must be in English II, one credit in math, one in social studies, one in science, and two additional credits.	12
11	One credit must be in English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements.	18

RMA students must complete all local and state standards for graduation to earn a high school diploma. Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time. Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who are enrolled in the Occupational Course of Study or have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering Algebra I and above. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a present level of performance statement on the IEP.

Students who complete all graduation requirements receive a diploma at graduation. Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty-two credits by general subject area and completes all IEP requirements. The Graduation Certificate (special education only) and the Certificate of Achievement will remain available to recognize students unable to meet certain diploma requirements.

RMA will implement the use of a Graduation Plan similar to the Wake County Public School System as shown below.

⁷ <http://mhs.wcpss.net/studentservices/GraduationRequirements.pdf>

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Richard Milburn Academy Sample - Student Graduation Plan

Name: _____ High School: _____ ID #: _____

Course of Study: Future Ready Core _____ Area of Concentration _____ Occupational _____

Subject Area	9 th Grade Course Name	Credit	10 th Grade Course Name	Credit	11 th Grade Course Name	Credit	12 th Grade Course Name	Credit
1. English								
2. Math								
3. Science								
4. Social Studies								
Healthful Living or Additional Course								
Additional Course								
Additional Course								
Additional Course								
Credits Earned								
Other Course								
Other Course								
Total Credits								

Parent/Court-Appointed Custodian Signature: _____ Date: _____ Email: _____

Student Signature: _____ Date: _____

Testing and Retesting Grades 9-12⁸

End of Course test results count as 25% of the student's final grade for each of the following courses: English I, Algebra I, Geometry, Algebra II, Physical Science, Biology, Chemistry, Physics, US History, and Civics and Economics. Students who fail a course that is required for graduation, must retake the course and the End of Course test if applicable.

Students with Disabilities and some limited English proficient students may be assessed with the End of Course Alternate Assessment Academic Inventory in place of the multiple choice End of Course test. The assessment must be specified in the student's IEP or LEP plan and must count as 25% of the student's grade for the course.

Students who have not passed the grade 8 EOG tests must score Level III or above on the North Carolina Competency Tests at the high school level to receive a diploma. Transfer students from another state may meet this requirement through other state-approved tests. Students who have not met the requirement must be remediated and given one opportunity each school year to score proficient on the North Carolina Competency Tests of Reading and Math. Seniors will be provided an additional opportunity to score proficient and receive a diploma. Occupational Course of Study students are not required to pass these tests in order to graduate and receive a diploma.

⁸ WCPSS School Board Policy 5530.2.3

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Students who have not scored proficient on the North Carolina Tests of Computer Skills before entering high school must be remediated and given one opportunity to score proficient each school year. Seniors will be provided an additional opportunity to score proficient and receive a diploma. Occupational Course of Study students must demonstrate computer proficiency requirements as documented in the student's current IEP.

5. The school calendar (must provide instruction for a minimum of 180 instructional days)

RMA will follow the Wake County Public School instructional calendar. A sample 180 day instructional calendar follows.

RICHARD MILBURN ACADEMY, WAKE COUNTY INSTRUCTIONAL CALENDAR 2009 - 2010

AUGUST						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	☆	22
23	24	☆	26	27	28	29
30	31					

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

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

Teacher Workdays (no students)

August 21 & 24	Teacher Workday
September 28	Teacher Workday
October 30	Teacher Workday
November 25	Teacher Workday
January 25	Teacher Workday
February 15	Teacher Workday
April 5	Teacher Workday
June 10 & 11	Teacher Workday

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

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

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

Holidays / Schools Closed

September 7	Labor Day
November 11	Veteran's Day
Nov 26 & 27	Thanksgiving
Dec 21- Jan 1	Winter Break
January 18	Martin Luther King Day
March 29 - April 2	Spring Break
May 31	Memorial Day

FEBRUARY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

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

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

* Weather Make Up Days (in order)

1) November 25	6) March 29
2) February 15	7) March 30
3) December 21	8) March 31
4) December 22	9) April 1
5) June 2	

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

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	☆	10	☆	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

August 21	☆	First Day of School for Teachers
August 25	☆	First Day of School for Students
June 9	☆	Last Day of School for Students
June 11	☆	Last Day of School for Teachers

High School Exams:

January 15 - 22
June 3 - 9

End of Nine Weeks:

October 29	March 26
January 22	June 9

Interim Reports Issued:

Quarter 1	September 21 - 25
Quarter 2	December 7 - 11
Quarter 3	February 22 - 26
Quarter 4	May 3 - 7

Totals

	Students	Teachers
August	5	7
September	20	21
October	21	22
November	17	18
December	14	14
January	18	19
February	19	20
March	20	20
April	19	20
May	20	20
June	7	9
Instructional Days	180	190

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

RMA will administer the same tests as are required by WCPSS and the NCDPI. Each year all eligible students in grades 9-12 will be required to take the following tests and follow the ABCs.

- a. End of Course Tests (EOC) in English I; Algebra I and II, Geometry; Biology, Physical Science, Chemistry, and Physics, U.S. History, Civics and Economics;
- b. Additional required tests are: IPT English Language Proficiency Test for students identified as limited English proficient, High School Competency Test for students who have not met the competency standard in reading and/or mathematics, and alternative assessments where applicable.
- c. Students with disabilities and students identified as limited English proficient who do not participate in the standard administration of the end-of-grade tests, the high school comprehensive test, end-of-course tests, will be administered an appropriate state-designated alternate assessment (e.g., NCCLAS, NCEXTEND2, or NCEXTEND1).

RMA students will participate in all state and district mandated testing as well as our own pre, mid, and post testing assessments performed during the school year. Great focus will be placed on strengthening student skills and performing appropriate and meaningful measurements to demonstrate learning outcomes of our students. We will use appropriate learning software such as NovaNet that provides constant, meaningful progress information for parents as well as students and teachers. Evaluation of student progress will be ongoing and constant, allowing our staff to provide frequent feedback and adjust individual student's academic plans to meet their needs.

RMA will utilize the Whole School Effectiveness model to accomplish school goals and improve student performance. This model focuses on the following nine dimensions:

- a. Principal as Leader
- b. Clearly Stated Vision and Mission
- c. High Expectations
- d. Assessment and Monitoring
- e. Instructional Delivery
- f. Safe, Caring and Orderly Environment
- g. Parent and Community Involvement
- h. Professional Development
- i. School Culture

The Continuous Improvement Model (CIM) will be used by RMA to implement Whole School Effectiveness. RMA's Continuous Improvement Model is based on learning outcomes including the incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used. CIM involves the following steps which are essential in putting instructional focus on student achievement:

- b. Development of an Instructional Timeline
- c. Instructional Focus
- d. Frequent Assessments
- e. Tutorials
- f. Enrichment
- g. Maintenance
- h. Monitoring

Student Accountability Standards will follow the North Carolina High School Gateway and Exit Standards and the North Carolina Course of Study Graduation Requirements. All RMA students will be expected to meet the requirements outlined under the “Future-Ready Core Course of Study”.

RMA will participate in the State Education Accountability System. RMA as an alternative school will follow the North Carolina State Board of Education Policy: 16 NCAC 6G.0313 which provides accountability standards under the ABCs Model for alternative schools. RMA will be evaluated based upon student achievement and our success in meeting the objectives in our school improvement plan. Because meaningful performance measures of RMA students are not always accomplished using traditional methods of measuring student gains, RMA will also conduct pre and post-testing in reading and math using a nationally recognized test instrument such as the Basic Achievement Skills Inventory (BASI), TABE, or Woodcock-Johnson to determine individual student gains while enrolled in the RMA program.

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

RMA’s measureable student achievement goals for the school’s education program and the method of demonstrating that students have attained the skills and knowledge specified for the goals are the following:

Goal One: Student Attendance

RMA students will achieve 70% or better overall attendance each year 2011/12 through 2015/16 based on official attendance records.

Goal Two: Student Dropout Rate

The dropout rate of RMA students will decrease from the previous year based on official dropout rates. Baseline to be established 2011/12 school year.

Goal Three: Student Academic Success

The percentage of students whose grades improve as indicated by promotion to the next grade level, at least one letter grade improvement in grade point average from the previous school year, or who enroll in higher level courses will increase based on official final course grades and/or enrollment documentation.

Performance

RMA students will increase the End of Course pass rate and the NC Competency Test passing rate from grade 8 to grade 10 based on official test results.

Goal Five: Parent/Student Satisfaction with RMA

1. Based on student surveys, 80% of RMA students will express satisfaction with the school.
2. Based on parent surveys, 80% of RMA parents will express satisfaction with the school.

Goal Six: Overall Success

Based on official enrollment and graduation records, 80 % of RMA students will remain in school or graduate.

Academic Focus

RMA's academic focus is based on student and community needs, grounded in our mission, and guides the focus for our staff development, instructional delivery, assessment, and community participation.

Our academic focus is based on accomplishing the following:

- Provide an accessible, motivational Personal Education Plan (PEP) for each student
- Increase student attendance
- Increase achievement test competency
- Decrease disciplinary actions
- Increase student, parent and employer satisfaction with the education program
- Increase the number of students earning high school diplomas
- Increase the number of students who successfully transition from school to work or post-secondary education

RMA will provide students with the opportunity to complete all coursework leading to a high school diploma. In addition to the comprehensive core high school course offerings of English, social studies, mathematics, science, physical and health education, and fine and practical arts courses, RMA will provide opportunities for enrollment in academic elective curriculum courses that are both interesting and self-motivating for students. We will also provide tutorial options as well as classes to build basic skills, especially reading skills.

Non-Academic Focus

RMA will continuously evaluate school specific non-academic program focus to motivate at risk students to achieve employment success and social responsibility. Our students will have options to participate in the Life Management Skills class, School to Work Program, and community service projects. Our teachers will focus instruction on the individual development of each student in the following areas:

- Physical
- Social (interpersonal and intrapersonal interaction)
- Psychological
- Citizenship (ethics, beliefs and values)

This instructional approach will include a hands-on pedagogy that will be delivered through enriching, experiential, project based learning. Co-curricular activities at RMA will vary depending on the interaction with the local community agencies, but will involve not only field studies related to academic course work, but also potential field studies related to building student's life skills, strengthening their physical fitness and well-being, and broadening their appreciation of the arts.

In some instances a charter sports league may provide appropriate opportunities for competitive sports. The key is to discover and develop options for student involvement in constructive activities outside the classroom through involvement in clubs or groups, be it art, debate, preparing for SAT's, or sports.

A standard component of both the academic and non-academic focus for RMA students includes mastery of career related skills gained through the School to Work course (**Appendix B**). This course offers both pre-vocational, vocational/avocational development that will assist each youth toward gainful employment in the world of work.

RMA will use previous testing information as well as other resources to assess student performance throughout the school year. Resources such as the Basic Achievement Skills Inventory (BASI), TABE, or the Woodcock-Johnson will be used to establish RMA students' baseline skill levels in reading, math and language arts. These resources will be used to assess students' skills, determine their needs, and assess progress through post testing. Teacher crafted assessments and observations will be equally valuable in understanding student needs and skills.

RMA will pre-test all students to determine their math and literacy levels. Those students with low literacy and mathematic skills will be placed in skill building classes where they will receive individualized instruction and attention using a variety of resources and techniques. Past performance on state mandated testing as well as previous coursework grades will be reviewed and compared to pre-test measures and considered when planning and reviewing each student's Personal Education Plan (PEP). This information will be used to determine what remediation or enrichment may be needed so that students are scheduled for appropriate courses. The baseline achievement data information will be shared with students and their parents so that they are not only informed, but also have an opportunity to take an active part in planning a program that meets the student's needs.

RMA students will participate in all state and district mandated testing including End of Course tests and the North Carolina High School Competency Test as prescribed in the North Carolina Testing Program.

development ensuring instructors understand the tests, the test schedule, test compliance concerns, and test score interpretation. Once test results are received, the staff will review the school's performance as well as individual student's performance. The staff will immediately begin a process to determine what is working and where changes need to be made. Continuous planning to formulate strategies for improvement in teacher performance to increase student achievement will take place.

Individual test results and written information about the interpretation of the results will be provided to students and parents. At the same time meetings between appropriate RMA staff and individual students and their parents will be scheduled to answer specific questions and evaluate what changes the individual student should consider for the PEP to reflect this performance information.

Throughout the school year assessment is a continuous process that involves teacher observation of student performance in a variety of scenarios in the classroom, which could involve oral responses, presentations, speeches, and lab work, as well as paper and pencil assignments such as worksheets (seat work), reports, term or research paper, model, project (e.g., science project), exhibit, poster, bulletin board, and/or computer program. Each teacher uses a variety of approaches to measure student grasp of the concept or skill taught, including paper and pencil tests, oral presentations, and/or demonstration of skills. RMA believes it is important there be continuous assessment or review of how each student is performing to insure individual student's needs are met and each has the opportunity to progress toward high school completion.

RMA instructional staff will be involved in the process of compiling student information from previous schools as well as administering pre and post tests. Our staff will routinely meet to review information and plan their instruction to meet student needs and cover the content objectives of the NC Standard Course of Study. This constant sharing of information, reassessment of student performance and focus on the instructional calendar allows the staff to plan and make instructional recommendations and decisions based on where the student's performance is, what the performance goal is, and how we will help them reach that goal.

Each RMA student's PEP should delineate short and long range performance goals designed to assist the student in developing competency in analytical, verbal and writing skills, as well as life skills, necessary for success in the work place and/or in post secondary education. Our staff will routinely analyze student performance deficiencies and share information with students and parents. Students experiencing performance difficulties may:

- Participate in special group and/or individual instructional sessions designed to improve and track work and study habits;
- Receive intensive behavior and/or academic counseling;
- Receive specific skill development instruction designed to eliminate skill deficiencies; or
- Contract with the RMA instructional team to achieve measurable improvement in goal achievement.

shared with the student, parents/guardian and appropriate instructional staff. RMA will distribute a mid-term progress report and a final grade report to students and parents. Additionally, anytime there is a recommended change in academic goals or plans of individual students, parents will be contacted, informed and invited to be involved in the process.

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

RMA will provide services leading to a bona fide high school diploma for the at risk high school population including dropouts in Wake County in grades 9, 10, 11, and 12. Ages served will be from 13 up to 21 years. We will follow all state and district regulations regarding the enrollment of special needs students and enrollment of students on track for receiving a high school diploma.

RMA will provide educational services for special needs students that adhere to all local policies and procedures as well as the federal and state statutes, including the Individuals with Disabilities Education Improvement Act (IDEIA), the Individuals with Disabilities Education Act (IDEA) in its reauthorized form, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), state legislation (G.S. 115C-106 Et seq.), and charter school legislation, G.S. 115C-238.29F(g)(5) as stated below:

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

RMA will guarantee a “free and appropriate education” in the “least restrictive environment” along with all appropriate “related services” required for the student to benefit from their education. RMA will not discriminate based on sex, national origin, ethnicity, religion, disability, marital status, academic, artistic or athletic ability, or the district the student would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school administered programs.

RMA staff will work with the Wake County Public Schools staff to ensure students with severe needs receive an appropriate setting and that parents of special needs students will be given procedural guidelines provided by Wake County Public Schools.

The school director and the special education teacher are responsible for the general supervision of the identification and evaluation activities/services for our students identified as or potentially disabled for the provision of a Free and Appropriate Public Education (FAPE) under the federal law, Individuals with Disabilities Improvement Act (IDEIA) in its reauthorized form. Under the Individuals with Disabilities Education Act (IDEA) all students with disabilities will participate in state assessments and accountability systems.

It is the intent of RMA to insure that students who are “handicapped” within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with equal access to educational programs. Students may be eligible under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

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Students identified as "handicapped" as defined by Section 504 of the Rehabilitation Act of 1973, and will guarantee students a free and appropriate public education. Students with disabilities will not be excluded from facilities, programs, benefits, activities or services that are provided to students without disabilities.

RMA will hire certified special education teacher(s), based on the needs of our special needs student population, who with the school director will be responsible for the appropriate identification and evaluation services of students identified as or suspected of being disabled. RMA will use special education consultants and specialists to provide direct teaching, consultation, and speech therapy as necessary, based on the individual student's needs as reflected in his/her IEP. The RMA school director or special education teacher will insure identified disabled students receive all required course modifications by communicating directly with the special education teacher and each teacher of the student and following up at least monthly for a consultation with all teachers of the student to ensure compliance with all statutes.

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

Admission and enrollment of students will be as prescribed by the Charter School Act.

Enrollment Policies/Procedures and Lottery Process

RMA will accept any eligible at risk or dropout high school student who resides in Wake County. In compliance with North Carolina Statutes, enrollment will not be denied to any eligible applicants on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. RMA will not discriminate in admissions procedures on the basis of intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal.

Students matriculating from another charter in Wake County to RMA would be admitted to RMA through the same process as a student from any other public school in the district. That is, upon admission RMA will request all academic and disciplinary records from the student's previous school, whether public or charter school.

If the number of eligible applications exceeds RMA's enrollment cap, RMA will hold a lottery to determine who will be enrolled and who will be placed on a waiting list. Students enrolled the previous year and any siblings of enrolled students will be given priority. During the school year when any withdrawal or transfer results in an open enrollment slot, RMA will contact the student at the top of the waiting list and offer enrollment at RMA. The school will continue this process until another student enrolls or everyone on the waiting list has declined the opportunity to enroll.

RMA schools will encourage diversity through their actions, policies and rules so that there is a representation of all population groups of the county in all programs, classes and activities in a substantial and meaningful way.

The following non-discrimination statements will be on all RMA student applications and marketing materials. **Appendix C** contains a sample student enrollment kit.

admits eligible students of any sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school-administered policies.

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

RMA will follow the Wake County Public School System Code of Student Conduct and policies for discipline, suspension, dismissal and recommendation for expulsion.

A sample of some of the WCPSS Board policies governing student behavior RMA will include in its student handbook are the following:

Wake County Student Code of Conduct⁹

6000

All students shall comply with the Code of Student Conduct of the Wake County Public School System, state and federal laws, school board policies, and local school rules governing student behavior and conduct. This code applies to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time, place, or cyberspace, on or off campus, has a direct and immediate effect on maintaining order and discipline or protecting the safety and welfare of students or staff in the schools.

Student Expectation

Students are expected to be familiar with all rules of behavior in the Code of Student Conduct. Students are to assist in promoting a safe and orderly school environment. Students are encouraged to report to school authorities any serious violation of the Code of Student Conduct.

Range of Disciplinary Actions

Violation of Board policies, the Code of Student Conduct, regulations issued by the individual school, or North Carolina General Statutes may result in disciplinary action as described in this policy and 6530. Students shall be informed of local school rules that, if broken, may result in short-term suspension or long-term suspension.

A serious violation of any of the policies listed in this code of conduct may result in long-term suspension or expulsion of a student. Repeated violations of this code or of local school rules may subject a student to long-term suspension or expulsion, provided the student and parent have been notified of this possibility and non-disciplinary behavior interventions have been attempted.

Under Board policy and/or state law there are mandatory penalties for students in grades 6-12 for certain serious violations of the Student Code of Conduct. While these mandatory penalties generally do not apply to elementary students, the principal has the discretion to recommend a long-term suspension as appropriate for serious infractions by students in grades K-5.

⁹ <http://www.wcpss.net/policy-files/series/policies/print-friendly/6400-bp.html>

be subject to a 365-day suspension or expulsion as provided in
kes a bomb threat or hoax shall be subject to a 365-day

suspension as provided in policy 6420.4. A student who aids, abets, commits, or participates in the commission of a threat, hoax, false report, act of terror, or any other action in violation of Board Policy 6420.11 may be subject to a 365-day suspension. Under state law these policies and consequences apply to all students, regardless of age.

A student who is at least 13 years old and who physically assaults a school employee or another student, may be subject to removal to an alternative educational setting or to a 365-day suspension or expulsion as provided in Policy 6425.

Policies may be modified on a case-by-case basis to conform to the procedures established for the discipline of students with disabilities.

Reporting by Principal

When a principal has personal knowledge or actual notice that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law, the school official shall report immediately such violation to the proper law enforcement agency. Failure to report is a Class 3 misdemeanor. In such cases, school officials shall cooperate fully with the law enforcement agency. Internal disciplinary proceedings shall proceed independently from the criminal investigation and prosecution.

The principal shall also notify the superintendent/designee of the report made to law enforcement officials pursuant to this policy and the Superintendent shall notify the Board.

6410 Inappropriate Student Behavior

6410

Since an educated citizenry is essential to good government and can be attained only in an atmosphere conducive to teaching and learning, the board requires the maintenance of good order in the schools. Reference policy 6400 for disciplinary action.

6410.1 Inappropriate Dress -Principals shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations on the basis of students' religious beliefs or medical conditions. Students are expected to adhere to standards of dress and appearance that are compatible with an effective learning environment. Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others is prohibited. Examples of prohibited dress or appearance include, but are not limited to exposed undergarments; sagging pants; excessively short or tight garments; bare midriff shirts; strapless shirts; attire with messages or illustrations that are lewd, indecent or vulgar or that advertise any product or service not permitted by law to minors; head covering of any kind; see-through clothing; attire that exposes cleavage; any adornment such as chains or spikes that reasonably could be perceived as or used as a weapon; and any symbols, styles or attire frequently associated with intimidation, violence or violent groups about which students at a particular school have been notified. Individual schools are free to specify additional examples of dress or appearance that are prohibited at that school under the terms of this policy.

If a student's dress or appearance is such that it constitutes a threat to the health or safety of others, distracts the attention of other students or staff from their work, or otherwise violates this dress code, the principal or principal's designee may require the student to change his or her dress or appearance. A second or repeated violation of this policy may result in disciplinary action.

participate in any unauthorized event, action, or statement which relies on chance for the monetary advantage of one participant at the expense of others.

- 6410.3 Inappropriate Literature and Illustrations - The possession of literature or illustrations which significantly disrupt the educational process or which are obscene is prohibited.
- 6410.4 Intimidation/Disrespect - Verbal, non-verbal, or physical conduct that interferes with an individual's learning environment is prohibited. Intimidation, bullying, repeated teasing or taunting, or the use of offensive or degrading language including, but not limited to, remarks that demeans a person's race, religion, sex, national origin, disability, intellectual ability or physical attributes are specifically prohibited.
- 6410.5 Class/Activity Disturbance - Any physical or verbal disturbance which occurs within the learning environment and which interrupts or interferes with teaching or orderly conduct of class/school activities is prohibited.
- 6410.6 Sexual Activity - No student shall engage in behavior which is indecent, overly affectionate, or of a sexual nature.
- 6410.7 Noncompliance - Students shall comply with all directions of principals, teachers, substitute teachers, student teachers, teacher aides, bus drivers, and all other school personnel who are authorized to give such directions. Including but not limited to:
 - A. Repetitive tardies
 - B. Skipping class/school
 - C. Leaving campus without permission
 - D. Being in an unauthorized areaFailure to comply may result in short-term suspension.
- 6410.8 Inappropriate Language - Cursing or use of vulgar, profane, or obscene language is prohibited.
- 6410.9 Theft - No student shall steal, attempt to steal, or knowingly be in possession of stolen property.
- 6410.10 Tobacco - No student shall possess, display, or use any tobacco product. This restriction applies even when the student is on school system property or at any school-sponsored activity as a visitor or spectator. For the purpose of this policy:
 - 1. Tobacco Product: cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.
 - 2. Tobacco Use: smoking, chewing, dipping, or any other use of tobacco products.
 - 3. Display: having any tobacco product in a location or position that is visible to students or school personnel.

The exceptions to this policy are:

- A. The display of tobacco products does not extend to display that has a legitimate instructional or pedagogical purpose and is approved by a teacher or school administrator, and
- B. A principal may permit tobacco products to be included in instructional or research activities in the school building if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not involve smoking, chewing, or otherwise ingesting the tobacco product.

Any student that is recommended for long-term suspension, up-to-365 Day suspension, 365 Day suspension, or expulsion will receive from the school a copy of the Due Process Procedures for Student Suspension Recommendations Exceeding Ten Days.

6500: Discipline	6426: Wireless Communication Devices and Laser Pointers
6530: Due Process	6427: Weapons and Dangerous Instruments
6400: Code of Student Conduct	6429: Narcotics, Alcoholic Beverages, Controlled Substances, Chemicals, and Drug Paraphernalia
6410: Inappropriate Student Behavior	6440: Trespassing
6415: Sexual Harassment	6445: Integrity
6420: Disruption of School	6450: Misconduct on a School Bus
6425: Fighting or Physical Aggression	6600: Search and Seizure

VII. BUSINESS PLAN

A. PROJECTED STAFF:

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

Our plan for RMA in Wake County is to hire the following:

RMA STAFFING PROJECTIONS

Position	Criteria	FULL-TIME EQUIVALENTS				
		200	250	275	303	333
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
School Director	Masters, 10+ yrs experience preferred	1.0	1.0	1.0	1.0	1.0
Assistant School Director/Counselor	Masters, 10+ yrs experience preferred	1.0	1.0	1.0	1.0	1.0
Counselor/Social Worker	Masters, 10+ yrs experience preferred	1.0	1.0	1.0	1.0	1.0
Work Study Coordinator/Teacher	Bachelors, 10+ yrs experience preferred	1.0	1.0	1.0	1.0	1.0
Graduation Coach	Bachelors, 5+ yrs experience preferred	1.0	1.0	1.0	1.0	1.0
Teachers ⁽¹⁾	Certified ⁽¹⁾ 5+ yrs experience preferred	13.0	17.0	19.0	21.0	23.0
Teacher Asst/Tutors	High School, 5+ yrs experience preferred	0.0	2.0	2.0	2.0	2.0
Clerical	Nonprofessional	1.0	2.0	2.0	3.0	3.0

⁽¹⁾ 100% of the teachers will hold teacher certification or be eligible to obtain permanent certification in North Carolina. RMA staff will meet NCLB High Qualified requirements.

LINE SCHOOL YEAR 2011-2012

Full Time Position	Expected Date of Hire
School Director	May 1, 2011
Assistant School Director / Counselor*	July 1, 2011
Counselor/ Social Worker	July 1, 2011
Work Study Coordinator / Teacher	July 15, 2011
Graduation Coach	July 15, 2011
Teachers (5)*	July 1, 2011
Teachers (8)*	July 15, 2011
Clerical (1)	June 15, 2011

*These full time positions will be determined by enrollment.

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

Position	Criteria
School Director	Masters, 10+ yrs experience preferred
Assistant School Director/ Counselor	Masters, 10+ yrs experience preferred
Counselor/ Social Worker	Masters, 10+ yrs experience preferred
Work Study Coordinator/ Teacher	Bachelors, 10+ yrs experience preferred
Graduation Coach	Bachelors, 5+ yrs experience preferred
Teachers ⁽¹⁾	Certified ⁽¹⁾ , 5+ yrs experience preferred
Teacher Assistants/ Tutors	High School, 5+ yrs experience preferred
Clerical	Nonprofessional

⁽¹⁾ 100% of the teachers will hold teacher certification or be eligible to obtain permanent certification in North Carolina. RMA staff will meet NCLB High Qualified requirements.

School Director Recruitment

The RMA recruitment for school director will focus on educators with at least a master's degree who have experience in school leadership and an understanding of the student population we serve. A variety of tools will be utilized in our recruitment, including, advertising in local newspapers, contacting local colleges and professional organizations, Internet postings, and recommendations from other educators.

During the first year of work each new RMA employee, including the school director, is evaluated with a progress report at ninety days and again in March with a final evaluation in June. The school director's progress reports and evaluation include observations from his/her supervisor with feedback from accounting, human resources, and administrative staff providing management services to the school. The RMA Governing Board will review and provide final approval of the School Director's final/annual evaluation.

Teacher Recruitment

RMA recognizes that a highly qualified staff is an essential element in successful educational programs. As such, RMA will maintain an on-going recruitment program to ensure a staff that will meet or exceed the basic requirements of NC State law and NCLB, which states that, at least fifty percent (50%) of teachers in grades nine through 12 will hold teacher certificates. All teachers in grades six through 12 who are teaching in the core subject areas of mathematics, science, social studies, and language arts will be college graduates. The Governing Board also may employ necessary employees who are not required to hold teacher certificates to perform duties other than teaching and may contract for other services. The Board may discharge teachers and non-certificated employees. RMA will adhere to G.S.115C-238.29F(e) with respect to teacher certification.

All on-site staff will be recruited locally. RMA's recruitment approach includes:

- Classified advertisements are placed in local city newspapers.
- Contact is made with each member of any incumbent staff.
- Contact is made with local colleges and professional organizations.

Hiring

- For every position, RMA will attempt to interview at least three candidates.
- The position will be offered to the individual that best fulfills position requirements with preference for minority candidates.
- Background checks of all staff including substitutes following all policies and procedures of WCPSS.
- Copies of complete personnel documentation substantiating employees' qualifications will be obtained prior to the employee's starting date and reviewed by human resource staff.

RMA is confident that the supply of qualified personnel will greatly exceed the demand, thus ensuring the recruitment of highly qualified staff.

Student/Teacher Ratio

All RMA classes will be small with an overall average of 15-17 students in each allowing a student teacher ratio of 15-17:1.

Professional Development for Teachers, Administrators, and Other Staff

The RMA training program provides training goals, objectives, and activities for all employees, both new and experienced. New employee induction includes a discussion of job duties, performance expectations, work rules, and company policies.

Orientation to RMA's policies and procedures includes review of the Company Policy Manual discussing each item with new employees to ensure thorough understanding. A signed statement signifying that the employee has read and understands the rules will become part of the employee's personnel record.

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Some of the topics that will be discussed during the new employee orientation are:

- attendance policies
- leave policies and rules
- pay procedures and schedules
- safety and security practices
- employee benefits
- grievance procedures
- dress codes, rules or expectations
- work ethics
- employment documentation and personnel files

Since positive relationships and interface with the participating agencies is critical to the success of RMA programs, the new employee orientation will also focus on the school division's role in the educational process, resources available in the local area, interaction with the school division's personnel, and school division's policy and procedures applicable to RMA.

The focus of pre-service is the specific position tasks, educational program, and site environment. The objective of pre-service training is to orient the employee to his role prior to the initiation of services. Among the topics to be covered during pre-service are:

- program goals and objectives
- program structure and format
- role and responsibilities of the employee/instructor
- operational guidelines, policies, and procedures
- specific course content
- instructional methodologies, resources, and materials for at risk youth
- flexible, innovative student evaluation
- classroom management strategies for at risk youth
- record keeping and reporting procedures

Teacher Evaluations

Teachers are evaluated by School Directors. All employees must receive a 90-day and an annual performance review. Evaluations must be completed within 14 days of these anniversary service dates. Employees who work only during the school year must receive their annual performance review prior to the close of the school year. Employees who work at a school site year round also receive their annual performance review prior to the close of the school year. **Appendix D** contains a sample evaluation schedule, school director progress report, counselor evaluation report, teacher evaluation observation report, and staff performance review used during the 2009/2011 school year.

Teacher evaluations are designed to acknowledge and reinforce strengths. They also identify areas of needed growth and development. It is the school director's responsibility to provide this critical information to teachers and to assist them in improving areas of needed growth and development.

Teachers must be observed a minimum of three times during the school year. Teacher evaluations will reflect the quality of service to all students including special needs students.

For the first two years, RMA will only enroll up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. In subsequent years, RMA will increase its enrollment, an increase of 10% per year based on the previous year's enrollment and will have any increase above 10% approved by the State Board of Education in accordance with G.S. 115C-238D(d).

D. PROJECTED ENROLLMENT 2011-12 through 2015-2016

IDENTIFY LEA FROM
WHICH STUDENTS
WILL PROBABLY
COME

List LEA #1 – Wake County Public School System

List LEA #2 – _____

List LEA #3 – _____

<u>GRADES</u>	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>0</u>	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
First	1	<u>0</u>	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
Second	2	<u>0</u>	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
Third	3	<u>0</u>	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
Fourth	4	<u>0</u>	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
Fifth	5	<u>0</u>	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
Sixth	6	<u>0</u>	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____

ough 2015-2016 (continued)

		2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
Eighth	8	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____	<u>0</u>	_____	_____
Ninth	9	<u>50</u>	_____	_____	<u>63</u>	_____	_____	<u>69</u>	_____	_____	<u>76</u>	_____	_____	<u>84</u>	_____	_____
Tenth	10	<u>50</u>	_____	_____	<u>63</u>	_____	_____	<u>69</u>	_____	_____	<u>76</u>	_____	_____	<u>84</u>	_____	_____
Eleventh	11	<u>50</u>	_____	_____	<u>63</u>	_____	_____	<u>69</u>	_____	_____	<u>76</u>	_____	_____	<u>83</u>	_____	_____
Twelfth	12	<u>50</u>	_____	_____	<u>62</u>	_____	_____	<u>68</u>	_____	_____	<u>75</u>	_____	_____	<u>82</u>	_____	_____
LEA Totals		200			250			275			303			333		
Overall Total Enrollment		<u>200</u>			<u>250</u>			<u>275</u>			<u>303</u>			<u>333</u>		

Sections 2011-12 through 2015-2016

--State ADM Funds	<u>\$1,036,078</u>	<u>\$1,295,098</u>	<u>\$1,424,607</u>	<u>\$1,569,658</u>	<u>\$1,725,070</u>
--Local Per Pupil Funds	<u>\$ 488,118</u>	<u>\$ 610,148</u>	<u>\$ 671,162</u>	<u>\$ 739,499</u>	<u>\$ 812,716</u>
--Federal Funds	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Grants*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Foundations*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Private Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Other Funds*	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL INCOME	<u>\$1,524,196</u>	<u>\$1,905,246</u>	<u>\$2,095,769</u>	<u>\$2,309,157</u>	<u>\$2,537,786</u>
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

s 2011-12 through 2015-2016

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

See <http://www.ncpublicschools.org/fbs/stats/index.html>
 (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data

The formula for figuring these allotments can be found in the Resource Guide.

Charter School - Wake County 2007/2008 Funding :

<u>School Year</u>	<u>Enrollment</u>	<u>State Operating Income</u>		<u>Local Operating Income</u>		<u>Total Operating Income</u>
2011-2012	200	(\$5,180.39	+	\$2,440.59)	=	\$1,524,196
2012-2013	250	(\$5,180.39	+	\$2,440.59)	=	\$1,905,246
2013-2014	275	(\$5,180.39	+	\$2,440.59)	=	\$2,095,769
2014-2015	303	(\$5,180.39	+	\$2,440.59)	=	\$2,309,157
2015-2016	333	(\$5,180.39	+	\$2,440.59)	=	\$2,537,786

Projections 2011-12 through 2015-2016

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
Total # of staff	19	26	28	31	33
--Administrator(s)-School Dir	\$ <u>65,000</u>	\$ <u>66,950</u>	\$ <u>68,959</u>	\$ <u>71,027</u>	\$ <u>73,158</u>
--Administrator(s)-Asst School Dir	\$ <u>52,000</u>	\$ <u>53,560</u>	\$ <u>55,167</u>	\$ <u>56,822</u>	\$ <u>58,526</u>
--Clerical	\$ <u>25,000</u>	\$ <u>50,750</u>	\$ <u>52,250</u>	\$ <u>78,500</u>	\$ <u>80,750</u>
--Teachers	\$ <u>520,000</u>	\$ <u>700,400</u>	\$ <u>806,284</u>	\$ <u>917,889</u>	\$ <u>1,035,460</u>
--Work Study	\$ <u>40,000</u>	\$ <u>41,200</u>	\$ <u>42,436</u>	\$ <u>43,709</u>	\$ <u>45,020</u>
--Librarians					
--Guidance	\$ <u>49,500</u>	\$ <u>50,985</u>	\$ <u>52,515</u>	\$ <u>54,090</u>	\$ <u>55,700</u>
--Teacher Assistants	\$ _____	\$ <u>50,000</u>	\$ <u>51,500</u>	\$ <u>53,045</u>	\$ <u>54,636</u>
--Custodian	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
--Maintenance	\$ _____	\$ _____	\$ _____		
--Food Service					
--Other					
Graduation Coach	\$ <u>45,000</u>	\$ <u>46,350</u>	\$ <u>47,741</u>	\$ <u>49,173</u>	\$ <u>50,648</u>

EMPLOYEE BENEFITS	\$ <u>119,475</u>	\$ <u>159,029</u>	\$ <u>176,528</u>	\$ <u>198,638</u>	\$ <u>218,085</u>

THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
STAFF DEVELOPMENT	\$ <u>5,000</u>	\$ <u>15,000</u>	\$ <u>25,000</u>	\$ <u>25,000</u>	\$ <u>25,000</u>
MATERIALS AND SUPPLIES	\$ <u>35,000</u>	\$ <u>35,000</u>	\$ <u>20,000</u>	\$ <u>20,000</u>	\$ <u>20,000</u>
OFFICE SUPPLIES	\$ <u>7,500</u>	\$ <u>7,500</u>	\$ <u>7,500</u>	\$ <u>7,500</u>	\$ <u>7,500</u>
INSTRUCT EQUIP	\$ <u>30,000</u>	\$ <u>30,000</u>	\$ <u>50,000</u>	\$ <u>50,000</u>	\$ <u>50,000</u>
OFFICE EQUIPMENT	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>
TESTING MATERIALS	\$ <u>2,500</u>	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,000</u>
INSURANCE	\$ <u>7,500</u>	\$ <u>7,725</u>	\$ <u>8,000</u>	\$ <u>8,200</u>	\$ <u>8,500</u>
FACILITIES	\$ <u>24,000</u>	\$ <u>24,500</u>	\$ <u>25,000</u>	\$ <u>25,500</u>	\$ <u>26,000</u>
REAL ESTATE TAXES	\$ <u>5,000</u>	\$ <u>5,000</u>	\$ <u>5,500</u>	\$ <u>5,500</u>	\$ <u>6,000</u>
UTILITIES	\$ <u>9,800</u>	\$ <u>10,094</u>	\$ <u>10,397</u>	\$ <u>10,709</u>	\$ <u>11,030</u>
RENT	\$ <u>182,670</u>	\$ <u>188,150</u>	\$ <u>193,795</u>	\$ <u>199,608</u>	\$ <u>205,597</u>
SECURITY	\$ <u>50,000</u>	\$ <u>51,500</u>	\$ <u>53,045</u>	\$ <u>54,636</u>	\$ <u>56,275</u>
MAINTENANCE & REPAIR	\$ <u>7,500</u>	\$ <u>7,500</u>	\$ <u>7,500</u>	\$ <u>7,500</u>	\$ <u>7,500</u>
LEASE EQUIPMENT	\$ <u>3,700</u>	\$ <u>3,700</u>	\$ <u>3,700</u>	\$ <u>3,700</u>	\$ <u>3,700</u>



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TRAVEL	\$ <u>2,500</u>	\$ <u>10,000</u>	\$ <u>10,000</u>	\$ <u>10,000</u>	\$ <u>10,000</u>
DUES & SUBSCRIPTIONS	\$ <u>1,000</u>	\$ <u>1,000</u>	\$ <u>1,000</u>	\$ <u>1,000</u>	\$ <u>1,000</u>
GRADUATIONS	\$ <u>1,500</u>	\$ <u>1,500</u>	\$ <u>1,500</u>	\$ <u>1,500</u>	\$ <u>1,500</u>
MARKETING	\$ <u>1,000</u>	\$ <u>1,000</u>	\$ <u>1,000</u>	\$ <u>1,000</u>	\$ <u>1,000</u>
ADMINISTRATIVE FEE	\$ <u>213,387</u>	\$ <u>266,734</u>	\$ <u>293,408</u>	\$ <u>323,282</u>	\$ <u>355,290</u>
TOTALS	\$ <u>1,510,532</u>	\$ <u>1,895,127</u>	\$ <u>2,079,725</u>	\$ <u>2,287,528</u>	\$ <u>2,477,875</u>

and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>10,000</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$<u>10,000</u>

ADDITIONAL NOTES:

H. AUDITS


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

The evaluation of the overall effectiveness of the RMA program as it relates to the mission of the school is continuous. Helping at risk and dropout students succeed begins at the time of enrollment and evaluation at the instructional level will be ongoing to ensure the student’s needs are being met.

The Continuous Improvement Model which will be implemented at the school is based on the year round process of analyzing data, developing timelines, adjusting instruction to meet the needs of students and the assessment of students. This process involves constant review of curriculum and whether it is meeting the needs of students. Midyear and at the end of the school year the RMA staff will review the curriculum used by the school in preparation for the next semester or next year. Consideration is given to what is effective and program changes will be made to meet the needs of students.

RMA student performance progress will provide additional information about the effectiveness of the curriculum and supplemental strategies. This information will assist RMA staff in making program decisions that meet the needs of our students.

Student and program assessment will be ongoing and shared with the student, parents/guardian and instructional staff. RMA will distribute a mid-term progress report and a final grade report to students and parents. Additionally, anytime there is a recommended change in goals or plans of individual students, parents will be contacted, informed and invited to be involved in the process.

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action survey of students and parents. The results of the surveys will be shared with parents and Board members and will provide additional information on the effectiveness of the RMA program.

In addition, RMA will perform at least two internal audits throughout the school year to evaluate program effectiveness. A report of findings will be issued to the RMA Governing Board for their review and recommendations.

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

RMA in Wake County will be subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools, including any requirements for a school budget and the Fiscal Control Act. RMA in Wake County will comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System. RMA in Wake County will report at least annually to the Wake County Public School System and the State Board of Education the information required.

Under the direction of the Richard Milburn Academy of North Carolina, Inc. Board, the financial management of the charter school will be handled through the Administrative Service Agreement which includes financial services. Mr. David Morrisette, the Chief Financial Officer of NESI, who is responsible for the financial management for the current RMA Charters in Florida and Texas will be responsible for the financial management of RMA in Wake County.

Mr. Morrisette, who has over twenty (20) years of financial experience, directs an accounting department of twenty (20) experienced staff who have successfully provided financial management to charter school for over ten (10) years. Mr. Morrisette's resume follows:

DAVID R. MORRISSETTE
Chief Financial Officer

EDUCATION:

B.S., Accountancy, Bentley College, Waltham, Massachusetts, 1981
Summa Cum Laude

EXPERIENCE:

- **Chief Financial Officer**, Nonpublic Educational Services, Inc., Salem, Massachusetts
2002 – Present
- **Business Development Finance Manager/Division Controller**, Financial Analysis,
Acterna Corporation (formerly Dynatech Corporation), Burlington, Massachusetts,
1993 – 2002
- **Controller**, New England Technology Group, Inc., Cambridge, Massachusetts, a
subsidiary of Dynatech Corporation, 1990 – 1993
- **Controller**, Winchester Healthcare Enterprise, Inc., Winchester, Massachusetts
1988 – 1990
- **General Accounting Manager**, Budget Rent-A-Car of Boston, Boston, Massachusetts
1987 – 1988
- **Assistant Corporate Controller**, The Robert A. McNeil Corporation, San Mateo,
California, 1981-1987

The financial management of the RMA charter school will be governed by provisions of the Generally Accepted Accounting Principles (GAAP) and the North Carolina financial requirements. Financial statements will have regular board review during regularly scheduled board meetings. A financial audit will be conducted annually by an independent public account firm that is approved by the state of North Carolina.

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Winter Park, FL 32789
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RMA will prepare and maintain monthly financial statements, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance. The monthly financial statements shall be prepared in accordance with the function/object dimensions prescribed in the North Carolina State Board of Education statutes and the Fiscal Control Act. The School shall also prepare and maintain all reports required to be filed with the Government of the United States and the State of North Carolina. Such reports shall include, but are not limited to, all payroll tax returns and any required filing relating to the School's non-profit status.

financial statements to Wake County Public Schools, which shall include a balance sheet and a statement of revenues, expenditures and changes in fund balance, no later than one (1) month after the end of the quarter.

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

RMA is committed to providing a safe educational environment for our students and staff. RMA in Wake County will use Wake County Public Schools crisis management plans as the basis for development of our own crisis management plan which will include input from RMA staff, local police and fire departments. A sample Crisis Management Plan is contained in **Appendix E**.

RMA will ensure that school specific responses to emergency situations are clear to all staff and students. The specific Crisis Management Plan for RMA, Wake County will be reviewed in detail during staff and student orientations at the beginning of each school year and periodically throughout the year. Responsibilities and actions will be clear to all parties, appropriate to the school and designed to maintain a safe and healthy environment for all students and staff.

RMA will comply with all health and fire codes as well as inspection/drill requirements that pertain to these codes.

1. Safety¹⁰

RMA will be in compliance with all applicable federal, state, and local health and safety laws and regulations no later than four weeks prior to the first day of student attendance for the school year. The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

RMA in Wake County will meet the same health and safety requirements required of the Wake County Public School System. Per state law, RMA will make information about the following available to parents and guardians annually:

- Meningococcal meningitis and influenza, and their vaccines. The information will include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.
- Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

¹⁰ <http://www.wcpss.net/parent-handbooks/09-10-parent-handbook-eng.pdf>

des nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

RMA will adopt the Wake County Public School System Student Handbook. Samples of information from the Wake County Public School System Student Handbook that will be provided to parents and guardians are the following:

a. Diabetes School Act

Beginning with the 2003-2004 school year, local school boards are required by the State of North Carolina to implement Senate Bill 911-G.S. 115C-47 Care for School Children with Diabetes. This new legislation mandates the adoption of guidelines for the development and implementation of diabetes care plans. The guidelines were developed by the State Board of Education, with input from the NC Diabetes Advisory Council and American Diabetes Association.

The following procedures were adopted regarding the management of children with diabetes in the school setting:

- A parental request form to initiate an Individual Diabetes Care Plan.
- Parent/guardian responsibilities for the Individual Diabetes Care Plan.
- The Individual Diabetes Care Plan – which includes the emergency action plan for conditions of low blood sugar (hypoglycemia) and high blood sugar (hyperglycemia), as well as information on the individual's blood sugar monitoring, insulin and oral medications, and food/exercise requirements.
- A Quick Reference Plan for Students with Diabetes.
- School responsibilities for the Individual Diabetes Care Plan.
- Information and training will be made available to teachers and other school personnel in order to appropriately support and assist students with disabilities.

For assistance in the development and implementation of an Individual Diabetes Care Plan, contact the nurse at your child's school.

b. Garrett's Law

Garrett's Law or G.S. 115C-47(44) was passed in July 2004, by the General Assembly. The law mandates that at the beginning of every school year, schools provide parents with information about meningococcal meningitis and influenza and their vaccines.

The flu is a highly contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. Symptoms include: fever (usually high), headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. The flu vaccine is generally effective in preventing cases of the flu, so it is

pros and con's of taking the vaccine be discussed with the student's physician.

Meningococcal meningitis is another respiratory illness with symptoms that may resemble the flu. Seek immediate medical care if your child develops fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. The Advisory Committee of Immunization Practices recommends vaccination for college-aged students.

With any contagious respiratory illness the best method of prevention is good health habits. It is important to stay at home when sick. Avoid close contact with people who are sick, cover mouth and nose with a tissue when coughing or sneezing, avoid touching eyes, nose or mouth and wash hands to protect from germs.

c. Child Abuse or Neglect

It is the philosophy of the board of education that students must be afforded the utmost protection in all suspected cases of child abuse and neglect. North Carolina law requires that any school employee who knows or suspects that a child's health or welfare has been or appears to have been harmed as a result of child abuse or neglect must report the case.

Once the suspected child abuse or neglect is reported, the school employee should refrain from further investigation. All questions about reports must be directed to Child Protective Services, not the school. Child Protective Services will determine if abuse or neglect has occurred.

d. Screening

Students at any grade with evidence of problems related to hearing, vision, dental or communicable disease will be screened or re-screened upon referral.

Communicable Disease - School personnel who observe symptoms of a possible communicable disease should contact the student's parent. The school staff may consult with the school health nurse regarding a suspected communicable condition or skin infection and provide follow-up as needed. The principal will notify other parents regarding a confirmed communicable disease if determined necessary.

e. Suicide Prevention and Intervention

WCPSS collaborates with community agencies to provide a comprehensive suicide prevention and intervention program for all students. It is important for all students and parents to be aware of potential signs of distress.

The following signals are indicators that a student is having difficulty coping with issues.

- Noticeable change in behavior
- Signs of depression (sleeping problems, change in appetite, feelings of hopelessness)
- Alcohol or drug abuse
- Obsession with death
- Decline in participation in activities
- Suicidal gesturing or reckless behavior
- Giving away prized possessions
- Unusual possessions (weapon, rope, pills)
- Prolonged depression
- Talking about suicide or dying
- Withdrawal from family or friends
- Previous suicide attempts
- Statements about hopelessness, worthlessness, and helplessness

What to do:

- Take the threat seriously.
- Take action! Seek assistance from a school counselor, psychologist, social worker, or nurse.
- Listen and show support.
- Communicate your concerns for the student's well being.
- Talk openly and ask questions.

What not to do:

- Do not keep it a secret.
- Do not leave the person alone.
- Do not think that it is a joke.
- Do not offer simple solutions.
- Do not try to be a therapist. Get professional help

f. Cervical Cancer, Cervical Dysplasia and Human Papillomavirus Information

For students in grades five through twelve, information about cervical cancer, cervical dysplasia and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information on vaccinations for their children is available from your school nurse and/or counselor.

g. Lawful Abandonment of Newborn Infant

A parent may lawfully abandon an infant under seven (7) days of age by voluntarily delivering the infant to one of the following: health care provider, law enforcement officer, social services worker, certified emergency medical services worker or any responsible adult.

RMA will adopt the same requirements as prescribed by Wake County Public Schools. The Wake County Public School's Student Handbook states:

"North Carolina General Statutes (G.S. 130A-155) require that parents or guardians of any child enrolled in public schools must present proof of immunization at the time of enrollment for the minimum requirements as specified in the law. It is the parent's responsibility to provide written proof of immunization within thirty (30) calendar days after enrollment. Do not depend upon school records to arrive from another school system since records may arrive late or with incomplete or unacceptable medical information. If you cannot secure a certified immunization record, contact your physician or Wake County Human Services Agency. A new series of shots can be administered. If the completion of a new series should run beyond the 30-day period, a physician's written statement that a series is in progress showing the anticipated completion date will allow the student to remain in school. If no record of completed immunization or a series in progress is received after 30 days, the principal is required by law to exempt the child from school on the 31st day until such evidence has been presented by the parents."

3. Fire and Safety Regulations

RMA will be in compliance with all applicable federal, state, and local health and safety laws and regulations no later than four weeks prior to the first day of student attendance for the school year. The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

4. Food Inspections

RMA will be in compliance with all applicable federal, state, and local health and safety laws and regulations no later than four weeks prior to the first day of student attendance for the school year. The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety and welfare of students and employees.

5. Hazardous Chemicals

RMA will be in compliance with established regulations by the North Carolina Hazardous Chemical Right to Know Act (G.S., Chapter 95, Article 18). RMA will adopt policies outlined by the Wake County Public School System regarding Hazardous Chemicals.

6. Bloodborne Pathogens¹¹

RMA will be in compliance with established regulations by the United States Department of Labor pursuant to the Occupational Safety and Health Act and the NC Occupational Safety and Health Bloodborne Pathogens Standard, and the Wake County Public School System. RMA will adopt the Wake County Public School System Bloodborne pathogens Exposure

¹¹ <http://www.wcpss.net/policy-files/series/policies/2332-bp.html>

to eliminate or minimize employee exposure to potentially infectious bodily fluids and bodily secretions. The plan will include procedures, appropriate training for employees, provision of Hepatitis B vaccinations, and specific work practices precautions to minimize contact with potentially infectious bodily fluids.

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

RMA will maintain the total insurance required to operate the school, including, but not limited to, general liability insurance, property insurance, workers compensation insurance, student accident insurance, professional liability, motor vehicle insurance, and school leaders' errors and omissions insurance covering the school and its employees with policy limits as set forth in a contract with the Wake County Public Schools. All insurance contracts will have the Wake County Public Schools named as an additional insured. A sample Certificate of Insurance is contained in **Appendix F**.

RMA shall obtain and maintain insurance at a minimum of the following amounts:

1. errors and omissions: one million dollars (\$1,000,000) per claim;
2. general liability: one million dollars (\$1,000,000) per occurrence;
3. boiler and machinery: the replacement cost of the building;
4. real and personal property: the appraised value of the building and contents;
5. fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. workers' compensation: as specified by Chapter 97 of the General Statutes.

Comprehensive General Liability: \$1,000,000 per occurrence

Officers and Directors/Errors and Omissions: \$1,000,000 per occurrence

Property Insurance: Appraised value of the building contents

Motor Vehicle Liability: \$1,000,000 per occurrence

Bonding

Minimum amount: \$250,000

Maximum amount: \$250,000

Other:

38.29F(h))

Prior to the opening of school, RMA will establish availability and access of public transportation and contract as needed to transport RMA students efficiently and safely. If this option is not feasible, RMA will seek an appropriate private provider or contract with the district.

If the district should become under court-ordered desegregation, RMA will adhere to the order and work with the district to provide transportation necessary to ensure compliance.

RMA will ensure that no child is denied access to the school due to a lack of transportation.

L. FACILITY (GS 115C-238.29D(c))

Name of the facility (if known):

Richard Milburn High School

Address:

2431 Crabtree Boulevard

City/State/Zip:

Raleigh, NC 27604

Description of the Facility:

Total square feet:

10,553

Number of Classrooms:

9

Number of Restrooms:

4

Other Rooms

Auditorium:

1

Gymnasium:

0

Music Room:

0

Art Room:

0

Laboratory:

1

Ownership:

☐ Fee Simple
 or
 ☒ Lease

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

(a) Term of the Lease:

4/1/2008-6/30/2011

(b) Type of Lease:

Net Lease

(c) Base Rent:

\$15,090.79 + operating expenses \$1,855.00 per month

Name of Landlord:

Tri-Properties/ Murray Gateway, LLC

Address:

4309 emperor Boulevard, Suite 110

City/State/Zip:

Durham, NC 27703

Phone: (919) 941-5745

Fax: (919) 941-6319

- (a) **Fire:** The landlord maintains copies of fire and safety inspections. The last fire inspection report from October 2009 is contained on the next four pages.
- (b) **Safety:** The landlord maintains copies of fire and safety inspections. The last fire inspection report from October 2009 is contained on the next four pages.
- (c) **Handicapped accessibility?** The landlord maintains copies of fire and safety inspections. The last fire inspection report from October 2009 is contained on the next four pages.

Per the city of Raleigh, the fire inspection report should suffice as being in compliance to occupy the building. Upon charter approval a new building inspection will occur and at that time RMA may provide a certificate of occupancy.

Describe how the maintenance will be provided for the facility: The monthly operating expenses paid to the landlord include standard building services and repairs, utilities, HVAC, janitorial and window cleaning, plumbing, exterior lighting, landscaping, trash removal, sidewalk and parking lot maintenance.

Describe the method of finding a facility if one is not readily available at this time. Not applicable. The facility is ready for occupancy at this time.

FIRE SAFETY INSPECTION REPORT

City of Raleigh Fire Department

Office of the Fire Marshal P.O. Box 580 Raleigh, NC 27602 (919) 999-6382 Fax (919) 831-6189

Property Address 2431 Crestline Blvd Raleigh, NC 27604		Inspection Date: <u>12/01/2009</u>	
		Completed By: <u>Bethes, Timothy M.</u>	
Business Name: <u>Gateway S/C Richard Milburn School</u>		Type: <u>CONSULTATION - Sprinkler System</u>	
Inspection District CH	Stories 1	Phone <u>OFFICE 919-755-1808</u> <u>FAX 919-755-4374</u>	
Construction Type 4 Unprotected	Max Occupancy 0	Square Feet 10584	
Results: <u>Not in Compliance</u>			
Violations Are Indicated Below By Code Reference			

1008.1 Doors.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

Means of egress doors shall meet the requirements of this section. Doors serving a means of egress system shall meet the requirements of this section and Section 1017.2. Doors provided for egress purposes in numbers greater than required by this code shall meet the requirements of this section.

Means of egress doors shall be readily distinguishable from the adjacent construction and finishes such that the doors are easily recognizable as doors. Mirrors or similar reflecting materials shall not be used on means of egress doors. Means of egress doors shall not be concealed by curtains, drapes, decorations or similar materials.

MAG LOCKS MUST BE APPROVED BY BUILDING OFFICIAL. PROVIDE DOCUMENTATION THAT THIS LOCK WAS APPROVED BY BUILDING DEPARTMENT OF RALEIGH.

404.2 Where required.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

An approved fire safety and evacuation plan shall be prepared and maintained for the following occupancies and buildings.

1. Group A, other than Group A occupancies used exclusively for purposes of religious worship that have an occupant load less than 2,000.
2. Group E.
3. Group H.
4. Group I.
5. Group R-1.
6. Group R-4.
7. High-rise buildings.
8. Group M buildings having an occupant load of 500 or more persons or more than 100 persons above or below the lowest level of exit discharge.
9. Covered malls exceeding 50,000 square feet (4645 m²) in aggregate floor area.
10. Underground buildings.
11. Buildings with an atrium and having an occupancy in Group A, E or M.

ALL CLASS ROOMS NEED EVACUATION PLAN POSTED.

Failure to correct any and all violations identified in this fire inspection report within 30 days will result in a re-inspection fee. This includes failing all required documentation within 30 days of the original inspection date.

12/01/2009 08:18

Page 1

403.5 Record keeping.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

Records shall be maintained of required emergency evacuation drills and include the following information:

1. Identity of the person conducting the drill.
2. Date and time of the drill.
3. Notification method used.
4. Staff members on duty and participating.
5. Number of occupants evacuated.
6. Special conditions simulated.
7. Problems encountered.
8. Weather conditions when occupants were evacuated.
9. Time required to accomplish complete evacuation.

PROVIDE DOCUMENTATION ON FIRE DRILLS.

604.5 Operational inspection & testing of emergency ligh

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

Emergency lighting unit equipment, including means of egress illumination and exit signs, not covered by NFPA 110 and NFPA 111 shall be inspected and tested in accordance with this section.

REPAIR EMERGENCY LIGHT IN REAR NEXT TO "SINGLE PURPOSE ROOM".

604.5.2 Functional test.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

A functional test shall be conducted on every required emergency lighting unit equipment at 30-day intervals for not less than 30 seconds.

EXCEPTION: Self-testing/self-diagnostic, battery-operated emergency lighting unit equipment that automatically performs a test for not less than 30 seconds and diagnostic routine not less than once every 30 days and indicates failures by a status indicator shall be exempt from the 30-day functional test, provided that a visual inspection is performed at 30-day intervals.

ALL EXIT AND EMERGENCY LIGHTS MUST BE TESTED EVERY 30 DAYS AND DOCUMENTED.

803.3 Interior finish requirements based on group.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

Interior wall and ceiling finish shall have a flame spread index not greater than that specified in Table 803.3 for the group and location designated.

CEILING TILE MISSING IN PHONE ROOM (RM # 9). TILE NEEDS TO BE PUT BACK INTO CEILING.

901.6 Inspection, testing and maintenance.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

Fire detection, alarm and extinguishing systems shall be maintained in an operative condition at all times, and shall be replaced or repaired where defective. Nonrequired fire protection systems and equipment shall be inspected, tested and maintained or removed.

PROVIDE DOCUMENTATION ON THE TESTING OF FIRE ALARM SYSTEM (ANNUAL).

901.6 Inspection, testing and maintenance.

Failure to correct any and all violations identified in this fire inspection report within 30 days will result in a re-inspection fee. This includes faxing all required documentation within 30 days of the original inspection date.



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Charter School Application
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Remarks: Fire detection, alarm and extinguishing systems shall be maintained in an operative condition at all times, and shall be replaced or repaired where defective. Nonrequired fire protection systems and equipment shall be inspected, tested and maintained or removed.

PROVIDE DOCUMENTATION FROM SPRINKLER CONTRACTOR INDICATING REPAIRS HAVE BEEN MADE TO SPRINKLER SYSTEM,

903.5 Testing and maintenance.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

Sprinkler systems shall be tested and maintained in accordance with Section 901.

PROVIDE DOCUMENTATION ON THE TESTING OF SPRINKLER SYSTEM (ANNUAL).

912.5 Backflow protection.

Remarks: Violation carried over from inspection on 01/12/2009

Recheck violation record auto-generated from inspection on 12/01/2008.

The potable water supply to automatic sprinkler and standpipe systems shall be protected against backflow as required by the International Plumbing Code.

PROVIDE DOCUMENTATION ON THE TESTING OF BACK FLOW PREVENTER

Failure to correct any and all violations identified in this fire inspection report within 30 days will result in a re-inspection fee. This includes faxing all required documentation within 30 days of the original inspection date.

10/01/2009 08:16

Page 3

Fire Safety Inspection Invoice

City of Raleigh Fire Department

Office of the Fire Marshal PO Box 590 Raleigh, NC 27602 (919) 996-6392 Fax (919) 831-6189

Invoice Number : _2PT0I42FM

Inspection Performed at:
Gateway S/C-Richard Milburn School
3431 Crabtree Blvd
Raleigh, NC 27604

Responsible Party:

TINA CAIN
3431
Apt/Room
Raleigh, NC 27601

Phone OFFC 919-755-1808
FAX 919-755-4374

Inspection Date
10/01/2009

Inspection Completed By
Bethea, Timothy M.

Inspection Type
§22 CONSULTATION - Sprinkler

Inspection Fees

Inspection Fee Total:	\$0.00
Citation Fee:	\$0.00
Permit Fee Total:	\$0.00
Grand Total:	\$0.00

Please detach the bottom of the invoice and return it with your payment of \$ 0.00 by
Saturday October 31, 2009 Failure to comply with this requirement will constitute
a misdemeanor charge under the North Carolina Fire Prevention of Raleigh Ordinance.

Make Checks Payable to: City of Raleigh
Include Business Name and Invoice Number on check.
Mail Payment and Application to:
City of Raleigh
P.O. Box 18213
Raleigh, NC 27622

Invoice Number : _2PT0I42FM

Inspection Performed at:
Gateway S/C-Richard Milburn School
3431 Crabtree Blvd
Raleigh, NC 27604

Total: \$0.00

Enclosed: _____

Responsible Party:

TINA CAIN
3431
Raleigh, NC 27601

III. MARKETING PLAN (GS 110C.256.29F(g)(1-7))

The following outline shows the RMA student recruitment strategies that have proven to reach diverse populations and result in the achievement of a racial/ethnic balance reflective of the community.

1. Advertising Programs

- **Word-of-Mouth:** One of the most powerful means of advertising is word-of-mouth. Skepticism toward conventional advertising is greatly reduced when friends and fellow citizens are issuing the references. RMA's Marketing Plan includes organizing a committee of teachers, parents and students that will work collaboratively to disseminate information to community groups (i.e., friends, jobs, churches, etc.) about the school and their positive experiences in the school.
- **Local Advertising:** Newspapers, circulars, community newsletters and fliers.
- **Local Radio:** PSA announcements and scripted dialog on morning talk-shows.
- **Local TV:** Scripted announcements on public stations.
- **Web Presence:** This will entail the development of a local website.
- **Marketing Card:** A RMA Marketing Card is contained in **Appendix G**.

2. Public Relations

- **Direct Mail:** Letters and PR materials will be sent to parents of potential and matriculated students. In addition, local school administrators, guidance counselors, local community organizations and churches will receive packets.
- **Public Outreach:** Seek audiences in Schools, Local Community Events, Local Markets, Guidance Department Events and PTA Meetings.
- **Community Events:** Invite the above groups to various events to increase familiarity and positive presence.

3. Educator, Student and Community Relations

- **Open House:** In accord with the Word-of-Mouth initiatives, two Open House events will be scheduled for parents and community members to visit the school.
- **Meeting Invitations:** Attend meetings organized by community and district panels.
- **Student Government:** Under close supervision, create and administer a student council as part of the Student and Staff Support Team. This will enable students to provide feedback regarding issues that may impact their decisions to remain in the school and for the administration to take corrective action, as appropriate.
- **Parents' Association:** Recruit and organize a Parents' Association.
- **Appreciation Events:** Organize appreciation campaigns that will focus on public leaders and decision-making educators.
- **Community Volunteers Program:** Enlist students to perform volunteer tasks throughout the community.

In all written and verbal advertising RMA will include non-discrimination statements. Where appropriate these communications will be issued in another language.

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The above marketing strategies are geared to increase the visibility and positive perceptions about the school within local community groups, including the local school district. In turn, the school will achieve its primary objectives of increasing student enrollment and retaining its students for a longer length of time.

In order to facilitate these marketing strategies, several Action Plans will be created with the school team. The methods described above will be addressed through team efforts as well as individual initiatives. Dates for the specified events will be determined from month to month to maximize effectiveness of promotional efforts.

4. Racial/Ethnic Balance

RMA has found that the above strategies do reach individuals from diverse linguistic and cultural backgrounds, and that these strategies do attract a sufficient pool of diverse applicants, including typically “hard to reach families”.

RMA schools will encourage diversity through their actions, policies and rules so that there is a representation of all population groups of the county in all programs, classes and activities in a substantial and meaningful way.

The following non-discrimination statements will be on all RMA student applications and marketing materials. **Appendix C** contains a sample student enrollment kit.

Richard Milburn Academy admits eligible students of any sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school-administered policies.

5. RMA Wake County Marketing Plan

1 Year out: July 2010 plan start for August 2011 opening

July 2010

- a. Identify district contacts – develop database
 - Choice and/or Parent Information Office
 - Charter school supervisor
 - All 8th grade counselors, social workers, school therapists, teachers, principals (district, private, and other charter schools)
 - All high school counselors, social workers, school therapists, teachers, principals
 - PTA/PTO chairs/officers

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- b. Identify community contacts – develop database
 - Branches of major community/social services organization (Boys & Girls Club, Big Brothers/Big Sisters)
 - Community-specific service agencies
 - Appropriate professional societies and associations (i.e. guidance counselors)
 - Chamber of Commerce
 - Religious organizations (i.e. Hebrew schools, CCD classes, churches)
 - Local government employees (D.A., police chief, mayor, etc. – individuals who have a vested interest in the safety and well-being of the community, particularly the school-aged population)
- c. Identify community businesses – develop database
 - That hire youth
 - That serve youth and/or large populations (movies, nail salons, electronics, grocery stores, etc.)
 - That provide services or goods which they may be willing to donate
- d. Identify media contacts – develop database
 - Compile media list, print and broadcast
 - Identify education reporters, business reporters, community/metro reporters
- e. Compile names, addresses, titles, known interests or affiliations, years of service, etc.
- f. Consider one or more as potential board members
- g. Determine the nature of the relationship: in-person communication, correspondence, informational meetings/presentations, etc.
- h. Rank contacts in the following categories (exception: media):
 - May help enrollment/refer students
 - May provide community/reputation support
 - May donate services/goods
 - Affiliation may increase awareness/media opportunities
 - Overall asset to the school

August 2010

- a. Write introductory letters to all community contacts identified in July 2010
 - As the new school year begins, I'd like to introduce a new option for students that will be available to them next year, etc.
 - Who we are, what we do, where we can be reached, web site, etc.
 - Why we're coming to your community – identify solid reasons, include more than statistics
 - Highlight previous success
 - Acknowledge that we'll soon be sending them more material regarding our program
 - Encourage communication/contact from the recipient
 - Acknowledge that we'll send communications to them throughout the year as we build up for an August 2011 opening

rs but don't pitch

- c. Set date for community informational meeting in October (geared toward citizens, but invite members from the community lists)
- d. Begin developing collateral materials for site, including recaps of other schools' successes
- e. Begin developing web page for the site
- f. Begin developing program packet for distribution [ref: SES]

September 2010 – August 2016

- a. Continue all initiatives
- b. Schedule grand opening of RMA school
- c. Host events to involve community
- d. Develop additional community outreach projects
- e. Recruit parents and community volunteers to work with students
- f. Recruit business partner and guest speakers

VIII. LEA IMPACT STATEMENT

RMA will submit proof of timely submission of a copy of this application to the Wake County Public School System within seven days of the submission of the application to the Office of Charter Schools. RMA will email proof to Jackie Jenkins at the Office of Charter Schools at jjenkins@dpi.state.nc.us and will follow up with the hard copy of the proof of timely submission through mail.

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IX. APPENDICES

- APPENDIX A Milburn High School Online Information**
- APPENDIX B School to Work Program**
- APPENDIX C Sample Student Enrollment Kit**
- APPENDIX D Sample School Director Progress Report, Counselor Evaluation Report, Teacher Evaluation Observation Report, and Staff Performance Review**
- APPENDIX E Sample Crisis Management Plan**
- APPENDIX F Sample Certificate of Insurance**
- APPENDIX G RMA Marketing Card**

Online Information

Milburn Schools - Online, Accredited, Public Charter High School Education, Diplomas, ... Page 1 of 1

Milburn High School Online

The Right Fit...A Bright Future

[Home](#) > [MHS Online](#) > [Programs](#)

1.877.888.9473

online@milburnschools.org

Ready for Online School?

- [Take A Self-Assessment Quiz!](#)
- [Guidance and Policies](#)
- [Graduation Requirements](#)
- [Computer Requirements](#)
- [Term Dates](#)
- [Refund Policy](#)

Online Learning Overview

- [Read Our Mission Statement](#)
- [Course Catalog and Descriptions](#)
- [Technical and Teacher Support](#)
- [Affordable Payment Plan](#)

Accreditation

Our online high school courses are accredited by CITA, SACS, and DETC.



Our Programs

Whether you want to receive an online diploma, get ahead in school, or make up credits, Milburn High School Online programs can help you achieve your goals.

Through RMHS, a secondary education pioneer, Milburn High School Online offers online high school classes and instruction for students worldwide. Using a curriculum specifically designed for independent study and growth, Milburn High School Online capitalizes on the way students learn best and utilizes the worldwide resources available on the Internet.

The Milburn High School Online Classroom

Stressing academic excellence, close teacher support, and using the latest educational technology, Milburn High School Online can deliver a complete high school education and a high school diploma for an increasingly competitive world.

Serving Students in Any Geographic Location

Using the world as a classroom, Milburn High School Online is able to offer the best alternative available for high school completion. We provide quality education that is also convenient and flexible to meet the needs of individual students.

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Milburn High School Online

The Right Fit...A Bright Future

[Home](#) > [MHS Online](#) > [Contact MHS Online](#)

1.877.888.9473

online@milburnschools.org

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[Course Catalog and Descriptions](#)
[Technical and Teacher Support](#)
[Affordable Payment Plan](#)

Accreditation

Our online high school courses are
accredited by CITA, SACS, and
DETC.



Contact Milburn High School Online

Need more information? We can help!

General Information and Phone Payments: 877.888.9473

Call us for more information or to pay for online course.
You may also find helpful answers on our [Frequently Asked Questions \(FAQs\)](#) page.

Email Inquiries: online@milburnschools.org

Technical Support: 877 MHS.8771 or 877.647.8771

[Have you reviewed our Computer Requirements?](#)

Mailing Address and Fax Number

Milburn High School Online
3460 Commission Court
Suite 200
Woodbridge, VA 22192

F: 703.494.6093

Enrollment Applications

Mail/Fax to: **ATTN: Program
Registration**

Credit Transfer Requests

Mail/Fax to: **ATTN: Credit Transfers**

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d, Public Charter High School Education, Diplomas, ... Page 1 of 2

Milburn High School Online

The Right Fit...A Bright Future

[Home](#) > [MHS Online](#)

[1.877.888.9473](#)

online@milburnschools.org

Student Course Login

NOTE: You must be registered **AND**
enrolled to access the courses.

Login ID:

Password:

[Go to Class](#)

[Forgot your login or password? Click here.](#)

Registration Account Login

Use your Registration Account to apply for
enrollment and select courses.

Login ID:

Password:

[Go to My Account](#)

[Forgot your login or password? Click here.](#)

Take Individual Courses or Earn a Diploma

Milburn Online High School offers user-friendly, interactive, teacher-supported online classes for individual course credits as well as a full degree program for high school students worldwide. Credits from our fully accredited online high school courses are transferable to most United States high schools and are accepted by all colleges and universities.

Milburn's Online High School Program Helps Students

- Earn an online high school diploma with convenient, self-paced online high school courses
- Receive a quality education with certified teachers and triple-accredited high school curriculum
- Make up high school credits with our proven online summer high school program. Last year, our summer school produced a 90% course completion rate.

Success Stories and Student Testimonials

I WAS READY TO GIVE UP...

Even worse, I thought everyone had given up on me. I had bad grades and I hated school. Now I'm the first one from my family to graduate without dropping out. In a very short period of time, I went from a junior on her way to dropping out to an early graduate who knows no limits. I am going to college, I am going to do something with my life, and I have Milburn Online High School to thank.

[Read more testimonials](#)

Ready for Online School?

[Take A Self-Assessment Quiz!](#)

[Guidance and Policies](#)

[Graduation Requirements](#)

[Computer Requirements](#)

[Term Dates](#)

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Online Learning Overview

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<http://milburnschools.org/articles/online>

2/16/2010



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Charter School Application
February 19, 2010

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Richard Milburn School to Work Program

Connecting...
School, Community and the
World of Work



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Richard Milburn Academy

Date:

Dear Parent and Legal Guardian:

Richard Milburn Schools offers a School to Work Program designed to provide students an opportunity to receive high school credit and earn money by participating in one or more on-the-job training experiences. The School to Work Program is initiated by a student who is already employed or who is seeking employment.

Your child has indicated an interest in our School to Work Program. Your permission is necessary for your child to participate in our School to Work Program. If your child is under the age of 16, a work permit will be necessary.

Please sign the enclosed "Request for School to Work Application" and have your child return the completed application to his/her school director on or before _____.

MONTH/DAY/YEAR

Your child will not be able to participate in our School to Work Program until the application is returned.


Thank you for your cooperation.

Sincerely,

School to Work Program Coordinator

cc: School Director

Form A



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SCHOOL TO WORK APPLICATION

I. General Information

Name: _____ Social Security Number: _____

Present address: _____

Home Phone #: () _____

Alternate number where
you can be reached: () _____

Date of Birth: _____ Age: _____ Sex: _____

Do you have your own transportation? YES_____ NO_____

If not, how do you plan to get to and from work? _____

Do you presently have a job? YES_____ NO_____

Would you like the School to Work
Coordinator to assist you in finding a job? YES_____ NO_____

II. Education

Name of last school attended: _____

Highest Grade completed: _____

III. Employment / Volunteer Experience

<u>Date (Month / Year)</u>		<u>Name of Employer</u>	<u>Job Title</u>	<u>Job Duties</u>
From	To	_____	_____	_____
From	To	_____	_____	_____
From	To	_____	_____	_____
From	To	_____	_____	_____



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IV. Skills / Interests

List any specific skills that you have, e.g., typing, shorthand, use of hand tools, painting, mechanical: _____

Have you taken any vocational education classes in school? YES_ NO_____

If yes, please specify the type of program or class: _____

LIST THE KINDS OF JOBS YOU WOULD LIKE TO DO, STARTING WITH THE ONE YOU WOULD MOST LIKE TO DO (for example, typing, filing, maintenance, recreation, cooking, kitchen helper)

1. _____
2. _____
3. _____

I understand that every effort will be made to secure employment for my child, but Richard Milburn cannot guarantee employment.

V. Signatures

Signature: _____ Date: _____

Student

Signature: _____ Date: _____

Parent or Legal Guardian**

** REQUIRED IF STUDENT IS UNDER EIGHTEEN (18) YEARS OF AGE

This request has been _____ approved for 1, 2, 3 credits
(circle one)

_____ disapproved

Signature: _____ Date: _____

School Director



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**RICHARD MILBURN
STUDENT PORTFOLIO RECEIPT**

THIS IS TO ACKNOWLEDGE THAT I AM IN RECEIPT OF THE RICHARD MILBURN SCHOOL TO WORK PROGRAM STUDENT PORTFOLIO AND THE RICHARD MILBURN STUDENT HANDBOOK AND THAT I HAVE BEEN PROVIDED WITH OR HAVE ATTENDED ORIENTATION TO THE PROGRAM. AS A PART OF THIS ORIENTATION THE FOLLOWING POLICIES AND PROCEDURES HAVE BEEN EXPLAINED TO ME:

1. STUDENT GRIEVANCE AND DISCIPLINARY ACTION PROCEDURES.

SIGNATURE OF STUDENT _____

SIGNATURE OF SCHOOL TO
WORK PROGRAM COORDINATOR _____

STUDENT WORKSITE ASSIGNMENT:

WORKSITE NAME: _____

SITE#: _____

Form C



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**RICHARD MILBURN
SCHOOL TO WORK PROGRAM
STUDENT GOALS**

STUDENT NAME: _____ COMPANY / AGENCY: _____

DATE: _____ WORKSITE
SUPERVISOR: _____

SCHOOL TO WORK PROGRAM COORDINATOR: _____

DATE: _____

DIRECTIONS:

The School to Work Program Coordinator and the student will jointly identify and develop GOALS to work toward through the School to Work experience. This completed form is required and becomes a part of the School to Work packet.

A minimum of three (3) GOALS should be listed on the spaces provided.

GOAL ONE:

GOAL TWO:

GOAL THREE:

Form D



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

**RICHARD MILBURN
JOB SEEKING SHEET**

SCHOOL LOCATION _____

LAST NAME FIRST MI

DATE	COMPANY/ AGENCY	TYPE OF CONTACT	NAME OF CONTACT PERSON	COMMENTS

TYPE OF CONTACT:

1. IN PERSON
2. BY PHONE
3. BY LETTER OR FAX

Form E



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

RICHARD MILBURN SCHOOL TO WORK PROGRAM COOPERATIVE TRAINING AGREEMENT

Student Trainee: _____ Location _____
Home Address: _____
City State Zip
Phone: _____ Age: _____ Date of Birth: _____ Sex: _____
Social Security Number: _____
Date Employment Begins: _____ Expected Completion Date: _____
Total Hours per Day: _____ Hours of Work per Week: _____
Hourly Wage: _____

IN COOPERATION WITH

Employer: _____ Phone: _____
Address: _____
Training Supervisor's Name: _____
Student Trainee's Job Title: _____

RESPONSIBILITIES OF PARTICIPANTS

The Student Will:

- be punctual and dependable
- be responsible for the successful completion of his/her in-school courses
- respect school regulations
- report to work as scheduled
- work in a courteous, responsible, and business-like manner
- meet employer expectations of dress and behavior
- adhere to company health and safety regulations
- notify training supervisor when he/she is unable to report to work due to illness or emergency
- comply with these requirements in order to remain in the School to Work Program

The Parent Will: (as it applies)

- offer assistance to son/daughter and strongly encourage him/her to report to work as scheduled and to have a good attitude toward people and work
- cooperate with the teacher to enforce the rules and regulations of the school

The Employer Will:

- offer a safe training environment
- provide a satisfactory learning environment
- assign students to an employee(s) acting as training supervisor(s)
- assist in the ongoing evaluation of the student
- treat the student as a regular trainee
- cooperate with the teacher to enforce the rules and regulations of the school
- accept and assign to jobs and otherwise treat students without regard to race, color, national origin, sex, or handicap

The School to Work Program Coordinator Will:

- arrange for in-school related instructions, consultation, and advisory service to parties concerned with this School to Work Program
- accept responsibility for the overall program and for student direction and discipline

WE, the undersigned, agree to the conditions set forth in this training agreement.

_____	_____
Student	Date
_____	_____
Parent/ Guardian (if student is under 18)	Date
_____	_____
Employer	Date
_____	_____
School to Work Program Coordinator	Date

Richard Milburn Schools do not discriminate on the basis of race, color, sex, age, national origin, religion or handicapping condition in matters affecting student access to educational programs.

Form F



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

RICHARD MILBURN
SCHOOL TO WORK PROGRAM COORDINATOR
SITE VISIT EVALUATION # _____

STUDENT NAME _____ SCHOOL LOCATION # _____
WORK SITE _____ WORK SUPERVISOR _____
DATE _____ TIME _____


BEHAVIORS	EXCELLENT	SATIS- FACTORY	NEEDS IMPROVE- MENT	COMMENTS
ATTENDANCE				
PUNCTUALITY				
WORK ATTITUDE				
JOB PERFORMANCE				
QUALITY OF WORK				
WILLINGNESS TO LEARN				
FOLLOWS INSTRUCTIONS				
SHOWS INITIATIVE				
ACCEPTS CORRECTION				
PERSONAL APPEARANCE				
COOPERATION				

STUDENT SIGNATURE _____ DATE _____

SUPERVISOR SIGNATURE _____ DATE _____

SCHOOL TO WORK
PROGRAM COORDINATOR _____ DATE _____

Form G



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**RICHARD MILBURN
SCHOOL TO WORK PROGRAM
WEEKLY WORK EXPERIENCE LOG**

STUDENT NAME: _____ FOR THE WEEK OF _____

NAME OF EMPLOYER: _____ SUPERVISOR: _____

ADDRESS: _____ PHONE NUMBER: _____

Attach time sheet or other verification of hours worked. If not available, complete weekly log on the back of this form.

JOURNAL ENTRY

1. Give a complete description of your duties.
2. To whom do you report?
3. List any new activities learned on the job that are not part of the normal activities you perform.
4. What have you learned on the job (from co-workers, etc.) that might help you in other areas of your life?
5. What do you hope to accomplish on this job, the following work day, or on your next job?

STUDENT SIGNATURE _____ DATE _____

SUPERVISOR SIGNATURE _____ DATE _____

SCHOOL TO WORK
PROGRAM COORDINATOR _____ DATE _____



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

**RICHARD MILBURN
WEEKLY WORK EXPERIENCE LOG**

NAME: _____

PLACE OF EMPLOYMENT: _____

DAY/DATE	TIME IN	TIME OUT	TOTAL DAILY HRS
GRAND TOTAL			

DESCRIPTION OF WORK EXPERIENCE: _____

SUPERVISORS

SIGNATURE: _____



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

**RICHARD MILBURN
SCHOOL TO WORK PROGRAM
STUDENT EVALUATION**

Student Name: _____

Job Title: _____

Worksite: _____

Supervisor Name: _____

Instructions: (To be completed by Work-site Supervisor)

Review and evaluate the student in each of the following areas. Circle the number which best expresses your evaluation of the student's performance in each area. Under the comment section explain the reason for your numerical rating. Identify the student's strengths and weaknesses.

1. Attendance Does the student report to work on time every day?

5	4	3	2	1
Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory

Comments: _____

2. Attitude Does the student have a good attitude about his job? Does the student try to do the best job to the best of his/her abilities? Does the student take pride in his/her work?

5	4	3	2	1
Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory

Comments: _____

3. Cooperation Does the student get along with and work well with other students, other employees, the worksite supervisor?

5	4	3	2	1
Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory

Comments: _____



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ow directions and complete work assignments with minimal supervision and follow-up?

5

4

3

2

1

Excellent

Very Good

Satisfactory

Needs Improvement

Unsatisfactory

Comments:

5. Productivity Does the student complete work assignments accurately within the required amount of time?

5

4

3

2

1

Excellent

Very Good

Satisfactory

Needs Improvement

Unsatisfactory

Comments:

6. Quality of Work Is the student's work complete, thorough, accurate and neat?

5

4

3

2

1

Excellent

Very Good

Satisfactory

Needs Improvement

Unsatisfactory

Comments:

Other Please provide any other information you feel should be considered in the evaluation of the student's job performance. Identify any outstanding accomplishments and achievements of the student.

Comments:

Worksite Supervisor's Signature

Date

Signing of the evaluation by the student does not mean that he/she agrees with the rating, but only that he/she has had the opportunity to review it.

Student Signature

Date



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

**RICHARD MIBLURN
SCHOOL TO WORK PROGRAM**

STUDENT NAME: _____ WORKSITE: _____

DATE OF REPORT: _____ SCHOOL LOCATION: _____

EXIT REASON: _____

EXIT REPORT

STUDENT SIGNATURE: _____

SCHOOL TO WORK
PROGRAM COORDINATOR SIGNATURE: _____

SCHOOL TO WORK QUESTIONNAIRE

Richard Milburn invites you to participate in evaluating our School to Work Program. Please circle the response which best describes your experience.

- 1 6 Strongly Agree
- 2 6 Agree
- 3 6 Disagree
- 4 6 Strongly Disagree
- 5 6 Don't Know

(circle one)

- | | | |
|----|---|-----------|
| 1. | The School to Work portfolio and orientation session was helpful in getting me started in the School to Work Program. | 1 2 3 4 5 |
| 2. | I have been able to communicate with the School to Work Program Coordinator whenever I needed to. | 1 2 3 4 5 |
| 3. | The School to Work Program Coordinator visited my work site regularly. | 1 2 3 4 5 |
| 4. | My employer has been supportive and cooperative in the Richard Milburn School to Work Program. | 1 2 3 4 5 |
| 5. | The work-study classroom component has helped prepare me for: | |
| | a. looking for a job | 1 2 3 4 5 |
| | b. applying for a job | 1 2 3 4 5 |
| | c. interviewing for a job | 1 2 3 4 5 |
| | d. keeping a job | 1 2 3 4 5 |
| 6. | The Richard Milburn School to Work Program provides an excellent option for earning elective high school credits. | 1 2 3 4 5 |

Comments:

Form K



Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

STUDENT TOOL TO WORK PROGRAM PORTFOLIO CHECKLIST

Page 122 of 149

Enrollment Kit

RICHARD MILBURN ACADEMY

A Public Charter High School

Application for Enrollment

Section I: Student Information

NAME: Last First Middle Male/Female

ADDRESS: Number Street Apartment Number

City State Zip Code

SOCIAL SECURITY NUMBER: - - BIRTH DATE: / /
Month Date Year

STUDENT'S EMAIL: _____

HOME PHONE: () WORK/CELL/OTHER: ()
Please circle

GRADE APPLYING FOR: HOW DID YOU HEAR ABOUT RMA? *Please be as specific as possible.*

PREVIOUS SCHOOL: Name Last Month/Year Attended

City State Zip Code

Section II: Parent/Guardian Information

PARENT/GUARDIAN NAME: Last First Middle I.
(If student is under 18 years of age)

PARENT/GUARDIAN ADDRESS: Number Street Apartment Number
(If different from student)

City State Zip Code

PARENT'S EMAIL: _____

HOME PHONE: () WORK/CELL/OTHER: ()
Please circle

RELATIONSHIP TO STUDENT: _____

I certify that the above statements are true and correct to the best of my knowledge. I will abide by the rules and regulations of Richard Milburn Academy.

Student Signature Date Parent/Guardian Signature *(If student is a minor)* Date

Richard Milburn Academy admits eligible students of any sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school-administered policies. This application is only required after a student is offered admission.

BSD 6/2009

For office use only

School Location: _____
Date Received: _____
RMA Signature: _____

RICHARD MILBURN ACADEMY

A Public Charter High School

Student Demographic Information

Student Information

Name: _____
Last First Middle

Address: _____
Number Street Apartment Number
City State Zip Code

Date of Birth: ____/____/____ Social Security Number: ____-____-____

Enrollment Date: ____/____/____

This form is for informational purposes only. Please circle your answers. If you need additional space to describe handicapping or other situations, please use the back of this sheet. Completion is optional.

Gender: Male Female U.S. Citizen: Yes No Veteran: Yes No

Employed: Yes No Position: _____
Employer: _____

Do you have any handicapping conditions? Yes No

If yes, please explain: _____

I certify that the above statements are true and correct to the best of my knowledge.

Student Signature _____ Date _____ Parent/Guardian Signature (if student is a minor) _____ Date _____

Richard Milburn Academy admits eligible students of any sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in administration of its educational policies, admissions policies, and athletic and other school-administered policies.

HSD 6/2009

For office use only

School Location: _____

Date Received: _____

EMA Signature: _____

RICHARD MILBURN ACADEMY

A Public Charter High School

Student Emergency Contact Information

Section I: Student Information

NAME: Last First Middle Male/Female

Section II: Emergency Contact Information

PRIMARY CONTACT NAME: Last First Middle I

PRIMARY CONTACT ADDRESS: Number Street Apartment Number

City State Zip Code

HOME PHONE: () WORK/ CELL/ OTHER: () EMAIL: Please Circle

RELATIONSHIP TO STUDENT:

SECONDARY CONTACT NAME: Last First Middle I

SECONDARY CONTACT ADDRESS: Number Street Apartment Number

City State Zip Code

HOME PHONE: () WORK/ CELL/ OTHER: () EMAIL: Please Circle

RELATIONSHIP TO STUDENT:

DO YOU HAVE ANY MEDICAL CONDITIONS RMA SHOULD BE AWARE Yes No If yes, please explain.

DO YOU HAVE ANY ALLERGIES? Yes If yes, please indicate how you react when exposed to an allergen.

ALLERGY	REACTION	TREATMENT

DO YOU TAKE ANY MEDICATIONS ON A REGULAR BASIS OF WHICH RMA SHOULD BE Yes No

If yes, please list medication(s), dosage, and any known side effects or reactions you may encounter while taking medication.

MEDICATION	DOSAGE	SIDE EFFECT/REACTION

NAME OF FAMILY PHYSICIAN: TELEPHONE: ()

DO YOU HAVE MEDICAL INSURANCE? Yes No If yes, please provide the name of your provider and policy number.

Name of insurance provider Policy number

I certify that the above statements are true and correct to the best of my knowledge.

Student Signature Date Parent/Guardian Signature (if student is a minor) Date

RICHARD MILBURN ACADEMY

A Public Charter High School

Student Ethnicity and Race Data Questionnaire

The United States Department of Education (USDE) requires all state and local education institutions to collect data on ethnicity and race for students. This information is used for state and federal accountability reporting as well as for reporting to the Office of Civil Rights (OCR) and the Equal Employment Opportunity Commission (EEOC).

School district staff and parents or guardians of students enrolling in school are requested to provide this information. If you decline to provide this information, please be aware that the USDE requires school districts to use observer identification as a last resort for collecting the data for federal reporting.

Please answer both parts of the following questions on the student's ethnicity and race. *United States Federal Register (71 FR 44866)*

Ethnicity: Is the student Hispanic/Latino? (Choose only one)

- ☐ **Hispanic/Latino** – a person of Cuban, Mexican, Puerto Rican, south or Central American, or other Spanish culture or origin, regardless of race.
- ☐ **Not Hispanic/Latino**

Race: What is the student's race? (Choose one or more)

- ☐ **American Indian or Alaska Native** – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- ☐ **Asian** – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- ☐ **Black or African American** – A person having origins in any of the black racial groups of Africa.
- ☐ **Native Hawaiian or Other Pacific Islander** – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- ☐ **White** – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Student Name (please print)

Parent/Guardian Signature

Student Identification Number

Date

City and State of RMA School

For office use only

Date Received: _____

RMA Signature: _____

Richard Milburn Academy

A Public Charter High School

Home Language Survey

Note to Parent(s)/Guardian(s):

The Civil Rights Act of 1964, Title VI – Language Minority Compliance Procedures, requires that school districts and charter schools identify limited English proficient (LEP) students. RMA is required by law to conduct this survey of all students, including those who speak only English and come from English-speaking homes. Please answer the questions below to the best of your ability. All answers are confidential. Please respond in English. Thank you for your assistance in helping us to meet this requirement.

Student Information

Name:

Last

First

Middle

Date of Birth:

/

/

Social Security Number:

-

-

Birthplace:

City

State/Country

Date Entered U.S. Schools:

Is a language other than English used in the home?

Yes

No

If yes, what language?

Did the student have a first language other than English?

Yes

No

If yes, what language?

Does the student most frequently speak a language other than English?

Yes

No

If yes, what language?

Parent/Guardian Print Name

Parent/Guardian Signature

Date

Encuesta del Idioma en el Hogar

Noticia a Padre(s)/Guarda(s):

El Acto de Derechos Civiles del 1964, Título IV – Procedimientos de la Conformidad de la Minoría del Idioma, requiere que los distritos de la escuela y las escuelas de cartas públicas identifiquen a todos los estudiantes con conocimiento limitado del inglés. La ley requiere que RMA administre un cuestionario a todos los estudiantes, incluyendo los que hablan inglés solamente y viven en hogares donde se habla inglés. Por favor, conteste las preguntas que persiguen abajo a lo mejor de su habilidad. Todas sus respuestas son confidenciales. Por favor responda en español. Gracias por su ayuda en cumplir este requisito.

Información del Estudiante

Nombre:

Apellido

Primero

Segundo

Fecha de Nacimiento:

/

/

Número de Seguro Social:

-

-

Lugar de
Nacimiento:

Ciudad

Estado/País

Fecha de Entrada a Las Escuelas
de Los Estados Unidos:

¿Cuál es el idioma que más se habla en su hogar?

Idioma

¿Cuál es el idioma que su niño(a) primero habla?

Idioma

¿Cuál es el idioma que más habla su niño(a)?

Idioma

Imprima el Nombre de Padre/Guarda

Firma de Padre/Guarda

Fecha

RICHARD MILBURN ACADEMY

A Public Charter High School

Transcript Request Form

Student Information

Name: _____
Last First Middle

Address: _____

Date of Birth: ____/____/____ Social Security Number: ____-____-____

Phone Number: (____) ____-____

Last School Attended: _____
Name City State

Dates Attended: _____ Last Grade Completed: _____

The student named herein is in the process of enrolling at Richard Milburn Academy and is required to provide an official transcript from his/her last school. Please return this form along with the transcript to the following address (to be completed by RMA staff):

Attention: Guidance Counselor
 Richard Milburn Academy
 Address: _____
 City/State/Zip: _____
 Phone Number: _____
 Fax Number: _____

In compliance with federal law, which dictates that records may not be released without written consent, I hereby authorize the school named above to release my transcript and any additional relevant documentation in my confidential file to Richard Milburn Academy.

Print Student Name _____ Student Signature _____ Date _____

Print Parent/Guardian Name _____ Parent/Guardian Signature _____ Date _____
(if student is under 18 years of age) (if student is under 18 years of age)

8842 6/2009

For office use only
 Date Received: _____
 RMA Signature: _____



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

APPENDIX D

**Sample Evaluation Schedule
Sample School Director Progress Report
Counselor Evaluation Report
Teacher Evaluation Observation Report
Staff Performance Review**

Richard Milburn Schools

SY 2009-2010

Educators are evaluated via classroom observations report.

Counselors are evaluated via observation report.

Support staff positions include: Administrative Secretary, Receptionist, Registrar, Teacher's Aide, Attendance Clerk, Truancy Clerk, Security Officer, and various other support staff positions.

Employees hired after the first of the school year are to be evaluated within the first 90 days of employment. Subsequent evaluations follow the evaluation schedule.

EVALUATION PERIOD	STARTING	DUE
90 day - Newly Hired Employees	10/01	11/13
Director 1 st Progress Report	Start of SY	11/02
Conduct 1 st Evaluations – Returning Educators / Counselors / Support Staff	11/16	12/14
Conduct 2 nd Evaluations Educators/ Counselors	02/01	02/26
Director 2 nd Progress Report	11/02	03/01
Conduct 3 rd and Final SY Evaluations Educators / Counselors / Support Staff	04/12	05/14
Director 3 rd Progress Report	03/01	6/30

2009 / 2010

August							September							October							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
						1			1	2	3	4	5						1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				
November							December							January							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
									1	2	3	4	5						1	2	
1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
22	23	24	25	26	27	28	27	28	29	30	31			24	25	26	27	28	29	30	
29	30													31							
February							March							April							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
	1	2	3	4	5	6		1	2	3	4	5	6						1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10	
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24	
28							28	29	30	31				25	26	27	28	29	30		
May							June							July							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
						1			1	2	3	4	5						1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				



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**RICHARD MILBURN SCHOOLS
SCHOOL DIRECTOR PROGRESS REPORT - FLORIDA**

EMPLOYEE NAME:					
				PROGRESS REPORT Due 11/3 1	
SCHOOL LOCATION:				Due 3/2 2	
GOAL SETTING DISCUSSION:				(Date)	
PERFORMANCE FACTOR	GOAL / PERFORMANCE REQUIREMENT	PERFORMANCE RESULTS / COMMENTS			
A. Performance Management (40 pts)					
1. Enrollment (10 pts.)	1.	1.			
2. FCAT Test Scores (10 pts.)	2.	2.			
3. Attendance (5 pts.)	3.	3.			
4. STW Success (5 pts.)	4.	4.			
5. Success Rate (5 pts.)	5.	5.			
6. Graduation Rate (5 pts.)	6.	6.			
B. School Management (30 pts)					
1. Program Mgmt. & Reports (10 pts.) <i>(Curriculum, ESE compliance, ELL compliance, STW compliance, Pupil Progression Plan, Program Enrichment Activities, All Reports)</i>	1.	1.			
2. Staff Management & Documents (10pts.) <i>(Staff documentation compliance, teacher certification compliance, staff retention, staff development & training, staff evaluations)</i>	2.	2.			
3. Marketing Management (5 pts.) <i>(Student Recruitment, Community Outreach, State & Nat'l Conference Presentations)</i>	3.	3.			
4. Partnership Management (5 pts.) <i>(RMA Board/Governance, District, Parent, Community, RMA FL, Inc. & RMHS to include all reports and responses to requests)</i>	4.	4.			



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**RICHARD MILBURN SCHOOLS
SCHOOL DIRECTOR PROGRESS REPORT - FLORIDA**

EMPLOYEE NAME:				
PERFORMANCE FACTOR	GOAL/ PERFORMANCE REQUIREMENT	PERFORMANCE RESULTS/ COMMENTS		
C. Fiscal Management (30 pts)				
1. Surplus goal (5pts.)	1.	1.		
2. Adherence to Budget (5pts.)	2.	2.		
3. Time Cards & Payroll (5pts.)	3.	3.		
4. Contract & Agreement P&P (5pts)	4.	4.		
5. Accounts Payable P&P (5 pts.)	5.	5.		
6. Grants P&P	6.	6.		
7. Inventory P&P	7.	7.		
8. Real estate operations	8.	8.		
9. Lunch Program	9	9		
10. Transportation	10	10		
D. Overall Leadership (up to 10 add'l points)				
1. Drive/Determination	1.	1.		
2. Hard work/Smart work	2.	2.		
3. Flexibility	3.	3.		
4. Innovation	4.	4.		
5. Teammanship	5.	5.		
6. Sense of Humor	6.	6.		
7. Enthusiasm	7.	7.		
8. Industry Expertise	8.	8.		
9. Ethics/Professionalism	9.	9.		
10. Communication Skills	10.	10.		
Total Evaluation Score				0
Annual Merit Job Performance Pay Increase/Base Pay Only (95-100 points = +5%, 89-94 points = +4%, 83-88 points = +3%, 77-82 points = +2%, 71-76 points = 0%)				



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

RICHARD MILBURN SCHOOLS
SCHOOL DIRECTOR PROGRESS REPORT - FLORIDA

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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

ASSESSMENT REPORT

Page 1 of 4

Employee Name: _____ School Location: _____
Certification Status: _____ Time in Position: _____
Grade / Subject(s): _____ Degree Level: _____
Years of Counselor Experience: _____

Rating Scale

- | | |
|---|-------------------|
| 4 Exceeds Expectations | NO Not Observable |
| 3 Fully Meets Expectations | NA Not Applicable |
| 2 Sometimes Meets Expectations | |
| 1 Consistently Fails to Meet Expectations | |

Due 11/14/2008 or 12/15/2008	Due 2/27/2009	Due 5/15/2009
Assessment 1	Assessment 2	Assessment 3

Date: _____
Observation Time Spent: _____
Students: _____
Announced (A) Unannounced (U): _____

Overall
Average

I. EFFECTIVE PLANNING AND ASSESSMENT

A. The counselor plans guidance and counseling activities effectively

1 Interprets, evaluates and maintains the student record	-	-	-	-
2 Plays an effective role in the current Chapter 766 process for students in his/her caseload	-	-	-	-
3 Facilitates the process of admitting and withdrawing students	-	-	-	-
4 Disseminates information in a clear and timely manner to students, staff, and parents	-	-	-	-
5 Assists the student in making the transition from one grade to the next, and/or to work or to further education	-	-	-	-
6 Sets short-term and year-long goals of fundamental importance to students' present or future lives	-	-	-	-
7 Follows through regularly with plans and commitments	-	-	-	-
Guidance and Counseling Average Rating:	-	-	-	-

B. The counselor coordinates all student testing

1 Possesses a thorough knowledge of the local and state mandated testing requirements	-	-	-	-
2 Assists teachers in planning for and preparing students' test taking skills	-	-	-	-
3 Communicates with the local school district to coordinate training for teachers to prepare students for testing, as well as, actual testing procedures	-	-	-	-
Testing Average Rating:	-	-	-	-

C. The counselor produces all student transcripts timely and accurately

1 Follows directions regarding transcript preparation and transcript deadlines	-	-	-	-
2 Ensures transcripts are accurate and complete, including all appropriate supporting documentation	-	-	-	-
Transcripts Average Rating:	-	-	-	-

D. The counselor coordinates the development of the master schedule and the classroom schedules

1 Works with the school director to develop an efficient master schedule to meet the needs of the students	-	-	-	-
2 Works with the school director to develop the classroom schedules for the school	-	-	-	-
3 Works with the school director to ensure the efficient communication of all schedules to the staff, local school district, students and their families	-	-	-	-
Scheduling Average Rating:	-	-	-	-



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

ASSESSMENT REPORT

Page 2 of 4

Employee Name: _____ School Location: _____

Rating Scale	4 Exceeds Expectations	2 Sometimes Meets Expectations	NO Not Observable
	3 Fully Meets Expectations	1 Consistently Fails to Meet Expectations	NA Not Applicable

II. EFFECTIVE MANAGEMENT OF SCHOOL COUNSELING SERVICES

A. The counselor creates a comfortable atmosphere for counseling interaction

	Assessment 1	Assessment 2	Assessment 3	Overall Average
1 Fosters a counseling relationship that encourages open communication	-	-	-	-
2 Listens and responds to students' verbal and non-verbal communications	-	-	-	-
3 Professional routines have been established	-	-	-	-
4 Writes clear and B86concise reports and educational recommendations in a timely manner	-	-	-	-
5 Provides a consistent level of service throughout the year	-	-	-	-
6 Sets short-term and year-long goals of fundamental importance to students' present or future lives	-	-	-	-
Atmosphere and Interaction Average Rating:	-	-	-	-

B. The counselor uses appropriate counseling techniques

1 Provides effective services in assisting students to cope with family, interpersonal and educational issues	-	-	-	-
2 Assists the student in education and/or career exploration	-	-	-	-
3 Assists the student in assessing and clarifying problems	-	-	-	-
4 Helps the student accept responsibility for his/her behavior	-	-	-	-
5 Helps the student understand choices and achieve solutions	-	-	-	-
6 Initiates contact with reluctant and/or at-risk students	-	-	-	-
7 Follows prescribed departmental procedures	-	-	-	-
Counseling Technique Average Rating:	-	-	-	-

C. The counselor facilitates the efforts of others - students, parents, and specialists - in determining and carrying out effective counseling strategies and educational objectives

1 Deals effectively and sensitively with parents, school staff and the general public	-	-	-	-
2 Makes use of community resources	-	-	-	-
3 Demonstrates a positive working relationship with staff members, parents, and outside agencies	-	-	-	-
4 Advises parents of the availability of community resources as well as parenting strategies	-	-	-	-
5 Initiates or responds to parent and staff requests for consultation	-	-	-	-
6 Explains counseling procedures and outcomes clearly to parents, teachers, and administrators	-	-	-	-
Facilitating Strategies and Educational Objectives Average Rating:	-	-	-	-

III. PROFESSIONAL CHARACTERISTICS

A. The counselor is up-to-date regarding counseling theory and practice

1 Keeps abreast of current trends in guidance and counseling techniques	-	-	-	-
2 Tries new methods and approaches and evaluates their success	-	-	-	-
3 Participates in optional professional growth activities	-	-	-	-
Theory and Practice Average Rating:	-	-	-	-

Revision Date - 08/08



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ASSESSMENT REPORT

Page 3 of 4

Employee Name: _____ School Location: _____

Rating Scale	4 Exceeds Expectations	2 Sometimes Meets Expectations	NO Not Observable
	3 Fully Meets Expectations	1 Consistently Fails to Meet Expectations	NA Not Applicable

IV. PROMOTION OF HIGH STANDARDS AND EXPECTATIONS

A. The counselor promotes self-confidence and perseverance in the student that stimulates increased personal responsibility

	Assessment 1	Assessment 2	Assessment 3	Overall Average
1 Develops/supports students' awareness of themselves and their ability to overcome self-doubts and take risks	-	-	-	-
2 Acts on the belief that all students can achieve at a high level, with appropriate modifications	-	-	-	-
Promotion of High Standards and Expectations Average Rating:	-	-	-	-

V. PROMOTION OF EQUITY AND APPRECIATION OF DIVERSITY

A. The counselor demonstrates appreciation for and sensitivity to the diversity among individuals.

1 Recognizes, appreciates and serves the cultural difference and special needs of individuals and families	-	-	-	-
2 Functions effectively in a multi-lingual, multi-cultural and+B58 economically diverse society	-	-	-	-
Promotion of Equity and Appreciation of Diversity Average Rating:	-	-	-	-

VI. PROFESSIONAL QUALITIES

A. School / Personal Orientations

1 Meets individual school and, if applicable, departmental expectations	-	-	-	-
2 Subscribes to and upholds the school policies, procedures, and ethics	-	-	-	-
3 Exhibits professional courtesies to others	-	-	-	-
4 Accepts constructive criticism, as warranted, and acts in a positive manner	-	-	-	-
5 Presents an appearance which is appropriate to the education process	-	-	-	-
School / Personal Orientations Average Rating:	-	-	-	-

Overall Average - All Measurements: - - - -



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

TEACHING REPORT

Page 1 of 3

Employee Name: _____
Certification Status: _____
Grade / Subject(s): _____

School Location: _____
Time in Position: _____
Degree Level: _____
Years of Teaching Experience: _____

Rating Scale

- | | |
|---|-------------------|
| 4 Exceeds Expectations | |
| 3 Fully Meets Expectations | NO Not Observable |
| 2 Sometimes Meets Expectations | NA Not Applicable |
| 1 Consistently Fails to Meet Expectations | |

Date: _____

Observation Time Spent: _____

Students: _____

Announced (A) Unannounced (U): _____

Due 11/14/2008 or 12/15/2008	Due 2/27/2009	Due 5/15/2009
Observation 1	Observation 2	Observation 3

Overall
Average

I. THE INSTRUCTION

A. Planning

1 Designs plans which are current, detailed and legible	-	-	-	-
2 Establishes objectives which are valid, purposeful, and relate to accepted curriculum	-	-	-	-
3 Designs a lesson which has a logical place in the learning sequence	-	-	-	-
4 Provides adequate information for substitute coverage	-	-	-	-
Planning Average Rating:	-	-	-	-

B. Organizing

1 Makes smooth transitions between activities	-	-	-	-
2 Uses allotted time effectively according to the parameters established by the school	-	-	-	-
Organizing Average Rating:	-	-	-	-

C. Instructing

1 Communicates objectives or learning outcomes clearly to students	-	-	-	-
2 Uses appropriate methods	-	-	-	-
3 Uses varied materials and resources, including technologies, that are appropriately matched to curriculum goals and to students' needs and learning styles	-	-	-	-
4 Shows evidence of good motivational techniques	-	-	-	-
5 Uses a variety of questioning techniques to develop the thinking process	-	-	-	-
6 Designs learning activities which reflect high expectations for all students	-	-	-	-
7 Makes allowances for individual differences	-	-	-	-
8 Designs valid/appropriate assignments allowing options to accommodate different learning styles and needs	-	-	-	-
9 Displays adequate knowledge of subject for lesson being presented	-	-	-	-
10 Demonstrates sensitivity to differences which may include abilities, modes of contribution and cultural backgrounds	-	-	-	-
Instructing Average Rating:	-	-	-	-

D. Controlling / Directing

1 Maintains discipline and control of students demonstrating an understanding of the principles and patterns of child growth and development	-	-	-	-
2 Elicits student interest and participation in the learning process	-	-	-	-
3 Is alert and responsive to classroom events	-	-	-	-
4 Creates an atmosphere where mutual respect is evident	-	-	-	-
Controlling / Directing Average Rating:	-	-	-	-

Revision Date - 08/08



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EVALUATION REPORT

Page 2 of 3

Employee Name: _____ School Location: _____

Rating Scale	4 Exceeds Expectations	2 Sometimes Meets Expectations	NO Not Observable
	3 Fully Meets Expectations	1 Consistently Fails to Meet Expectations	NA Not Applicable

II. TEACHER EFFECTIVENESS

A. Group Leadership - Verbal and Nonverbal

	Observation 1	Observation 2	Observation 3	Overall Average
1 Uses voice effectively	-	-	-	-
2 Uses English properly - oral and written	-	-	-	-
3 Demonstrates rapport and tact with others	-	-	-	-
4 Uses presence for supervisory effectiveness	-	-	-	-
Group Leadership - Verbal and Nonverbal Average Rating:	-	-	-	-

B. Classroom Environment

1 Creates an atmosphere for learning / recognizing diversity	-	-	-	-
2 Establishes classroom routines	-	-	-	-
3 Paraprofessional (if appropriate)				
(a) Plans properly for paraprofessionals	-	-	-	-
(b) Designs tasks which are purposeful	-	-	-	-
Classroom Environment Average Rating:	-	-	-	-

C. Measurement of Pupil Progress

1 Uses appropriate diagnostic techniques	-	-	-	-
2 Uses suitable evaluation techniques	-	-	-	-
3 Integrates student evaluation into the teaching / learning process	-	-	-	-
4 Informs parents of student progress and works with them, in culturally appropriate ways to aid the total development of the student	-	-	-	-
Measurement of Pupil Progress Average Rating:	-	-	-	-

III. PROFESSIONAL QUALITIES

School / Personal Orientations

1 Meets individual school and, if applicable, departmental expectations	-	-	-	-
2 Subscribes to and upholds the school policies, procedures, and ethics	-	-	-	-
3 Exhibits professional courtesies to others	-	-	-	-
4 Accepts constructive criticism, as warranted, and acts in a positive manner	-	-	-	-
5 Presents an appearance which is appropriate to the education process	-	-	-	-
School / Personal Orientations Average Rating:	-	-	-	-

Overall Average - All Measurements: - - - -



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

ATION REPORT

Page 3 of 3

Employee Name: _____

School Location: _____

EVALUATOR'S COMMENTS:

TEACHER'S COMMENTS:

OBSERVATION 1:

Evaluator _____

Date: _____

* Teacher _____

Date: _____

Next Level Manager _____

Date: _____

OBSERVATION 2:

Evaluator _____

Date: _____

* Teacher _____

Date: _____

Next Level Manager _____

Date: _____

OBSERVATION 3:

Evaluator _____

Date: _____

* Teacher _____

Date: _____

Next Level Manager _____

Date: _____

Revision Date - 08/08

HSD SUPPORT STAFF EVALUATION FORM

EMPLOYEE NAME	JOB TITLE	HIRE DATE
LOCATION	EVALUATOR	

RATING THE JOB PERFORMANCE CATEGORIES				
Indicate the performance level rating (1-4) for each of the following performance areas or categories.				
Consistently Fails to Meet Expectations	Sometimes Meets Expectations	Fully Meets Expectations	Exceeds Expectations	Not Applicable
1	2	3	4	N/A

	Date	Evaluation #1	Evaluation #2	Overall Average
1. QUALITY				
2. VOLUME				
3. WORK ORGANIZATION AND PLANNING				
4. ATTITUDE / APPROACH TO JOB AND OTHERS				
5. ORGANIZATIONAL, SUPERVISORY, AND TEAM RELATIONSHIPS				
6. COMMUNICATION SKILLS (VERBAL / WRITTEN / LISTENING)				
7. RELIABILITY AND PUNCTUALITY				
8. TECHNICAL APPLICATION / JOB KNOWLEDGE				
9. PROBLEM SOLVING, DECISION MAKING, and JUDGEMENT				
10. ADAPTABILITY / FLEXIBILITY				
11. SELF DIRECTED PROFESSIONAL DEVELOPMENT				
12. CONFIDENTIALITY				
OVERALL PERFORMANCE RATING (Average the individual rating scores.)				



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Richard Milburn Academy of North Carolina, Inc.
Charter School Application
February 19, 2010

Page 2 of 2

SUMMARY: Provide a summary of overall performance rating and effectiveness in his/her job performance justifying the rating. Include areas that most significantly affected the overall review, highlighting his/her strengths and areas for improvement. If pertinent, include dates of actual performance from your records:

EMPLOYEE COMMENTS:

EVALUATION 1:

Evaluator:	_____	Date:	_____
*Employee:	_____	Date:	_____
Next Level Manager:	_____	Date:	_____
Human Resources:	_____	Date:	_____

EVALUATION 2 / OVERALL AVERAGE:

Evaluator:	_____	Date:	_____
*Employee:	_____	Date:	_____
Next Level Manager:	_____	Date:	_____
Human Resources:	_____	Date:	_____

*Signature signifies receipt of evaluation only, and does not necessarily indicate agreement.

Revision Date - 04/08

gement Plan

SAMPLE **CRISIS MANAGEMENT PLAN** Richard Milburn Academy

I. Definition of Crisis Incident

Crisis incidents include but are not limited to situations involving fire, wars, natural disasters, the use of weapons/explosives, physical aggression resulting in bodily harm and/or destruction of property and criminal charges, or the death of a student, staff member, or someone in a student's immediate family. The school director has the authority to determine what is a crisis incident.

II. Crisis Team

Each employee of Richard Milburn Academy (RMA) is part of the crisis team and has a role during crisis incidents.

School Director:

- Directs all operations of the school in the management of the crisis.
- Gathers all information from all aspects of the crisis for use in making appropriate decisions.
- Assesses the crisis situation and assigns tasks based on overall needs for managing the crisis.
- Stays in contact with the emergency service agencies and law enforcement agencies working with the crisis.
- Keeps the RMHS High School Division Office and district liaisons informed of the crisis and the status of management.
- Coordinates communication between the school, agencies, parents, and families of staff members.
- Collects and disseminates information to media after review with RMHS High School Division Office and district liaison.

Assistant School Director or Designee:

When a crisis occurs during the school director's absence, this individual must be someone who commands respect, authority and trust. In the absence of the school director this individual fulfills the school director role relative to a crisis incident and notifies the school director as soon as possible of the crisis.

Counselor:

The counselor should have experience and understanding of how students and adults react in crisis situations. The counselor's role involves responding to students and adults to keep them calm and reassured. The counselor responds to the emotional needs of individuals in a crisis and coordinates the services of the district and out side agencies to assist in this capacity.

Instructors:

Instructors are responsible for implementing procedures to protect students during a crisis incident.

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- Responsible for maintaining order in the classroom and verifying location and status of his/her students.
- Responsible for remaining with assigned students until crisis incident is resolved.

Secretary/Clerical Staff:

The secretary/clerical staff provide support by ensuring communication flows smoothly and that record keeping is accurate and thorough.

Security Staff:

RMA security staff deter crisis incidents whenever possible and in crisis situations ensure the safety of students and staff as well as respond to the school director's needs for assistance in coordinating the management of the crisis.

III. Reporting a Crisis

In the event of an emergency/crisis that requires immediate intervention be it psychological, emotional, academic or behavioral the following procedure will take place:

1. Inform School Director
2. Contact Police/Fire Department if appropriate
3. Inform Counselor
4. Notify Parent/Guardian
5. Inform Case Manager
6. Notify District Liaison and RMHS HSD Office

Depending on the crisis situation the above order of contact may need to be altered.

IV. Emergency Team

The Emergency Team is designed to deal with student related emergencies such as sickness, fights, etc. When an emergency arises, the staff will respond depending on the severity of the incident.

It is the responsibility of the school staff to supervise the students in attendance at all times. In the case of a crisis or the needs of supervision should be in a heightened state of awareness. The following codes and responses are to be used:

Code	Reason	Response
Code Yellow	Situation of concern in the building	Students and teachers need to be in their assigned places - not in the hall. Educational Support Personnel should be in their normal places.
Code Red	Situation of potential harm to students and staff.	Students need to be in the closest classroom with doors locked. Staff needs to make sure the halls are clear. Then report to the nearest classroom. All should remain until Code Green.
Code Green	Situation of harm is over.	Students and staff return to their normal class period or activity.

elfare and safety of each student at RMA. However, should an emergency arise requiring medical support services the following steps will be taken by a member of the administrative or instructional staff of RMA. Information obtained from the student's emergency data form will be used to assess the course of action which may involve: notifying a parent or guardian; obtaining necessary medical support from named hospital and/or doctor; or transporting the student to the nearest medical facility if deemed appropriate and/or necessary

V. Safety Procedures

Fire Emergency:

In each classroom there is a copy of the fire evacuation plan. Staff and students are drilled on this evacuation monthly. The fire department is notified of this drill and it is recorded on the Fire Evacuation Drill log sheet.

In the event of a fire emergency, staff members are to:

1. Direct their students to the nearest fire exit.
2. Follow behind their students taking their class roster with them.
3. Accompany students outside of the building.
4. Take attendance once outside the building.
5. Wait for further instructions from the administrator or fire department personnel.

RMA is equipped with a fire alarm, a sprinkler system, and fire extinguishers in case of a fire emergency.

Weather Emergency:

In the event of severe weather or a tornado warning, staff members are to:

1. Direct students to the basement of the building.
2. Follow behind the students taking their class roster with them.
3. Remain in the basement until the administrator has given an "all clear" signal.

A severe weather drill is conducted twice a year, once in the fall and once in the spring. This drill is recorded on the Severe Weather Drill log sheet.

Snow Policy:

If district schools close all their schools for the day, RMA classes will be canceled.

The closing will be placed on most radio and TV stations in the city.

of Insurance


Client#: 24494		NONPROFIT	
ACORD - CERTIFICATE OF LIABILITY INSURANCE		DATE (MM/DD/YYYY) 08/05/2009	
PRODUCER: Armfield Harrison & Thomas Inc Non Profit Schools 20 S. King St. Leesburg, VA 20175		THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.	
INSURED: Richard Milburn Academy of Florida, 27 Congress Street, Suite 310 Salem, MA 01970		INSURERS AFFORDING COVERAGE	NAIC #
		INSURER A: Philadelphia Indemnity Insurance Co.	
		INSURER B: Hartford Ins.	
		INSURER C: Diamond State Insurance Company	
		INSURER D:	
		INSURER E:	

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTICE-STANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
PRODUCER/INSURER	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> GENL. AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PER ACC <input type="checkbox"/> LOC	PHPK329748	07/26/09	07/26/10	EACH OCCURRENCE: DAMAGE TO RENTED PREMISES (EA occurrence) MED EXP (any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMPOUND AGG	\$1,000,000 \$100,000 \$5,000 \$1,000,000 \$2,000,000 \$2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRE AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	PHPK329748	07/26/09	07/26/10	COVERED SINGLE LIMIT (EA accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	\$1,000,000 \$- \$- \$-
	Garage Liability <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT OTHER THAN AUTO ONLY AGG	\$- \$- \$-
A	EXCESS/UMBRELLA LIABILITY <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION OR \$10000	PHUB245511	07/26/09	07/26/10	EACH OCCURRENCE AGGREGATE	\$10,000,000 \$10,000,000 \$- \$-
B	WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY ANY FICOMET/COMPARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS/EXCLUSIONS	42WBAA7188	07/26/09	07/26/10	<input checked="" type="checkbox"/> NO SPECIAL AGGREGATE LIMIT \$- E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	\$1,000,000 \$1,000,000 \$1,000,000
C	OTHER: Management Liability/E&O	APPEDUB174065	07/26/09	07/26/10	\$5,000,000 Limit \$25,000 Deductible	
A	Empl Dishonesty	PHPK329748	07/26/09	07/26/10	\$175,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS
 RE: Richard Milburn Academy - Fort Myers

The School Board of Lee County, Florida and it's members, officers, employees and agents are included as additional insured with respect to (See Attached Descriptions)

CERTIFICATE HOLDER School District of Lee County Florida 2855 Colonial Boulevard Fort Myers, FL 33906	CANCELLATION 10 Days for Non-Payment SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL INDICATOR TO MAIL, _____ DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE 
--	--



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Charter School Application
February 19, 2010

IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

DESCRIPTIONS (Continued from Page 1)

general liability, and Umbrella liability as required by written contract.

AM Best Rating:

Philadelphia Insurance Company A+ XIII

Diamond State Insurance Company A XI

Hartford Insurance Company A XV

RICHARD MILBURN ACADEMY

A Public Charter High School



www.rmacademy.org

Do You Feel Out of Place At Your High School?

RMA is different.

- Smaller schools with average class sizes of 15.
- Flexible hours and scheduling.
- Teaching methods that match individual student learning styles.
- A supportive learning environment with a student-centered approach.

We believe every student can learn, achieve and graduate.

We listen, we understand, and we care.

Where you came from is not important, but where you are going is. RMA can help you step by step along the way.

We provide immediate help in a supportive way.

Become part of the RMA family.

Walk our halls and see for yourself. Everyone knows everyone by name. You'll see students helping students and teachers providing the support students need.

"It's not school... It's our school!"

We know what life can be like.

You may be living away from home, caring for a child, or working. We know how complex – even chaotic – your life may be.

We work with you to make school fit your life.

RMA helps build your future.

At RMA you can develop work skills, gain experience in our School-to-Work program and gain a real-world view of choices beyond school. RMA prepares you for your next step, whether it is entering the military, pursuing a career, or following your dream.

Build a bright future with a RMA diploma.

How do we measure our success?

Last year 90% of RMA students completed the academic year. Ask us about it. Hear what many RMA students say.

"If it weren't for RMA, I never would have graduated."

Change your future! Call RMA today!

SIGNATURE PAGE

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

Print/Type Name: Dr. Houston Conley

Position: Board Chairman

Signature: Houston Conley Date: 2/9/10



Sworn to and subscribed before me this

9th day of February, 2010

Olabisi Akinrimisi
Notary Public: _____ Official Seal

My commission expires _____, 20____

