



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Ronald Reagan Academy

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

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

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

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

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

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Ronald Reagan Academy

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

Name of non-profit organization under which charter will be organized or operated: *Ronald Reagan Academy*

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

Name of contact person: *Susie McIntosh-Hinson*

Title/Relationship to nonprofit: *Board President/Secretary*

Mailing address: 364 Davis Farm Drive
Salisbury NC 28147

Primary telephone: 704-856-8459 Alternative telephone: 609-751-2714

E-Mail address: *smcintosh14@carolina.rr.com*

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

County: ROBESON

LEA: 780-Public Schools of Robeson County

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

No:

Yes:

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

No:

Yes:

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

No:

Yes:

Acceleration

Yes:

No:

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

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

The Public Schools of Robeson County (PSRC) have demonstrated through continued statistical failure that their school system is consistently at the bottom in every measurable education category. Given these objective criteria (see below), the Ronald Reagan Academy (RRA) Board of Directors assesses that the demand for quality education in Robeson County is of a nature that exceeds the normal process; extraordinary measures are required.

The facts speak clearly and have compelled this board to take action and we assess, document, and request that you consider our application now.

Per SchoolDigger.com:

- * 2010-2011 PSRC ranked 146 of 175 School Districts in North Carolina
- * 2011-2012 PSRC ranked 143 of 175
- * 2012-2013 PSRC ranked 158 of 175
- * 2013-2014 PSRC ranked 162 of 173
- * 2014-2015 PSRC ranked 175 of 192

Based on the above statistics, the Public Schools of Robeson County have been in a steady decline--getting worse, not better. Given this dire situation, we believe RRA will deliver educational opportunities that do not currently, nor are forecasted to, exist for the children of Robeson. RRA intends to execute an academically rigorous and structured education model with high expectations for all. It is a combination of best practices found at schools that have had high rates of success with socioeconomically disadvantaged students. Without a change in Robeson's approach to education, our children will continue to mine the bottom of educational opportunity.

According to test results published by the N.C. Department of Public Instruction, the 43 Public Schools of Robeson County, including the two county charter schools, performed as follows:

- * 2014-2015: Eleven PSRC received an overall "F" from the State Board
- * 2014-2015: Twenty PSRC received an overall "D"
- * 2014-2015: Eight PSRC received an overall "C"
- * 2014-2015: Three PSRC received an overall "B"
- * 2014-2015: One PSRC received an overall "A" (Robeson Early College)

As depicted above, the PSRC is currently a "D" system. Thirty-one of 43 schools in the county received a "D" or "F." The local public schools have not performed to standard and have not shown the ability, agility, or capability to change over time. Our future will continue to be defined by an F & D school system unless more educational alternatives are provided to our youth and their families.

The Need for More Local Charter Schools

The general purpose of the charter school program is to establish an alternative means within the existing public school system in order to provide innovative learning opportunities and creative educational approaches to improve the education of students.

Currently there are two registered charter schools in Robeson County. [Note that we had to "verify the absence of a charter school" in order for this section to be saved.] Per the aforementioned requirement, we believe that Ronald Reagan Academy would be the first truly certified charter school in Robeson. Based upon the "spirit" of intent and purpose, RRA embodies what the N.C. charter school program was envisioned to accomplish. Ronald Reagan Academy is a community initiative that does not have a previous record as a private school (Southeastern Academy), or a bonded relationship with the PSRC (Communities In Schools Academy, CIS). Both Southeastern and CIS are charter schools within Robeson County, but we believe they did not originate from a community needs-based initiative with the intent to challenge the current PSRC system. As a true charter initiative, RRA seeks to challenge

the current failing system through a community-needs program of instruction that is not currently reflected within Robeson's two established charters.

Additionally, Robeson is the largest county in N.C.(49 square miles). RRA would be strategically located an equal distance away from CIS and Southeastern Academies. Of note, Ronald Reagan Academy is also located in the northern portion of the county, its fastest growing sector.

Partner with a two of four year institution of higher education in North Carolina

Ronald Reagan Academy plans to partner with a nearby four-year institution of higher education, the University of North Carolina at Pembroke (UNCP). As noted in her attached letter, Dr. Beasley, the Belk Endowed Professor for Rural and Minority Health at UNCP, has participated in S.A.I.L Math Camp (see Demonstration of Educational Need) by integrating health education into the curriculum. Dr. Beasley plans to assist Ronald Reagan Academy in a similar capacity and "envision[s] a closer working relationship between the UNCP and the Academy." She has offered to host our students at the Health Science Building's simulation center, for example, so that students may gain firsthand experience of pre-nursing skills. Dr. Beasley can also share her knowledge of research methodology with our students. Lastly, we plan to partner with UNCP by having our students participate in UNCP's annual science fair and other related activities.

[Again, please note that we had to choose "yes" to "Verify the absence of a charter school in the proposed county of location" in order for this section to be considered complete. Any incomplete section prevented the charter from being submitted. Due to the reasons mentioned in this section, we are asking the Office of Charter Schools to consider Ronald Reagan Academy as a candidate for acceleration. Thank you.]

*Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location*

Yes: X
No:

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

Yes: X
No:

What is the name of the nonprofit organization that governs this charter school? Ronald Reagan Academy

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2017 Month August

Will this school operate on a year round schedule?

No: X
Yes:

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

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	04,05,06,07	125
Second Year	04,05,06,07,08	175
Third Year	04,05,06,07,08	200
Fourth Year	04,05,06,07,08	225
Fifth Year	04,05,06,07,08	250

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

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

sam_hinson

Board President & Secretary

Signature

Title

sam_hinson

09/07/2016

Printed Name

Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Ronald Reagan Academy serves students from rural, socioeconomically disadvantaged backgrounds. The focus on mathematics, English, history, science, and physical fitness will prepare students to succeed in a university curriculum and capitalistic society.

Clearly describe the mission of the proposed charter school:

Academic rigor will be the school's primary focus. Through hard work, structure, and high expectations, our students will be given the academic skills and personal discipline necessary for meeting the challenges of a college-prep or military high school, college, and the job market. Ronald Reagan Academy's value system is based on the concepts of strong discipline, hard work, structure, and accountability.

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

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

We seek to provide traditionally underserved students from socioeconomically disadvantaged backgrounds with an academic foundation and achievement mindset that will open doors of opportunity for them. In the words of Ronald Reagan, "Only when the human spirit is allowed to invent and create, only when individuals are given a personal stake in deciding economic policies and benefiting from their success--only then can societies remain economically alive, dynamic, prosperous, progressive, and free" (September 29, 1981).

Ronald Reagan's targeted population is predominantly rural, minority (with the largest groups being American Indian, Hispanic, and African American), low income, and from families whose highest education level is high school or lower. The LEA in which the charter school would be located is the Public Schools of Robeson County.

Robeson County, in southeastern North Carolina, covers the largest land area of any county in North Carolina but has a low population count of 134,168, with 141.3 persons per square mile (according the 2010 U.S. Census results). About two-thirds of residents live in rural settings.

Robeson County is often considered the poorest county in North Carolina, with 31.7% of residents living below the poverty line. Many people in the area are employed in agriculture, construction, manufacturing, and textiles. Compared to the rest of the state, Robeson County has a small percentage of people with bachelor's degrees or higher: 12.5%. (The state rate is 27.3%.) Furthermore, according to the North Carolina Department of Justice, Robeson County has the highest violent crime rate in the state.

The majority of the county's residents are minorities (over two-thirds). In Robeson County, the largest ethnic group is American Indian, 39.5%, with the vast majority of them identifying specifically as Lumbee Indians. According to 2013 data from the quickfacts.census.gov site, the next largest group is white at 32.4%, followed by African American at 24.7%, and Hispanic/Latino at 8%.

The rationale for selecting a largely poor, rural, mostly minority, and socioeconomically disadvantaged population reflective of Robeson County is to provide a sound academic education to those who, in our opinion, need it the most. The academic performance of the Public Schools of Robeson County has been very low for many years. For example, the overall grade-level proficiency in reading for Robeson County students in grades 3-8 in 2014-2015 was 33.6%; grade-level proficiency in math was 30.8%. The 2014-2015 school report cards for the elementary and middle schools located closest to this charter's proposed site were as follows: Magnolia Elementary, F; Piney Grove Elementary, D; St. Paul's Elementary, D; St. Paul's Middle, D; and Rex-Rennert Elementary, D.

Students in Robeson County deserve the game-changing right to an excellent education, which, as you can see from the test scores cited above, they are not receiving from the area's regular public schools.

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

The total projected enrollment at Ronald Reagan Academy in year 5 is 250 students. The Public Schools of Robeson County serve approximately 24,000 students across 42 schools. Though County enrollment numbers by grade level are not available at this time, we can estimate the ADM by the following: The grade spans served by Ronald Reagan will be 4-8, which is 5 grades. Since kindergarten through 12th grade consists of 13 grades, we can gauge that 5 grades in the County account for about 9,230 students total. 250 divided by 9,230 reveals that Ronald Reagan would enroll about 2.7% of the LEA's ADM.

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

With a district proficiency rate of 35% for 3rd-8th graders in 2014-2015, it's clear that the Public Schools of Robeson County are failing students academically.

Ronald Reagan Academy, by contrast, will focus on academic excellence, with the goal for each student to meet or exceed the state grade-level standards.

Our students will receive 90-120 minutes of English/language arts instruction and 90-120 minutes of math instruction daily. They also will have science and history instruction each school day. In addition, an extended school year (200 days total) with mandatory summer school will provide our socioeconomically disadvantaged students with more learning opportunities. We will also provide tutoring during and after school to students who are performing below grade level. This will help them gain the academic skills and knowledge they need to catch up with their classmates.

Another difference from the County public schools is that all of our students (grades 4-8) will be in self-contained classrooms. In other words, the same teacher will instruct students in all academic subjects: English, math, science, and history. The students will have a different teacher for 45 minutes of physical education each day. This will be a planning period for the self-contained classroom teacher. See more about the reasoning behind the decision to implement self-contained classrooms in the Education Plan section under "Instructional Program."

We will view our students as achievers, not victims. We believe that poverty, skin color, and ethnicity have no determination over a student's academic success; the limiting factors come from lousy schools that fail to educate students. We will provide students with academic rigor, values-based structure, accountability, and high expectations so that they can take the solid foundation they receive at Ronald Reagan Academy with them to high school, college, and beyond.

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

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

The Six Legislative Purposes of a Charter School are:

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

opportunities to be responsible for the learning program at the school site. Teachers will have opportunities throughout the school year to influence and develop the school's learning program. Before the school year starts, teachers will collaborate by setting a pacing guide and discussing lesson plans and strategies for the upcoming academic year. At that time, they will set goals for themselves, their class, and each student. Throughout the year during staff planning hours, teachers will meet to discuss remediation strategies, review curriculum, and brainstorm ideas to improve individual and whole-class academic performance. At the end of the year, teachers will review the curriculum and discuss what worked and what might need to be changed (textbooks, novels, projects, etc.) for the next school year.

2. Hold schools accountable for meeting measurable student achievement results.

We will carefully analyze our students' academic achievement data and use it to drive the curriculum. The staff will review standardized test scores before the school year starts and set individual, classroom, grade-level, and school-wide goals accordingly. While the eventual goal is for every student to meet or exceed the standards, in the case of a very low-performing student, the initial yearly goal would be to bring him/her up one or two performance levels. Any student testing below grade level in English or math will be assigned to mandatory in-school and/or after-school tutoring.

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

Why should geography determine destiny? Families in Robeson County should have the opportunity to send their child to a school that focuses on academics, structure, and high expectations--a school that excels. Right now, parents and students in the area where Ronald Reagan Academy would be located are limited to County schools that receive Ds and Fs as their Performance Grades. There are no charter schools in the proposed area (greater Saddletree) of Ronald Reagan Academy. The closest charter school, Southeastern Academy Charter School, is about 14 miles away and had an enrollment in 2014-2015 of 207 students in grades K-8, so its capacity cannot meet the need for more educational opportunities. The other charter school in the County, CIS Academy, is about 17 miles away and has a "D" grade, which does not make it an attractive educational option.

4. Improving student learning.

More time in English and math (90-120 minutes of each daily), an extended-year calendar, self-contained classrooms, high expectations, tutoring, and high-quality, standards-aligned curricular materials are components that have proven highly successful with economically disadvantaged minorities in school organizations across the nation such as KIPP, American Indian Model Schools, and Success Academy Charter Schools. At Success Academy schools, for instance, students score in the top 1% in math and the top 2% in English of all New York State schools. Likewise, American Indian Public Charter School, which also serves a predominantly low-income (88%) and minority (99%) population in Oakland, California, went from being the worst middle school in its district in 2000 to becoming the #1 middle school in all of California in 2010 after an education model very similar to the one we propose was put into place. From the many examples we have as inspiration,

including military academies where structure and responsibility are inextricably linked with academic performance, RRA's educational plan will similarly focus on academics in a structured environment in order to improve student learning.

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

More hours in school help at-risk students by providing the additional practice time they need to catch up and then excel. Mandatory summer school extends the amount of time spent on academics, while a focus on the core curriculum with additional instructional minutes spent on language arts and math increases learning opportunities for remedial students. Tutoring contributes to the same.

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

Focusing on reading, writing, math, and other core academic subjects--while providing students with the structure and discipline they need to be safe and able to pay attention in class--does wonders for students, as evidenced by organizations such as those mentioned in #4 above. In education today, we've gotten so far away from the basics in K-8 schools that returning to them is, ironically, innovative.

Goals for the Proposed Charter School:

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

Goal 1: We will provide students with a rigorous academic education that prepares them for success in high school, college, and life.

Measurable expectations: Given current statistics showing that only about one-third of students in grades 3-8 in the Public Schools of Robeson County tested grade-level proficient overall in the 2014-2015 year (combining reading, math, and science for grades 5 and 8), we plan to set the following overall minimum benchmarks for grade-level proficiency for Years 1-5: Y1, 40%; Y2, 45%, Y3, 55%, Y4, 65%, Y5, 75%. Families will be informed (through letters sent home) of the school's overall academic performance on these standardized tests. They also, of course, will receive report cards as well as progress reports every 3 weeks for any student getting a C- or lower in any class. Parent-teacher conferences and calls home will also serve to keep parents apprised of their children's performance and progress.

Goal 2: Exceptional student attendance rates will ensure that students are in school nearly every day, increasing the likelihood that they can catch up and get ahead academically.

Measurable expectation: The school's rate of attendance will be 95% or higher in Year 1 and 98% or higher each year thereafter.

Goal 3: The school's governing board will monitor and uphold the school's academic, operational, and financial progress.

Measurable expectation: At each board meeting, the Director will present information about any changes to enrollment, the current attendance rate, academic progress, predicted expenditures and cash reserves, and any other

applicable updates. The board will respond to the information with sound decision-making and governance.

Goal 4: Ronald Reagan Academy will maintain at least a 10% cash reserve by Year 2 and at least a 20% reserve for each subsequent year.

Goal 5: Each year, including Years 1-5, the school will receive an unqualified audit.

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

As noted in Goal 3 above, the governing board will meet at least 8 times a year to hear, review, and make any appropriate motions based on the information presented to the board by the Director concerning attendance, academic achievement, enrollment, staffing, and other matters pertinent to the school's mission. In addition, through an authorized representative, efforts will be made to track how former Ronald Reagan Academy students are performing in high school and what percentage of those students continue their studies at the university level and/or become gainfully employed in a career that holds future promise of stability. Those statistics and insights will be shared with the board, as applicable, twice a year.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

Ronald Reagan Academy will provide a rigorous, standards-based curriculum aligned with North Carolina state standards and Common Core standards for language arts and math. One of the school's chief goals is to furnish students with strong reading, writing, speaking, and critical thinking skills by providing 90-120 minutes of language-arts instruction each day. Since only 33.6% of 3rd-8th graders in the Public Schools of Robeson County were considered grade-level proficient in reading in 2014-2015, there is a strong need to develop reading comprehension and other language-arts skills.

To meet the demands of the 21st century, students also need a robust curriculum in mathematics. Ronald Reagan Academy students will receive 90-120 minutes of math instruction daily. Mandatory summer school will also focus heavily on math instruction. Since many college-bound students enrolling in science or engineering programs will be required to take calculus as a prerequisite for their majors, RRA will adequately prepare its students for this education track by preparing and requiring all eighth graders to take Algebra I. Since only 30.8% of 3rd-8th graders in the Public Schools of Robeson County were considered grade-level proficient in math in 2014-2015, there is a strong need to develop math skills in our students.

In addition to 90-120 minutes of English instruction and 90-120 minutes of math instruction, the academic subjects of history and science will be taught daily. State-approved textbooks aligned with the standards provide the content basis for courses of study. RRA believes that investing in exceptional textbooks and other curricular materials will provide an outstanding framework for standards-based instruction. Highly qualified staff using excellent teaching resources, such as textbooks, novels, and workbooks, will be the driving force of the curriculum. Self-contained classrooms and an extended-year calendar will be implemented (more info given in succeeding sections). Students in Robeson County need academic rigor in a structured environment and more time in school in order to catch up and excel.

At RRA, we will strive for a teaching approach that balances direct teaching of concepts and skills with critical thinking. Explained in greater detail in a succeeding section, we plan to use direct instruction, small-group settings, student research projects, scientific inquiry/experimentation, and real-world field lessons. The faculty will consist of highly qualified

teachers who are well supported and trained in RRA's education model.

RRA will have a rigorous assessment and goal-setting program to measure students' academic proficiency levels and ensure that each student is making progress toward mastery. Formative assessments will be used on a daily basis and may take the form of teacher observations, questioning strategies, self- and peer assessment, holding up answers on mini white boards, exit tickets, doing board work in front of the teacher, brainstorming ideas, student read-alouds, and descriptive feedback (such as telling students what they are doing well and why). Formative assessments will provide teachers with an opportunity to monitor student progression/mastery and make immediate changes. For example, a teacher might decide to reteach a concept if he/she observes that students do not understand it adequately. This type of assessment also allows students to communicate their questions and ideas to teachers.

Summative assessments provide objective data by which to gauge whether students are demonstrating progression toward or mastery of the curricular content. Examples of summative assessments that will be used at RRA include the NC End-of-Grade tests, Individual Education Plan (IEP) reviews, diagnostic or benchmark exams, end-of-section quizzes and tests, essays, daily homework, graded classwork, lab reports, the time it takes a student to run a mile in P.E., and group or individual projects and presentations.

Curriculum and Instructional Design:

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

Committed to academic excellence, Ronald Reagan Academy's goal is to provide structure and foster student achievement in traditionally underserved rural students in grades 4-8 by doing the following:

- 1) Improving the academic achievement of all students
- 2) Focusing on student attendance
- 3) Supporting effective educators
- 4) Providing a structured learning environment

All students (elementary and middle school grades) will be enrolled in self-contained classes, which means that one teacher will instruct his or her class in all academic subjects (English, math, science, and history). The only time students will rotate is for physical education.

Furthermore, the school will have an extended-year calendar of 200 days, including 15 days of mandatory summer school. This will provide additional instructional time in school, which is beneficial to socioeconomically disadvantaged students.

Initially, the number of classes per grade level will vary by year, but by year 5, there will be 2 classes per grade level with about 25 students in each class. Electives will be considered on a need and interest basis.

The general nationwide trend is for high-school students to score lower academically on end-of-year standardized tests than middle-school students,

and for middle-school students to score worse than elementary-school students. Part of that decline over time in academic performance, we believe, is due to the breakdown of structure in a student's daily schedule. Instead of receiving constant attention and developing a productive relationship with a teacher, as in the self-contained classroom model, students in middle and high schools generally rotate classes and teachers frequently throughout the day. Some students with internal motivation do well with class rotation. However, students who need a lot of structure and/or academic intervention, which is true of many socioeconomically disadvantaged students, often fall further behind as their education becomes divvied up into eight classes and teachers a day.

The learning environment at Ronald Reagan Academy will be highly personalized. Students will be enrolled in small class sizes of about 25 pupils, which will allow each student the chance to build a productive learning relationship with a motivated teacher. This, in turn, will provide students with an increased chance for high academic achievement. The self-contained classroom and small school environment will allow students and teachers the opportunity to develop more supportive working relationships in a structured setting that provides the right conditions for learning to take place.

Provide a synopsis of the planned curriculum, including:

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

As stated in the mission, Ronald Reagan Academy will strive to provide students from predominately rural, socioeconomically disadvantaged backgrounds with an excellent academic foundation so that they may succeed in a rigorous university setting and free-market capitalistic society. The rigorous academic curriculum with 90-120 minutes daily of language arts, 90-120 minutes daily of math, and daily science and history instruction will help our students, who will be from predominantly socioeconomically disadvantaged backgrounds, to not only catch up, but also excel. Standards-aligned textbooks and other high-quality materials, together with motivated, results-oriented teachers, will ensure that students stay on academic track. Safeguards like mandatory tutoring for struggling students, self-contained classrooms that provide stability, and an extended-year calendar are all in place to help our students achieve in school. Their early achievements will lay the groundwork for academic success in high school, college, and the workforce.

By the time students from socioeconomically disadvantaged backgrounds start kindergarten, they are already academically behind their more advantaged peers. That gap, in the absence of a quality education, tends to widen over

time. As a result, as Douglas D. Ready states in *Sociology of Education*, "[F]ormal schooling matters more to disadvantaged than advantaged children's academic achievement."

Unfortunately, in low-income places such as Robeson County, high-quality schools are not available, which means that the students who need the benefit of sound academic schooling the most are not receiving it. We seek to change that in our area by opening Ronald Reagan Academy for 4th-8th graders. The late elementary and middle school years are a time when students are especially vulnerable and need a quality education in order to ensure their preparedness for high school and beyond.

Most students in Robeson County have parents who are not college-educated or middle-income earners. In fact, only 12.5% of County residents have a bachelor's degree or higher, and the per-capita annual income (2013 dollars) for Robeson County was \$15,343 (quickfacts.census.gov). Because these students are growing up in an environment that frequently lacks the cognitive advantages experienced by children who come from middle-class, college-educated parents, we believe that schools such as ours need to not only catch those students up, but also work exceptionally hard to help them meet or exceed grade-level standards. In order to do that, academic rigor and structure must be provided on a daily basis.

Students living in poverty who come from uneducated parents and/or face other socioeconomically disadvantaged challenges stand to benefit more from formal schooling than their more advantaged peers. In other words, if the school doesn't teach these students how to read at grade level or solve algebraic equations, who will? Socioeconomically disadvantaged students rely on their school to provide almost their entire academic foundation. As such, structures like self-contained classrooms, individual/group responsibility, and an emphasis on attendance will help to ensure that students are in school, can concentrate in a nurturing environment, and can focus on reading, writing, math, and science.

With an emphasis on academic preparedness through excellent, standards-aligned instruction based on great standards-aligned textbooks and other teaching materials, Ronald Reagan Academy will closely follow the North Carolina Accountability Model. The Essential Standards and Common Core standards for math and English will be taught to our students so that they may perform strongly on the North Carolina End-of-Grade assessments and Pre-SAT. We very much believe in the importance of standardized testing as a measure of student and school academic performance and will work hard to get each student to meet/exceed the grade-level standards.

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

The main teaching methods we plan to incorporate into the curriculum are as follows:

Direct Instruction, also commonly referred to as explicit or systematic teaching, is a method by which teachers address their students with clear

and coherent lessons, which are generally broken down into small steps and deliberately sequenced. Teachers will use modeling and think-alouds to help students conceptualize the material. After each step, students practice the new skills, often with the guidance of the teacher. The method focuses on explicitly teaching material (i.e. "An exponent is ... Here is an example of an exponent") as well as providing students with ample opportunities to practice the skill and demonstrate understanding. Direct instruction is a teacher-directed, skills-oriented approach strongly supported by research. For example, a Fordham Foundation (see footnote) report found:

In only one approach, the Direct Instruction (DI) model, were participating students near or at national norms in math and language and close to national norms in reading. Students in ... the other Follow Through approaches--discovery learning, language experience, developmentally appropriate practices, and open education--often performed worse than the control group. This poor performance came in spite of tens of thousands of additional dollars provided for each classroom each year."

In a more generalized sense, teacher-led or lecture-based instruction will also be frequently used that may or may not be specifically termed "direct instruction."

Small-Group Settings: Students will work together in small, cooperative groups to complete a task. This gives students the chance to collaborate with peers, problem solve, communicate effectively, think critically and creatively, and develop high character and leadership skills.

Student Research Projects and Scientific Inquiry/Experimentation: Students will be required to conduct research for various projects and to present their findings via a written report or oral presentation. In science classes, students will pose questions, formulate hypotheses, and test those hypotheses through experiments.

Real-World Field Lessons: By visiting universities, libraries, museums, farms, and other places outside the classroom, students will gain firsthand experience of how the material they've been learning is applied/seen in the real world.

Teachers will hold appropriate teaching certifications. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular, ongoing basis to support teachers throughout their career. In establishing a professional teaching environment, Ronald Reagan Academy will ensure collaborative planning time for teachers to share best practices with their colleagues, cultivate mentoring relationships with new teachers, analyze student data among all students within the grade level they teach, and plan core curriculum.

We believe that the balance of direct teaching of concepts with collaborative small-group learning, inquiry-based research projects, and real-world field lessons will provide students with a solid academic foundation, the ability to think critically, opportunities to express curiosity and ask questions about the world, and exposure to real-life applications of classroom lessons. This is a structured, yet unrestrictive

approach to education modeled after charter schools that have had great success with socioeconomically disadvantaged students, such as KIPP, American Indian Model Schools, and Success Charter Network.

1 Carnine, D. (2000). Why education experts resist effective practices (and what it would take to make education more like medicine). Thomas B. Fordham Foundation report of April 2000

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

School staff will closely monitor students' academic achievement through the formative and summative metrics mentioned above so that students who enter the school with below-proficient North Carolina End-of-Grade scores or who do not demonstrate sufficient mastery of the standards-based content in English, math, social studies, and science can be placed in tutoring and/or given other remediation plans, like additional assignments, building of study skills, an attendance plan, etc., as deemed necessary and appropriate. Through interventions and ongoing assessments, every effort will be made to help every student improve his/her academic standing.

Tutorial services are mandatory for all students who test below proficient on North Carolina End-of-Grade tests, or whose grades or classroom performance suggests additional support is necessary for success. Tutoring will take place during and after school.

Students at Ronald Reagan Academy must meet the following criteria in order to be considered for promotion to the next grade level:

1. Receive a yearly average grade of C or higher in math and English.
2. Have no more than 10 absences during the school year.
3. Complete required summer school programs.
4. Demonstrate an overall compliance with school policies regarding student behavior (e.g., arrive at school in dress code, act appropriately in the classroom by following teacher directions, and turn in homework). Students who are defiant and/or breaking school rules on a regular basis throughout the school year will not be promoted.
5. Demonstrate through class work, homework, classroom assessments, diagnostic exams, and North Carolina End-of-Grade test results an academic readiness to succeed at the next grade level.

When a student is identified as not meeting one of the criteria listed above, the student will not be promoted to the next grade level unless the student's regular classroom teacher determines that retention is not the appropriate intervention for the student's academic or behavioral deficiencies. If the teacher's recommendation to promote is contingent on the student's academic performance in summer school, the student's academic standing shall be reassessed at the end of summer school, and the decision to retain or promote the student shall be reevaluated at that time.

Promotion decisions are of utmost importance and will be made with careful deliberation. The school will inform families of potential retention, in writing, as early as students are identified as not meeting promotion requirements so that appropriate corrective steps may be taken. Progress

reports are issued every 3 weeks to students receiving a C- or lower in any subject. Teachers are to inform the Director as soon as they believe a student is in danger of being retained so that the student can be placed in tutoring or provided with other necessary interventions as deemed appropriate. Through progress reports, phone calls, and/or meetings with families, teachers will keep families apprised of student progress (or lack thereof) toward grade-level promotion. Final notification of retention decisions will be included in final report cards.

According to a 2006 study by the National Center for Education Statistics, children living in poverty are 25% more likely to incur three or more absences per month than their more affluent peers. As such, it is important to provide healthy incentives for students to be in school, such as having class competitions for the greatest number of consecutive days of perfect attendance. And, as noted above, retention is a possible consequence for truancy.

We are committed to achieving our goal that all students graduate from Ronald Reagan Academy as critical thinkers who are well-informed, engaged, responsible, and contributing citizens who are prepared to succeed in the high school, college, and career of their choosing.

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

Research has demonstrated that socioeconomically disadvantaged students fall further behind during the summer months when school is not in session, which widens the achievement gap. Students from more advantaged backgrounds continue to improve their literacy skills during the summer, for example, while socioeconomically disadvantaged students do not (see footnote). As such, we believe it is important that we require summer school as well as summer reading and math assignments to be completed between summer school and the resumption of the regular school year. The extended-year calendar provides increased opportunities for our students to catch up, get ahead, and not lose in summer the gains made during the school year. This will be crucial to their academic success at Ronald Reagan Academy as well as in high school and beyond.

Summer school gives students who are academically behind not only the opportunity to continue practicing the previous year's skills, but to also begin developing an academic foundation for the new school year. For those students new to the school, summer school allows new enrollees to grow accustomed to the school culture before the regular school year begins. (Please note that summer school will start at the end of Year One.) Students will also be assigned a reading list and math work to complete between summer school and the start of the next school year. If an alternative program of instruction conflicts with summer school, the Ronald Reagan

Academy administration will review the situation, and the student will adhere to the decision and guidance of Ronald Reagan Academy. For instance, RRA might allow the student to attend a program of instruction at a university in lieu of regular summer school.

1 Alexander, Karl L., Doris R. Entwisle, and Linda S. Olson. 2001. "Schools, Achievement, and Inequality: A Seasonal Perspective." *Educational Evaluation and Policy Analysis* 23:171-91.

Special Programs and "At-Risk" Students

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

Given test score data for Robeson County showing that only about one-third of 3rd-8th graders demonstrated overall end-of-grade proficiency in 2014-2015, we expect that the majority of our yearly incoming students will be academically below grade level and in need of remediation. By focusing on academic rigor--with instructional emphasis on language arts (90-120 minutes daily) and math (90-120 minutes daily) as well as an extended-year calendar--in a structured environment (small, self-contained classes and a dress code), our education model is designed to help students who are below grade level.

At Ronald Reagan Academy, academically at-risk students are defined as those who perform below grade-level proficiency on the end-of-grade North Carolina exams and/or those who earn one or more grades of C- or lower per grading period.

Students identified as academically at risk will be given a personalized learning plan created by the classroom teacher (in conjunction with the Director and shared with the student and his/her family). That plan will identify what additional support is required to ensure the student's success by enhancing his/her skills in core academic subjects.

The following subheadings are examples of the means by which RRA will serve its academically behind students, ensuring their academic growth and progress toward the goals stated in their personalized learning plan.

Faculty Office Hours: For four hours after school each week, classroom teachers will hold office hours between 3:15 and 4:15 p.m. Monday-Thursday. Academically at-risk students are encouraged--and often commit via their personalized learning plan--to attend these sessions with their assigned teacher on a weekly basis.

Resource Instruction/Tutoring: Ronald Reagan Academy will provide small-group resource instruction for students during physical education and after school. To ensure that all students receive adequate opportunities to participate in physical education, no student may miss more than two physical education classes in a given week to attend resource instruction.

After-School Independent Learning & Study Groups: On days when students are

not participating in faculty office hours or receiving small-group resource instruction, they may remain after school to complete their homework with the support of an adult supervisor who is a staff member at the school. Classroom teachers may also partner academically high students with those needing additional assistance into small study groups.

Faculty Discussions: During regularly scheduled faculty meetings (held once a month), all grade-level teachers meet and discuss the plans for academically low students. The discussions focus on tracking progress, identifying areas of need, and implementing effective strategies for working with the individuals in question.

Family Conferences: All grade-level teachers meet with at-risk students and their families as necessary (but at least once) throughout the semester. The result of such meetings will be an actionable plan with consensus on how to support the individual student.

Written Progress Reports: Written communication is also important for keeping families informed about student progress. In addition to quarter and semester report cards, all students who are receiving a grade of C- or below in any class will receive a progress report that outlines their performance in all classes. The progress reports provide current grades, the teacher's advice for how to improve, and the student's number of absences. Progress reports will be sent, as applicable, to parents every three weeks.

Summer School: All Ronald Reagan Academy students will attend mandatory summer school. Summer school gives students who are academically behind the opportunity to not only catch up and continue practicing the previous year's skills, but to also begin developing an academic foundation for the new school year.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language*

Learner (ELL) students, including the following:

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Ronald Reagan Academy will meet the educational needs of English Language Learner (ELL) students and follow the legal guidelines pertaining to their education.

Identifying ELL Students: Ronald Reagan Academy will administer the Home Language Survey upon a student's initial enrollment into our school. If a student indicates that his/her home language is not English, then that student will be given the World-Class Instructional Design and Assessment (WIDA) to determine his or her proficiency in English. If the student's test results demonstrate that he/she has attained a sufficient level of English proficiency that does not require ELL services, then that student will not be classified as ELL. But if his/her test results reveal that he/she is in need of ELL services, then an ELL classification will be given.

Instructional plan for ELL Students: English Language Learners will be

enrolled in regular classes and will receive supplementary instruction, such as tutoring with the resource teacher, to learn English. The goal is high-quality instructional programs and services for English Language Learners that will allow them to achieve the same challenging academic and graduation standards as native English-speaking students. Listening, speaking, reading, and writing skills will be assessed (at least formatively) daily.

Academically, RRA will meet the needs of its ELL students through an inclusion model in which all students are instructed in English by classroom teachers who are specially trained in methods and strategies that promote rapid acquisition of English, as well as academic knowledge in core subjects. In addition, like all students in the school, English Language Learners will be held to clearly articulated high expectations, provided access to the school's rigorous curriculum, and offered personalized support as needed.

In order to ensure that all English Language Learners have the ability to meet school and state standards, teachers at Ronald Reagan Academy will be trained in teaching methods that reinforce content and skills for ELL students, such as introducing vocabulary before the lesson, direct teaching of reading comprehension skills (i.e., when I come to a word I don't recognize ...), teaching thinking skills that make learning a new concept easier, and using graphic organizers and other visual aids.

Ronald Reagan will follow the State Board of Education's ELL policies, including notifying parents in their native language of their child's ELL designation and in determining when students are eligible to exit the ELL program.

Monitoring and Evaluating ELL Students: ELL students will be given the ACCESS test yearly to measure their progress in learning English. Other indicators will also be used to monitor ELL students' progress, like teacher observations and both formal and informal assessments, such as North Carolina End-of-Grade exams and the ability to read an English text aloud and answer questions about it. In order to exit the ELL program, enrolled students must score at a state-approved level on the ACCESS exam. If a student does not score at or above that level, then the student's classroom teacher, under guidance of the Director, will suggest ways to improve the student's English-language skills and will communicate the need for/enrollment in those services (such as tutoring) to said student and his/her family.

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

At Ronald Reagan Academy, we'll identify intellectually gifted students as those who perform at a superior level on the North Carolina End-of-Grade exams, who consistently earn "A" grades in their courses, and/or who demonstrate an advanced ability to think critically, problem solve, or perform other higher-order intellectual tasks. Any student identified as

intellectually gifted will be given a personalized learning plan. That plan will identify what additional instruction/assignments/support should be given throughout the year in order to ensure the student's continued success and progress. Goals will be set at least yearly.

The curriculum at Ronald Reagan Academy is designed to challenge all students, including intellectually gifted ones. In addition to the already rigorous curriculum designed to meet and exceed grade-level standards, RRA staff will take measures to further intellectually stimulate its high-achieving students. This will include assigning them novels and supplemental literature activities that are appropriate for their reading level, giving them more complex math problems to solve that are related to but beyond the math lesson at hand, and other similar tasks in other subjects.

Outside the classroom, Ronald Reagan Academy will aim to enroll intellectually gifted students in after-school academic programs such as S.T.E.M. We will also attempt to enroll our intellectually gifted students (with family approval) in summer programs, such as the Johns Hopkins University Center for Talented Youth (CTY). Scholarships for socioeconomically disadvantaged students pay for the costs of attending CTY and other similar programs. We will also seek to form alliances with institutions of higher learning both locally (Robeson Community College and University of North Carolina at Pembroke) and statewide (such as the Duke Talent Identification Program) to provide our students with additional academic opportunities outside of school. For example, Dr. Beasley of UNCP (see Appendix A) has offered to host our students at the Health Science Building's simulation center so that students may gain firsthand experience of pre-nursing skills. Our students may participate in UNCP's annual science fair and receive training in research methodology.

Students identified as intellectually gifted will be monitored daily on an informal basis by their classroom teachers. Since classes will be small with one teacher instructing in all academic subjects, it is feasible that our instructors will be able to observe changes and progress in all of their students, including those who are intellectually gifted. Teachers will address any problems or concerns they encounter through a one-on-one talk with the student. If necessary, a meeting will be held between the teacher, student, parent, and possibly the Director to address concerns. Intellectually gifted students will be evaluated on their quarterly report cards not just for their performance in class (course grades, attendance, behavior), but also for their progress in meeting the goals stated in their personalized learning plan. These evaluations will also serve to keep families informed of their child's progress on grade-level and intellectually gifted aims.

Exceptional Children

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

Identification and Records

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

Ronald Reagan Academy is committed to meeting the educational needs of all its students, including exceptional children. Our school will comply with state and federal requirements pertaining to exceptional children, including but not limited to the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Students with disabilities will have their educational needs met in the least restrictive environment possible. Ronald Reagan Academy will contract for special education services, as indicated in our budget. Based on the number and various needs of exceptional children enrolled in the school, RRA will contract its special education staff accordingly.

1. All newly enrolled students' cumulative files will be reviewed for academic achievement, attendance, special needs, and other measures/classifications. During this review, it will be determined which students have an Individualized Education Plan (IEP) or 504 plan. When a student's records contain an IEP or 504 plan, then the plan will be implemented and developed in accordance with law and in order to best meet the special needs of the exceptional child (EC).

2. In keeping with the federal Child Find mandate, if a student enrolled at Ronald Reagan Academy is believed by the school staff to have EC needs, then he/she will be referred to a contracted special education expert (a school psychologist or other special education professional as appropriate) for evaluation. The student's teacher, parents, the Director, and others as appropriate will provide the special education expert with information to aid in determining whether the student is in need of special education services.

In addition, Ronald Reagan Academy will comply with the Child Find initiative by accepting referrals from parents, health care providers, community agencies, and others as applicable. Information on Child Find will be part of the orientation packet given to parents whose children have been admitted to the school. Ronald Reagan Academy's special education expert will be provided with the referrals and any additional relevant information about the student. The special education expert will determine if there is enough evidence to suggest that a child should be evaluated for a disability. If he/she believes there is valid reason to screen the child, then he/she will do so. (In the event that the special education expert believes the screening ought to be conducted by a different special education expert due to that person's unfamiliarity with the possible

disability, then a highly qualified professional will be contracted with in order to perform said screening.) Based on the screening results, any student qualifying for exceptional child services will receive an IEP and be given services in accordance with his/her needs. The child's parent will be notified of the screening results and of the steps that will be taken to address that child's learning needs.

3. Ronald Reagan Academy will comply with the Family Educational Right to Privacy Act and with Public Records Law, Chapter 132 of the General Statutes. Records will be maintained onsite and made available upon official request, in keeping with Article 29 of Chapter 115C. EC records will be kept in a locked cabinet, and only authorized staff will be permitted to access those records for review. Upon a formal records request, parents will be given access to their child's file. We will transfer records to another school upon receiving an official records transfer request. Likewise, we will make formal requests for records from students' previous schools upon their enrollment at Ronald Reagan Academy.

Exceptional Children's Education Programming

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

1. Ronald Reagan Academy will uphold its duty to provide all of its students with a high-quality education, including exceptional children. In order to meet the requirements mandated in a student's IEP, we will offer individualized services and instruction that allow each student to access the regular education program in the least restrictive environment possible. We will attempt to include all students with disabilities in the school's regular education program, but if a student's needs and IEP dictate that a program other than inclusion is required, we will fulfill those requirements through contracted services. When a student's IEP calls for specialized services, such as physical therapy, that are not within the realm of expertise of the contracted Special Education Instructor(s), then the school will contract with appropriate providers on a fee-for-service basis.

Grade-level teachers with exceptional students enrolled in their classes will receive guidance and consultation from the Special Education Instructor(s) (and/or other contracted special education personnel as appropriate) on how to implement those exceptional students' IEP requirements, such as modified instruction and assessment accommodations. Each grade-level teacher with exceptional students enrolled in his/her class will meet with the designated special education person(s) at a minimum of once a month to discuss the progress or lack thereof of each student and to discuss plans and modifications moving forward. RRA will contract special education personnel to ensure that each exceptional student's academic, emotional, and behavioral needs are met.

2. The staff at Ronald Reagan Academy will use a variety of methods and support systems to ensure that exceptional students receive a Free and Appropriate Public Education. The school is structured to provide a stable,

nurturing educational environment with its self-contained classrooms and small size. The dress code and other student rules likewise promote an ethos of personal responsibility and pride in hard work. We believe this framework creates a supportive school environment from the get-go.

In addition, every student with an IEP will be provided with the instructional methods, modified assessments, and other tailored services appropriate to his/her education and as dictated by his/her IEP.

Ronald Reagan Academy will contract special education personnel to provide services and programs for exceptional children. Special education personnel will also handle the compliance and administrative responsibilities associated with those services. As noted in #1 above, special education personnel will work in a hands-on, regular capacity with the classroom teachers to make sure that students' IEPs are implemented effectively in the regular education program. The Director will oversee the special education program and serve as the school's Section 504 compliance official. In this capacity, he/she will be an additional safeguard for ensuring that RRA adheres to federal and state laws concerning exceptional students and that those students receive a Free and Appropriate Public Education.

3. Special education personnel will be in charge of implementing students' IEPs. Once a month, special education personnel will meet individually with classroom teachers who have exceptional students in their classes to discuss progress toward goals and improve instructional strategies and other tailored services for exceptional children. Likewise, the Director will meet with special education personnel individually once a month to review exceptional student progress and compliance with each IEP. The special education personnel and Director will create a calendar marking when annual reviews and three-year reevaluations are to take place. Regular classroom teachers will keep a record of the modifications and accommodations that are to be made regarding instruction and testing in their classrooms for particular students.

Classroom teachers and special education personnel will use curriculum-based assessments and other data to gauge student progress toward IEP goals and objectives, and they will share that information with parents when report cards (and progress reports if needed) are issued. Special education personnel will talk regularly and informally with students one-on-one about their IEP progress; however, every marking period there will be a formal discussion between each exceptional student and his/her lead Special Education Instructor and classroom teacher. Each student's parent/guardian will be provided with Special Education Procedural Safeguards at the following times: a) upon referral for special education testing; b) during the annual IEP review; c) whenever a change of placement occurs; and d) anytime a manifestation determination meeting is held.

4. If a student's IEP requires related services (e.g., speech, social work, physical therapy, etc.) not available through the contracted Special Education Instructor(s) at Ronald Reagan Academy, then the school will contract with outside providers on a fee-for-service basis. All providers will be properly licensed and certified.

Student Performance Standards

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

1. As discussed in the Mission & Purposes section, Ronald Reagan Academy will have high expectations for students' academic performance and attendance. Our school's student performance standards are as follows:

Academic proficiency: We will provide students with a rigorous academic education that prepares them for success in high school, college, and life.

Measurable expectations: Given current statistics showing that only about one-third of students in grades 3-8 in the Public Schools of Robeson County tested grade-level proficient overall in the 2014-2015 year (combining reading and math, as well as science for grades 5 and 8), we plan to set the following overall grade-level proficiency benchmarks for Years 1-5: Y1, 40%; Y2, 45%, Y3, 55%, Y4, 65%, Y5, 75%.

In addition, we want every student testing below grade level to show growth in his or her end-of-grade test scores over the prior year. It's not realistic that every child every year will be proficient, but it is important to strive for excellence and to work hard to achieve continuous, measurable improvement for all students.

Based on the test results at the end of Year 4, Ronald Reagan Academy will receive an "A" on its School Report Card and maintain an "A" status from that point forward.

Excellent Attendance: Outstanding student attendance rates will ensure that students are in school nearly every day, increasing the likelihood that they can catch up and get ahead academically.

Measurable expectation: The school's rate of attendance will be 95% or higher in Year 1 and 98% or higher each year thereafter.

2. The North Carolina End-of-Grade Tests will be used to set achievement goals for students individually, for each grade level, and for the school as a whole. Before the school year begins, teachers and administrators will review students' test results and set benchmarks for the year ahead for each student and grade, which will then inform the goals for the school as a whole. The school-wide proficiency benchmarks stated above may be revised upward (but not downward) based on the students' actual performances.

In addition to the NC End-of-Grade Tests, at our school, students will have many varied opportunities to show what they can do and what they know. By assessing students with both formative and summative metrics, teachers will

be able to gauge areas in which students need additional help and can schedule time either in the regular classroom or through tutoring or other remediation plans to re-teach the material. Assessment will drive lesson planning.

Students will also be measured in non-curricular areas, such as class attendance and good classroom behavior, in order to promote the right conditions for learning to take place. Classes will compete with each other for the greatest number of consecutive days of perfect attendance, for example.

3. Though core-content mastery, as shown through a level of proficiency of 80% or higher, is the goal, it does not mean that every student failing to reach that benchmark in every metric in every core content class will be retained. For example, a student who maintains a C- average in math will not be retained if, for example, he scores at a Level 3 or higher on the North Carolina End-of-Grade math exam and/or if his teacher believes, through assessment, observation, and long-term monitoring, that the student possesses the sufficient math skills to succeed at the next grade level.

Students at Ronald Reagan Academy must meet the following criteria in order to be considered for promotion to the next grade level:

1. Receive a yearly average grade of C or higher in math and English
2. Have no more than 10 absences during the school year
3. Complete required summer school programs
4. Demonstrate an overall compliance with school policies regarding student behavior (e.g., arrive at school in dress code, act appropriately in the classroom by following teacher directions, and turn in homework). Students who are defiant and/or breaking school rules on a regular basis throughout the school year will not be promoted, for example.
5. Demonstrate through class work, homework, classroom assessments, diagnostic exams, and North Carolina End-of-Grade test results an academic readiness to succeed at the next grade level.

When a student is identified as not meeting one of the criteria listed above, the student will not be promoted to the next grade level unless the student's regular classroom teacher or the Director determines that retention is not the appropriate intervention for the student's academic or behavioral deficiencies. This determination shall specify in writing the reasons why retention is not appropriate for the student and shall include recommendations for interventions. If the teacher's recommendation to promote is contingent on the student's academic performance in summer school, then the student's academic standing shall be reassessed at that time.

Promotion decisions are of utmost importance and will be made with careful deliberation. RRA will inform parents of the promotion policy in the welcome packet upon their child's enrollment in the school. Parents and students will sign that they have read and acknowledge the school's promotion policy. The school will inform families of potential retention, in writing, as early as students are identified as not meeting promotion requirements so that appropriate corrective steps may be taken. Written notification of potential retention will be provided to families through progress reports and report cards. Progress reports are issued every 3 weeks to students receiving a C-

or lower in any subject. Through progress reports, phone calls, and/or meetings with families, the school will keep families apprised of student progress (or lack thereof) toward grade-level promotion. Final notification of retention decisions will be included in final report cards.

In the case of students receiving special education services, special education staff will be included in the promotion/retention decision to ensure compliance with applicable legal requirements. Exceptional children will be subject to the same promotion criteria as other students unless their IEP specifies otherwise. Exceptional children must meet the course-of-study requirements identified in their IEP, which may differ from the above-stated criteria, in order to be promoted to the next grade level. Parents or guardians who disagree with the school's decision regarding retention or promotion may follow the school's Local Complaint Procedures to appeal.

4. Ronald Reagan Academy's curriculum will be driven by academic standards based on national and North Carolina frameworks. Those standards clearly state what students should know and be able to do at each grade level. The textbooks and other curricular materials will be standards-aligned so that the main instructional materials will serve as a guide for keeping students and teachers on track to meet or exceed grade-level knowledge and objectives. Teachers will use assessment data for each individual student to tailor instruction to meet each student's academic needs. Furthermore, formal tutoring, informal after-school help, and mandatory summer school will help our "at-risk" population catch up and excel academically.

In order for an RRA student to graduate from eighth grade and move on to high school, he or she will be expected to meet the following requirements (explained more elaborately in #3 above):

1. Receive in 8th grade an average grade of C or higher in math and English
2. Have no more than 10 absences during the school year
3. Complete required summer school programs (at the end of 7th grade)
4. Demonstrate an overall compliance with school policies regarding student behavior.
5. Demonstrate through class work, homework, classroom assessments, diagnostic exams, and NC EOGs an academic readiness to succeed in high school.

Student Conduct:

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

Be sure to include:

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

We believe that high expectations yield high results, while low expectations

yield low results. We expect our students to come to school on time, dressed in dress code, and acting with respect toward themselves, their teachers, and their peers. A code of ethics will be employed from the Board of Directors through the administration, teachers, and students. This culture of achievement and personal responsibility has proven highly effective at schools serving low-income minority students, such as KIPP.

The mandatory dress code (see Appendix O) fosters a sense of equality, uniformity, and the family concept among students. With a low-income student population, it also reduces envy. The dress code further creates a look and mentality of academia and respect. Our strict attendance policy (see Appendix O) ensures that students maximize their academic potential by being in school almost every day.

Any student who disrupts class, arrives late to school, or does not complete his/her homework will be given after-school detention the following day. The Student Contract (see Appendix O) teaches children the value of personal responsibility, an important aspect of youth education. In order to be admitted into RRA, each student and a parent/guardian must sign that they agree to and plan to abide by the school rules.

These are the discipline policies up to and regarding suspension and expulsion:

Level I: When students do not meet certain behavior expectations, such as talking out of turn or not completing homework, the teacher will handle these minor infractions. He/she may assign detention and will remind the student of the proper way to behave.

Level II: When a student continually breaks a school rule(s) even after a call home, a meeting will be scheduled with the teacher, student, parent, and possibly the director to rectify the situation. An action plan may be created. Disciplinary measures may include detention, trash duty, or suspension from extracurricular activities.

Level III: If the Level I or II infractions continue, the corrective plan does not produce the desired result, or if the infraction itself is of a more serious nature (e.g., defying the teacher, harassing peers, or cheating), the student, teacher, parent/guardian, and director will hold a meeting to discuss expectations and consequences. A corrective action plan will be implemented that may include in-school suspension.

Level IV: If the Level III behavior concerns escalate or a severe infraction occurs, such as assault, possession of drugs or weapons, or threatening others, then the director may recommend (depending on the severity of the offense) a long-term suspension or expulsion.

Special Needs Considerations: When considering disciplinary actions for students with special needs, the director will take additional cautionary measures before making a decision. With the assistance of any exceptional children personnel who work with the child in question, the director will review and consider whether the behaviors are a manifestation of the student's disability and any accommodations that should be made as a result of the student's IEP or 504 status.

Appeal/Grievance: A parent/guardian may appeal a Level 3 or Level 4 disciplinary action. Within 24 hours of receiving written notification of the planned disciplinary action, the parent/guardian may submit to the director a written request to reconsider his/her decision. The director may either agree to the parent's request or suggest an alternative disciplinary action plan. If in disagreement, he/she must forward the parent's request to the Board of Directors. The Board will then hold a hearing in which the parent(s)/guardian(s) and any appointed representative are given an opportunity to express their views. Upon hearing input from both sides, the Board of Directors shall make a decision, and that decision shall be final.

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Ronald Reagan Academy

Mailing Address: Ronald Reagan Academy

City/State/Zip: Lumberton NC 28358

Street Address: 2507 Chamber Street

Phone: 910-734-0711

Fax:

Name of registered agent and address:

Noel Evans, 2507 Chambers Street, Lumberton, NC 28358

FEDERAL TAX ID: 47-2020280

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these
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					professional licenses?
Rickey C. Stoker	Director	CUMBERLAND	Retired Teacher	North Carolina Teacher's License	N
Phil Locklear	Director	ROBESON	Owner of a Dept. of Defense consulting firm	Retired military	N
Jordan McGirt	Director	ROBESON	Teacher	Provisionary Teaching License	N
Chad Hammonds	Treasurer	ROBESON	Lawyer	licensed attorney in North Carolina	Y
Susie McIntosh-Hinson	President and Secretary	ROWAN	Sr. Director, GS1 Global	N/A	N

Please provide the following in this location of the APPLICATION:

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

Ronald Reagan Academy is governed by the Ronald Reagan Academy Board of Directors. The Board shall be ultimately responsible for the operation and activities of Ronald Reagan Academy. The Board shall be governed in its operations and its actions by the By-Laws of Ronald Reagan Academy that shall be consistent with the Charter and all applicable federal and state laws.

The primary methods for executing Board responsibilities are to create, adopt, and monitor a long-term strategic plan, associated budget, and employ and manage the Director, who is responsible for the day-to-day management of Ronald Reagan Academy. The Director will report directly to the Board.

To recruit a Director, the Board will advertise on NCHRMS, craigslist, and other places as appropriate in addition to putting the word out/recruiting in the local community. The Board will seek to hire a Director whose educational views, practices, and experiences align with the mission and direction of Ronald Reagan Academy. The Director must have significant administrative and teaching experience in a charter school and/or traditional public school.

The Director will report to the Board at least once a month, and the Board will be in charge of supervising and evaluating the Director. The Board will expect that the Director will oversee implementation of the curriculum, employee training and evaluation, and adherence to the school's mission and charter. Furthermore, he/she will be responsible for ensuring sound financial management and will report to the Board with monthly cost/revenue reports. The Director must also provide to the Board average daily attendance numbers, end-of-grade test score results by grade as well as school-wide, staffing plans, and other matters pertinent to the ongoing

running of the school.

The Board of Directors will meet at least 8 times per year, as stated in the by-laws, with the goal to meet monthly in the first year of operation (or longer, depending on perceived need). All Ronald Reagan Academy activities and affairs shall be managed, and corporate powers shall be exercised, under the ultimate direction of the Board. Board responsibilities shall include, but not be limited to, the following:

1. Oversee implementation of the Charter
2. Uphold the mission of Ronald Reagan Academy
3. Approve and monitor the budget, fiscal reports, and fiscal practices
4. Approve all contracts and expenses
5. Receive and review the yearly independent financial audit
6. Approve and monitor all financial arrangements and plans
7. Recruit, hire, and manage the Director
8. Monitor the Director's implementation of all school policies, including school personnel policies
9. Approve Ronald Reagan Academy policies
10. Attend in-service sessions for the purposes of training individual board members on their responsibilities with topics to include Conflicts of Interest.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

Ronald Reagan Academy shall be managed by the Board of Directors, which shall consist of at least five directors and no more than nine. Currently there are five founding Board members whose various backgrounds in business, nonprofit organizations, law, the military, and education--as well as a strong interest in and familiarity with Robeson County--provides a broad base of strength and experience.

Here are the short bios of the current Board of Directors:

Ms. Susie McIntosh-Hinson (President & Secretary) is an International Business Executive whose career spans 30 years in Global Business for both profit and not-for-profit organizations. She is a graduate of Catawba College, where she studied computer science, business administration, and mathematics.

Mr. Chad Hammonds (Treasurer) is a licensed attorney with over 20 years of experience practicing in Robeson County. He is a graduate of Wake Forest University and Notre Dame University, where he studied law. Mr. Hammonds is a native of Robeson County, where he currently lives and his son (now in college) attended school.

Mr. Rickey Stoker is a native of Robeson County and a retired teacher of Cumberland County Public Schools with over thirty years of experience in education. He is a graduate of Pembroke State University, where he studied health and physical education and was a member of the national championship cross-country team in 1978.

Mr. Phil Locklear, a retired United States Air Force colonel, is the owner of LOCK4 LLC, a Department of Defense consulting firm. He has a B.S. in biology / psychology from UNC-Pembroke, and a M.A. from Troy State University in international relations. As Chief of Staff for Special Operations Command South, he was responsible for directing a staff of over 270 personnel, guiding budget, logistics, communications, intelligence, training, and education. Mr. Locklear returned to Robeson County upon retirement from the U.S. Air Force and has pushed two of his children through the local education system. His son attends UNC-Chapel Hill.

Mr. Jordan McGirt is a native of Robeson County, where he currently teaches math at Purnell Swett High School. He graduated from UNC-Pembroke with a degree in secondary math education. He is the head coach for the Purnell Swett swim team and a North Carolina Teaching Fellow.

The Board is recruiting additional members, with intentions of instating them prior to charter approval, whose talents and experiences will help the school achieve its aims. RRA Board Directors must be dedicated to providing students with a rigorous academic education, ensuring financial prudence, and setting/overseeing school policies. The Board will seek members who represent the following skills and areas of expertise: strong financial management, community insight and involvement, operational oversight, policy development, K-12 education experience, legal knowledge, and a strong interest in providing students and their families with an excellent public education.

Throughout the life of the charter, the Board members' various backgrounds and skills (covering the areas mentioned above) will ensure that the school is in good hands. In order to make the school an educational and operational success, the Board will set measurable goals for its fiscal, operational, and academic health. Likewise, the Board will evaluate the success of the school and its Director by measuring student performance, attendance, and other achievement markers against those stated goals and the school's mission.

The Board will make every effort to represent and support various constituencies, including families. Once the school has launched, we will recruit a family member to join the Board, and we may form a family committee that focuses on parent/family concerns and events. In addition, at our Board meetings we welcome feedback from parents/other family members as well as the community at large. The Board has also formed a Board Advisory Group (see below).

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

The founding Board members joined together in their mission to create an academically high-achieving public school in a county known for its abysmal academic performance. As the poorest and most violent county in North Carolina, opportunities for youth can be extremely limited. By providing students with an excellent academic foundation, we are united in our desire to offer young people a chance to succeed in the high school, college, and career of their choice.

Two among us (the Board) have children who attended the Robeson County school system and have firsthand awareness of its limitations. Two others have children who attended similar rural North Carolina school systems nearby. Four of us are active members of the Robeson County community, serving local churches, the Public Schools of Robeson County, and the S.A.I.L. summer math camp, for example.

One Board Director in our group lives outside the county in Salisbury, North Carolina, and became acquainted with the others through her interest in high academic standards in public education. She has a great interest in providing socioeconomically disadvantaged youth with an excellent academic foundation, and she brings her extensive business and nonprofit experience to the table. Her strategic business and operational successes will be a key asset to the Board's operational, fiscal, and data management. (The short bios for the five current directors are provided in the previous response.)

At each annual meeting of Board members, the current members shall elect directors to hold office for three-year terms. Each director shall hold office until the expiration of the term for which he was elected and until his successor has been elected and shall have qualified, or until his prior resignation or removal. The number of directors may be increased or decreased by a vote of a majority of all of the directors. Newly created directorships resulting from an increase in the number of directors and/or vacancies occurring in the Board may be filled by a vote of the majority of the directors then in office. A director elected to fill a vacancy caused by resignation, death, or removal shall be elected to hold office for the unexpired term of his predecessor.

Existing Board members will seek to recruit additional members of the governing board, including family members of students, educators, and business people or other community members. The Board might try such recruitment measures as approaching local reputable educators as well as businesses to inquire if their leaders might be interested in serving on the Board, attending community forums and meetings to identify individuals whose actions and experiences represent alignment with Ronald Reagan Academy's mission and goals, and sending correspondence home to students announcing that parents and other family members are encouraged to apply for a seat on the Board.

To ensure that our Board is able to govern the school effectively, we will maintain a list of people we think would be assets to the Board and who are or may be interested in serving on it. We will try to anticipate vacancies as early as possible. Upon charter approval, we'll attempt to add additional members to the Board whom we believe will be valuable assets. Upon launching the school, we'll also seek to enlist a student's parent or other family member as a Board member.

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

We will meet at least eight times a year, as stated in the by-laws, in order to effectively govern the school. Additional Board meetings will be held as needed and in accordance with the by-laws. It is anticipated that in the first year of operation (and perhaps beyond) it will be advisable to meet monthly.

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

The founding Board directors will participate in orientation and governance board training both before the first year of operation begins and during that initial year. The same will hold true for additional and/or subsequent Board members: They will receive introductory and ongoing training in their first year of service. Furthermore, Board members in their second or later year of service will receive ongoing training on an as-needed and as-appropriate basis. For instance, the Treasurer might read the latest Charter School Finance Guide, while the President attends additional charter school board training and reviews health and safety policies to ensure they reflect current regulations.

The mandatory Board orientation process for new members will include, but not be limited to, the strategic plan of the school; the duties and expectations of board members; understanding the school's mission and goals and the plans for achieving them; complying with North Carolina's Open Meeting Law and state and federal education laws related to the operations of the charter school; board policies and by-laws; budget parameters; and charter school finance. Orientation will be held at the school site and provided by a person or persons familiar with nonprofit governance.

New Board directors are required to read and demonstrate understanding of "The Elements of a High Functioning Public Charter School Board." They will also be provided with, and discussions will center around, the following resources: an explanation of the North Carolina Open Meeting Law; a copy of the mission statement, description of the education model, and yearly goals for school achievement; the rules and responsibilities of Board members; a copy of the budget; a list of school staff; the by-laws; a school calendar and board meeting calendar; information on where and how to access this charter; and any other items as deemed necessary.

In their first year as Board members, the Ronald Reagan Academy Board of Directors will be required to participate in the webinar series offered by the North Carolina Office of Charter Schools on the following topics:

Board Composition and Structure

Leading Purposeful Meetings

Strategic Goals and Accountability

Policies (Development and Oversight)

Planning and Oversight (Academics and Finances)

Executive and Governance Evaluation

These webinars are held monthly from November through May.

Throughout the year, additional Board training resources may also be secured from the North Carolina Office of Charter Schools, North Carolina Public Charter School Alliance, North Carolina School Boards Association, Center for Public Skills Training, the U.S. Department of Education, and any other organization with resources available that may be helpful and pertinent to the Board's effective operation.

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the*

application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Our Board will govern the school with high ethical standards and have procedures in place for identifying and addressing conflicts of interest as follows:

A. Duty to Disclose

Prior to initial election and annually thereafter, each director must submit to the Secretary a signed written statement identifying, to the best of the director's knowledge, (1) any entity of which the director is an officer, director, trustee, member, owner or employee, with which the organization has a relationship; and (2) any transaction in which the organization is a participant and in which the director might have a conflicting interest. The Secretary must provide copies of all such statements to the chair of the Audit Committee or, if none, to the chair of the Board.

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest to the Audit Committee or, if there is no Audit Committee, to the Board of Directors, and be given the opportunity to disclose all material facts 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 Audit Committee or Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon, so as to preclude any attempt by the conflicted person to influence improperly the deliberations or voting on the matter.

The remaining Audit Committee or Board of Directors members shall decide if a conflict of interest exists. The existence and resolution of the conflict shall be contemporaneously documented in the Organization's records, including minutes of any meeting where the conflict is discussed or voted on.

C. Procedures for Addressing the Conflict of Interest

All potential conflicts that are disclosed shall be addressed in the following manner:

i. 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.

ii. The chairperson of the Audit Committee or Board of Directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

iii. After exercising due diligence, the Board of Directors or Audit 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.

iv. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Audit Committee or Board of Directors shall determine whether, by a majority vote of the independent directors, 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.

For more on the Ronald Reagan Academy Conflict of Interest Policy, please refer to Appendix G.

There are no existing relationships that could pose actual or perceived conflicts of interest if the application is approved.

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

The Ronald Reagan Academy Board of Directors will take guidance from the North Carolina Office of Charter Schools, North Carolina School Boards Association, and other entities as appropriate to learn of current regulations and best practices. This, in conjunction with recommendations by the school's Director, will help the Board to adopt school policies that will lead to effective fiscal, operational, educational, and ethical governance.

Unless otherwise required by law, the vote of a majority of the directors present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

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

There is and will continue to be a Board Advisory Group, comprised of members of the community such as parents and community leaders, who will serve the Board in a variety of capacities including, but not limited to, ensuring the Board is aware of and able to respond to concerns and opportunities, such as alliances with other organizations, grants, and exceptional children training. Currently the Advisory Group consists of three members; the Board is actively recruiting more members to join the Board Advisory Group.

Except for the Board Advisory Group, the Board does not currently have, but may appoint, one or more councils comprised of faculty, families, community members, or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise, and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. It is expected that during or after the first year of operation, a Family Advisory Council will be established. Members of this council would bring family and community questions, concerns, and ideas to the attention of the administration and Board. Based on the ideas shared, the Student Handbook and/or other policies may be changed. The Family Advisory Council would also plan family events related to or taking place at the school. If a Family Advisory Council were created, it would report directly to the Board. A member of the Council could also serve as a member of the Board.

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

In the event of a parent grievance, the classroom teacher should be contacted first. Teachers must respond promptly and respectfully to phone calls and notes submitted by parents/guardians/family members about an issue pertaining to their child. If after speaking to the teacher, the parent is

unsatisfied with the response, he/she may contact the Director for a meeting to discuss concerns and attempt to reach a solution.

In the rare event that the parent still is not satisfied with the school's response, he/she should follow the protocol explained below. This is the same protocol that staff members who wish to lodge a formal grievance (as opposed to discussing concerns with fellow teachers or the Director in order to improve a situation) should follow:

Step 1: Filing a Grievance

All grievances must be presented to the school's Director in writing. If the grievance involves the school's Director, then the Board (through the Secretary) will receive and investigate the complaint.

Step 2: Investigating a Grievance

Within 15 school days, the school's Director (or Board as described above) will complete an investigation of the grievance. This investigation may include interviews with involved parties, consultation of the Student Contract and/or other school policies, review of applicable education codes, and any other means necessary to resolve the complaint in an appropriate manner.

Step 3: Resolution and Notice of Resolution

Once the Director has determined the outcome, all parties will be notified by phone or in person. In addition, within 20 school days of receiving the initial grievance, the complainant will receive written notification of the outcome.

Step 4: Procedures for Appeal

The Director (or Board as described above) has final authority in determining the outcome of grievances outlined in these procedures. If additional information becomes available, which was not included in the original grievance, the complainant may submit an additional grievance as outlined above.

If the complainant is not satisfied with the outcome of the investigation, he/she may send notice to the Secretary of the Ronald Reagan Board of Directors for the Board's review at the next regularly scheduled meeting.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

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

(Appendix H)

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Ronald Reagan Academy plans to hire personnel for the following positions:

- Director/Principal
- Finance Manager (contracted services)
- Classroom Teachers
- Special Education (contracted services)
- P.E. Teacher
- Resource Teacher
- Administrative Assistant
- Custodian (contracted services)
- Driver

The exact numbers of these positions by year are provided in the budget section of this application.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

The starting Classroom Teacher salary (\$35,000-\$40,000) is \$2,000 higher than the starting salary (0-2 years of experience) on the North Carolina Public School Salary Schedule. The higher salary is provided as both an incentive to want to join RRA and as additional payment for the extra 3 weeks of summer school these employees would be required to work.

Financial bonuses will be paid to teachers who have demonstrated excellent effort, attendance, and job performance. Each teacher will be awarded a \$250 bonus when the entire class of students has an average daily attendance rate of 98% or better for the school year. Teachers will be paid a bonus of \$250 for their own perfect attendance and \$500 for overall job performance, with particular attention given to the academic progress achieved by students in the classroom. Each teacher, then, has the opportunity to earn a total bonus of \$1,000 each year. Through this process, financial compensation is clearly designed to enhance student achievement. RRA will also participate in the North Carolina Teachers' and State Employees' Retirement System with a 15.32% employer contribution.

These financial incentives will be one way in which RRA attempts to recruit and retain the best teachers it can. Research has demonstrated that teacher quality is one of the strongest predictors of students' academic achievement, particularly for students of educationally disadvantaged backgrounds. Given the low academic expectations in many Robeson County public schools, we believe that teachers in the area who are tired of the status quo will want to join RRA in setting the bar high. We plan to advertise on EdJoin, craigslist, local bulletin boards, and in local newspapers for teachers. Emphasis will be placed on teachers' own educational achievements in college and other educational and work experiences. Intelligent, motivated individuals who believe in the power of high expectations and hard work will be recruited.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

The relationship that will exist between Ronald Reagan Academy employees and the nonprofit board is that all employees will be employees of the Board. However, please note that only the Director/Principal will be directly recruited, hired, and evaluated/supervised by the Board. Other employees, such as classroom teachers and an administrative assistant, will be recruited and evaluated/supervised by the Director. The Director will make hiring recommendations to the Board for their final approval. Employment at RRA is "at will," as described in more detail in the next response.

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

Ronald Reagan Academy will recruit and employ professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees must demonstrate a belief in the Ronald Reagan Academy mission, program design, instructional philosophy, and curriculum. All employees are expected to possess the personal characteristics, skills, knowledge, and experience required by their job description. All employees must comply with employee processing policies and procedures, to include, but not limited to: fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening.

The Director will identify teachers and other personnel he/she wishes to hire based on their work experience, education, proper licensing, and other requirements as appropriate for each position. Once chosen for a particular job opening, all potential employees must have a criminal background check performed. An offer of employment is contingent on the employee having a satisfactory background check. The Director will then ask the Board for

their final approval in order to make each official offer of employment.

Employment at Ronald Reagan Academy will be "at will." As such, both the school and the employee may terminate employment at any time and for any reason. Upon termination of employment, the employee must return all school property, such as keys, computers, and other supplies. If any school property is not returned, the amount for the missing property will be deducted from the employee's final paycheck. The employee will be provided with information concerning his/her rights to continue medical coverage via COBRA.

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

Compensation by position in Year 1 will be:

Director/Principal: \$60,000

Finance Manager: \$24,000 (part time; contracted services)

Classroom Teacher: \$35,000-\$40,000

Special Education: \$35,000 expected in Year 1 (contracted services)

P.E. Teacher: \$35,000-\$40,000

Resource Teacher: \$35,000-\$40,000

Administrative Assistant: \$30,000

Custodian: \$20,000 expected in Year 1 (contracted services)

Driver: \$10.70/per hour (part time; contracted services)

Note that in the budget section of this charter, all teaching positions listed for Year 1 were assigned the salary of \$37,500 because that is the average of the range noted above: \$35,000-\$40,000. In the budget, the average expected salary increases by 2% each year for each type of employee (teachers, director, and administrative assistant). The costs for contracted services, such as special education, grow each year in the budget based on projected increases in enrollment.

As noted above, each employee will also be eligible for up to \$1,000 in bonuses. Health benefits for eligible employees are calculated at 12.35% of each employee's salary. Ronald Reagan Academy will provide health, dental, and vision insurance to each full-time employee as well as mandatory benefits such as Medicare and social security to all employees. Social security is calculated as 6.2% of each salary, while Medicare is 1.45%. In addition to those benefits, the school will participate in the North Carolina Teachers' and State Employees' Retirement System with a 15.32% employer contribution.

6. Provide the procedures for employee grievance and/or termination.

Employee grievance procedures:

1) Complainants are to schedule a meeting with the Director/Principal to discuss the issue at stake. Unless the solution to the grievance is of an imminent nature, the Director/Principal will meet with said complainant within 5 school days of receiving the complaint. If he/she finds it necessary to better comprehend the issue at stake, the Director/Principal may request in writing a brief description of the problem, when it started, whom it concerns, and the employee's proposed solution.

2) If the meeting and/or the actions taken after the meeting by the Director/Principal to address the issue do not satisfy the complainant, then

the employee can request the intervention of the Board.

3) The complainant must write a Grievance Letter to the Board identifying the problem, the steps already taken, and the proposed solution. The Board will, either at its next scheduled regular meeting or at a special meeting called within 30 days of receipt of the complaint, render its final ruling.

Note that if the employee complaint is about the Director/Principal himself/herself, then the employee should skip #1 and #2 above and proceed straight to #3, the Board.

Termination: Given that employment at Ronald Reagan Academy is "at will," both the school and the employee may terminate employment at any time and for any reason. Upon termination of employment, the employee must return all school property, such as keys, computers, and other supplies. If any school property is not returned, the amount for the missing property will be deducted from the employee's final paycheck. Terminated employees will be informed of their right to COBRA health benefits.

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

No positions will have dual responsibilities. In the case of any part-time employment or part-time contracted services, the school will compensate said employees/contracted workers only for their hours worked for Ronald Reagan Academy.

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

RRA will contract with qualified professionals with appropriate licenses in special education to ensure that the educational and social needs of our exceptional children are met. We have decided, at least initially, to contract instead of employ special education professionals due to our school's small student population size. Given, for example, that the school intends to enroll 125 students in Year One, it makes the most sense to us to see what the exceptional needs of our students are and then contract with special education professionals accordingly to meet those needs.

Furthermore, our teachers will be given training to identify and meet the needs of all students to ensure that every student has equal access to the curriculum and the ability to reach growth targets. In addition, special education professionals will train the classroom teachers who have students with special needs in their classes on how to modify the curriculum to meet those students' various needs.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Ronald Reagan Academy will recruit and employ professional, effective, and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees must demonstrate a belief in the Ronald Reagan Academy mission, program design, instructional philosophy, and curriculum. All employees are expected to possess the personal characteristics, skills, knowledge, and experience required by their job description. All employees must comply with employee processing policies and procedures, to include, but not be limited to: fingerprints, criminal records, proof of identity, right to work in the United States, and TB

screening.

We will seek employees with the following general qualifications:

1. Commitment of time, energy, and effort in developing Ronald Reagan Academy's program to support the mission and vision
2. Belief in the basic philosophy of focusing on the core academic curriculum while providing high expectations and structure to students
3. Commitment to working with families as educational partners
4. Strong written and verbal communication skills and math skills
5. Knowledge of the developmental needs of students
6. Awareness of the social, emotional, and academic needs of students
7. Ability to plan cooperatively with other staff
8. Willingness to continue education through additional courses and training, workshops, seminars, and staff development
9. Active participation in faculty meetings
10. Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude, and/or classroom performance
11. Interest in taking a leadership role in some aspect of the school's short- and long-term strategic plan.

Below are specific qualifications per position:

Director/Principal

Minimum Qualifications: A total of at least five years of experience in a traditional public school or charter school in teaching and administration. The Director/Principal must be willing to adopt and implement the education model. As the lead administrator, he/she will provide ongoing evaluation of all instructional and non-instructional employees, oversee the curriculum, coordinate staff development and training, and monitor the facilities. With the aid of the Financial Manager, the Director/Principal will ensure sound financial management and oversee contractual services and grants. The Director/Principal will work with teachers, students, families, the governance board, and community members to ensure adherence to the school's mission statement, which is in alignment with the charter. The Director/Principal will interview all employees and make his/her recommendations to the Board. He/she must work to maintain excellent student average daily attendance (ADA) and create/oversee a school calendar, curriculum, staff in-service, and student contract. He/she will implement and monitor assessment, such as NC EOG exams, as well as monitor financial services, grants, contracts, the Student Accountability Information System (SAIS), and extended educational programs that occur after school and during the summer.

Teachers

Minimum qualifications: Each self-contained classroom teacher will have met the professional educator licensure requirements for, as applicable, elementary (K-6) or middle grades (6-9). Teachers agree to adhere to and implement the education model described in this charter. Their past work experience (in education and other fields) and college transcripts will be reviewed to ensure that the best candidates possible are hired. Teachers will create weekly lesson plans aligned with Common Core and North Carolina Standards; implement structured classroom curriculum that focuses on enhancing students' academic performance to reach or exceed grade-level

proficiency in English/language arts, mathematics, science, and social studies; and provide students with ongoing academic assessment. Teachers will maintain an accurate record of student attendance, family contact, and grades. They will monitor students in the classroom, while on lunch duty, and during after-school programs as applicable. Teachers will report directly to the Director/Principal.

The physical education teacher must have a North Carolina P.E. Teacher's License; be in good physical health; knowledgeable and interested in exercise, health, and nutrition; and possess the traits necessary to be an inspiring role model for students. He/she will be tasked with improving students' level of physical fitness in a structured environment.

The resource teacher must be able to demonstrate a breadth of academic knowledge as well as the ability to explain academic lessons in an easy-to-understand manner. He/she will ideally have experience working with remedial students and a strong track record showing that his/her efforts led to academic improvement in his/her students.

The special education teacher(s) (contracted services) must demonstrate that they have the proper licenses and applicable experience necessary to handle the various needs of RRA's exceptional children population. Special education services will be hired based on enrolled students' IEPs.

Finance Manager (contracted services)

The Finance Manager will perform duties that include the following: payroll for employees, human resources, taxes, state reporting, budget compliance, financial reports, vendor invoices, maintaining financial records, and providing financial reports to the Director/Principal and governance board to ensure compliance with state and federal records and reporting requirements. He/she will be responsible for working with a certified public accountant for a yearly audit that is approved by the governance board. He/she will prepare and provide appropriate monthly, quarterly, and yearly reports to the Director/Principal and Board. All purchases must be submitted to the Finance Manager with an invoice that is signed and approved by the Director/Principal. This person will have at least a bachelor's degree and preferably a master's degree in accounting, finance, or business and will have at least three years of experience in managing the financial operations of a public agency--preferably a school. The Finance Manager reports to the Director/Principal.

Administrative Assistant

The Administrative Assistant will work closely with the Director/Principal, Finance Manager, students, teachers, and families. He/she will maintain student daily attendance records; input information into Student Accountability Information Systems (SAIS) and student cumulative folders; sign in visitors; answer telephone calls and emails; provide families with student enrollment applications; register students; order school supplies as needed; and receive deliveries. He/she will be responsible for fulfilling any other duties as prescribed by the Director/Principal and/or Finance Manager. This person should have a friendly manner, be well organized and willing to follow directions, have computer and other office skills, and have (preferably) two or more years of experience working in a school setting. This position reports to the Director/Principal.

Custodian (contracted services)

The janitor will work to ensure all classes, bathrooms, offices, and grounds are clean and maintained in the proper manner for the safety and effective operations of the school. The janitor must have related work experience and strong references that demonstrate that he/she is dependable, competent, and gets along well with others.

Driver (contracted services)

The driver hired to transport students (who require the service) to and from school must have a clean driving record, be physically able to perform the duties of the job, and be subject to random drug testing. He/she must be punctual, responsible, friendly, and extremely safety-oriented.

All staff must believe in our mission and strive for academic and social excellence for all students.

Staff Evaluation and Professional Development

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

The Director/Principal is in charge of maintaining teacher licensure requirements as well as overseeing the professional development of the instructional staff (as described below).

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

One of the strongest predictors of a student's academic and social growth is the effectiveness of his/her teachers. As such, we understand the importance of hiring the best teachers we can, mentoring them, and providing them with ongoing feedback so that they may grow professionally.

Each week, the Director/Principal will review teachers' lesson plans for the upcoming week, provide input, and ensure that those plans are in alignment with the standards and the established curriculum/pacing. The Director/Principal will also meet often (at least monthly) with teachers on a one-on-one informal basis to check in about how curriculum pacing, classroom management, assessment, and so forth are going. This is a good time for teachers to express any concerns, seek advice, or offer curricular and other suggestions. In addition, the Director/Principal will share any concerns or feedback he/she has to help the teacher grow professionally and meet the aims of the mission and educational program. The Director/Principal will also drop in on classes to observe and evaluate teacher performance to ensure it's standards-aligned and effective. He/she will share feedback and suggestions with said teacher in a one-on-one meeting. Furthermore, ongoing professional development will also be part of the mentoring process.

For example, there will be a monthly in-service training for instructional staff that will take place at least one Friday per month (more if there is a demonstrated need). Staff will meet for 2 hours after school to discuss school achievement goals, such as academic progress and attendance. In addition, there will be time for teachers to ask questions regarding challenges they are facing in their classrooms. That way, teachers can get and share ideas and best practices with each other. These sessions will also include specific training in one particular area with topics to include:

effective language-arts instruction (reading comprehension, vocabulary development, etc.), strategies for teaching math to remedial students, hands-on learning in science, enrichment activities for advanced students in social studies, and other instructional topics as needed and appropriate. In addition, classroom management techniques, communication with parents, implementing the mission and education model, and how to grade fairly and effectively will be covered. The Director/Principal will lead some of the training sessions, while teachers with demonstrated strength in other topics (such as reading comprehension strategies) will lead others. There will be breakout sessions during which teachers will work together, sharing insights and examples of what has proven successful for them in the past.

The Director/Principal will be in charge of overseeing teacher certification and licensure requirements and will ensure that teachers meet those requirements in accordance with state law, federal law, and best practices.

We wish to retain teachers who support the mission and education model, demonstrate effective classroom management, and achieve academic growth with their students. Part of the retention strategy is financial reward, as indicated by the \$1,000 bonuses and higher starting salary described in the preceding section. And part of it is initially hiring teachers who are truly a good match for the mission and model. Furthermore, teachers will have a large degree of independence in how they teach the curriculum and will enjoy the benefits of a small and professionally nurturing school setting rather than a highly bureaucratic and impersonal institution as found in some big schools.

Non-teaching staff, such as the administrative assistant, shall be mentored and evaluated by the Director/Principal, who will communicate his/her feedback in order to ensure that the operations of the school are handled efficiently and effectively. The Board is in charge of evaluating the Director/Principal.

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

The core components of the professional development plan are as follows:

a) Summer Orientation/Training: This 4-day in-service program will train teachers on how to implement the mission, educational model, and school goals and will cover curriculum plans and pacing and classroom management.

b) Monthly In-Service Training: As described in the previous response, this will be a time to discuss school-wide progress and policies and to receive specific training in instructional methods and classroom management. Teachers will be encouraged to ask questions and share best practices.

c) One-on-One Meetings: Teachers will meet at least monthly with the Director/Principal on a one-on-one basis. As described above, meetings will cover curriculum pacing, classroom management, assessment, etc. Teachers will be encouraged to ask questions. The Director/Principal will share feedback based on classroom observations to help the teacher grow professionally and may recommend certain seminars, courses, and reading materials for particular teachers' professional development needs.

d) Special Education: Classroom teachers who have students with special needs in their classes will receive one-on-one instruction on how to modify curriculum and assessment for those students. The special education professional(s) hired on a contract basis for each student with special needs will be in charge of scheduling and carrying out those monthly trainings.

Professional development will be primarily conducted internally. Depending on teacher needs, reading specialists or other educational experts may be brought in to train staff during the monthly in-service. Professional development at RRA will be a combination of uniform and individualized, as evidenced above and in the response field below.

In the case of non-teaching staff, professional development will be carried out to address individual needs and/or changes to education law and school operations.

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

The Summer Orientation/Training will occur over four days in August approximately one week before the school year begins. This will be a time when instructional staff will receive training on how to implement the education model described in this charter in their classrooms. Components of the model include, but are not limited to, 90-120 minutes of language arts instruction daily; 90-120 minutes of math instruction daily; using rigorous, standards-based textbooks and other high-quality teaching materials; self-contained classroom instruction; and strict classroom management. New teachers will learn, for example, how to break up a language-arts period into distinct sections--covering subtopics such as reading, writing, grammar, and spelling. Teachers will also receive training on how to enforce the student contract and use rewards and consequences in a consistent manner in order to ensure great classroom management. Each teacher will be given time to get familiar with the various textbooks, workbooks, supplementary reading materials, and other instructional resources that he/she will be using. When there are multiple teachers per grade level, returning teachers will offer new teachers at their grade level advice on how to, for example, most effectively use the instructional materials in their classrooms, implement projects that were a success, etc.

Based on students' standardized test results from the prior year, the Director/Principal will present a school-wide improvement plan and a grade-level plan, including academic achievement and attendance goals for the year and the implementation of necessary remediation strategies. Curriculum maps/syllabi and pacing guides for English-language arts, mathematics, science, and social studies will be created/modified and discussed during these summer teacher-training sessions. Teachers of the same grade level will meet together to discuss and model strategies and instructional methods (such as direct instruction) for the upcoming academic year. Returning teachers will mentor incoming teachers of the same grade level at this time. In the event there is only one fourth-grade teacher, for example, then he/she will join up with another teacher closest to his/her grade level. During Summer Orientation, professional collaboration and discussion will be

encouraged. We want teachers to start the school year on the right foot, perceiving each other as allies and resources for sharing best practices.

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

Before the student school year begins, teachers will undergo 4 days (32 hours) of training. During each month that school is in session, teachers will meet for at least 2 hours as an entire instructional staff to brainstorm strategies, ask questions, review goals, and receive training and development in specific topics (2 hours x 11 months = 22 hours). In addition, each teacher will have at least 1 monthly meeting with the Director/Principal (1.5 hours x 11 months = 16.5 hours). Teachers with special education students will receive, on average, 1 hour of instruction per month from a special education professional (1 hour x 11 months = 11 hours). That leads to an estimated minimum of 81.5 hours per year of professional development for teachers.

It is estimated that non-teaching staff will have at least 1.5 to 2 hours of professional development per month in the form of webinars, seminars, coursework, conferences, and assigned reading for a total minimum of 16.5 to 22 hours.

With Friday being an early-release day at 1 p.m. for students, it will be easy to facilitate the Monthly In-Service Training at least once a month for the whole instructional staff. (July will be the only month that teachers won't have regularly scheduled professional development.) On the Fridays not used for the Monthly In-Service Trainings, the Director/Principal can easily schedule at least two meetings per Friday for one-on-ones with teachers; however, the Director/Principal can also meet with teachers after school on other days of the week. Given the small size of the school with, for example, 5 full-time classroom teachers expected to be hired in Year One and 10 full-time classroom teachers expected in Year Five, it will be very manageable for the Director/Principal to schedule meetings with teachers and to be available for questions. Likewise, with teachers expected to stay after students are released on Friday to plan for the week ahead and turn in lesson plans, it will be easy for teachers to ask each other questions and collaborate in a collegial, small-school setting.

Enrollment and Marketing:

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

Marketing Plan

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

Ronald Reagan Academy's marketing campaign will focus on getting the word out that the school exists, while making it clear that RRA is a valuable institution that contributes to the socioeconomic success of the community at large.

Given the relatively small size of the community (Lumberton has a population of about 21,500 according to the 2010 census), we will use a primarily grassroots approach to recruitment--targeting local churches, supermarkets, businesses, civic organizations, and so forth. We will talk directly to parents and others about the merits of the school, what makes it different from the other area schools, and how one goes about enrolling one's child. We will hold community meetings and use email blasts and social media, such as a school Facebook page, to promote awareness of RRA.

Since we intend to represent the demographic composition of Robeson County (and more specifically Lumberton), we will target our marketing efforts at all area residents so that the student population reflects the community in terms of race, class, special needs, etc.

Between the Board members and other persons interested in seeing Ronald Reagan Academy launch and succeed, we will have grassroots access into the community, which will form the backbone of our marketing efforts. Here are specific ways that we plan to market the school before it launches and while it's operational:

1. Hang a banner and post signs announcing enrollment on and in front of the school building.
2. Flyers will be distributed at local supermarkets, sporting events, daycare centers, churches, etc., that announce enrollment and highlight what makes RRA an excellent educational option.
3. We will set up information tables in front of key locations with a high volume of people, such as Walmart, Lowe's, and Robeson Community College.
4. Press releases will be sent to The Robesonian, Native Vision Magazine, and other local media outlets to bring awareness to the school and its accomplishments.
5. We will network with church leaders, local politicians, and other influential community figures to tap their vast networking capabilities.
6. We will build good relationships with local daycare centers, schools, churches, businesses, etc., in order to identify people who support and advocate the work we are doing to educate children.
7. Our students, families, and Board members will attend community events, such as the Robeson County Farmers' Market, in order to promote the school and inform the community about enrollment.
8. Once the school has been operational, family nights will be held on campus informing parents, extended family members, and students of the academic success the education model has produced.
9. School representatives will hold frequent enrollment information meetings at convenient locations for community members. At these meetings, school representatives will inform families about the school's mission, education model, and success. Families will have ample opportunity to ask questions.
10. A Facebook page will be used as a social media tool to market the school and announce events, news, accomplishments, etc.
11. We will send information regarding family nights and other open-house type events to local media to post free announcements in their community

sections.

12. Ronald Reagan Academy will post directory listings on www.greatschool.net and other education-focused websites.

13. Email blasts will be sent with important updates and notices.

14. Students who are attending or have attended S.A.I.L Math Camp will be informed of the launching of RRA, with instructions on how to enroll.

Lastly, there is no better marketing strategy than having a great reputation. Once the school is established and its successes demonstrated, the news will spread via word of mouth. As such, at the core of the marketing/recruitment plan is the plan to build and sustain an institution of learning that is achieving academic and social excellence.

Parent and Community Involvement

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

As described in the Marketing section, we will be actively promoting Ronald Reagan Academy in the local area and getting the word out in the community. We will network with church leaders, business owners, educators, coaches, Saddletree Academic Institute of Learning (S.A.I.L.) Math Camp, University of North Carolina at Pembroke, the Lumbee Tribe, and other people and organizations with broad networking capabilities. In addition, as stated above, we will attend community events, host frequent informational meetings and family nights, distribute flyers, send out press releases and announcements to local media, hang a banner on the school, and do whatever it takes to inform the community that Ronald Reagan Academy is an excellent educational option for their loved ones and friends.

The extended family is very important to people in Robeson County, particularly to the Lumbee Indians, who are about 40% of the population. As such, we believe in reaching out not just to parents, but grandparents, aunts, uncles, cousins, and so forth. We want all family members to feel welcomed, appreciated, and supported at RRA.

We will engage parents and other family members in the life of the school in various ways, including, but not limited to, the following:

1. Parent/teacher conferences in the summer so that parents and other family members can meet their child's teacher, ask questions, and discuss any concerns or requests they have regarding their child;
2. Back-to-school nights at the beginning of the school year for families to see their child's classroom and projects their child is working on, and get to know better the teacher and other school staff;
3. School-sponsored events, such as performances, sports games, and festivals where the students' efforts are celebrated by the community in a friendly, inclusive setting;
4. Field trips outside the school, where parent/family chaperones would be encouraged to help;
5. Volunteering in the classroom and at after-school programs;
6. Ongoing parent/teacher conferences as needed throughout the school year;
7. The Ronald Reagan Advisory Board will focus on a heavy concentration of

parents to help advise the Board and Director/Principal on current concerns and provide input on future opportunities and planning.

In the event that any student is struggling to keep up academically, parents will receive progress reports every three weeks. To further ensure that the lines of communication are open, parents will be encouraged to call and/or make face-to-face appointments with their child's teacher. The small size of the school will facilitate ease of communications and accessibility.

Furthermore, as stated earlier in this charter, we may form a Family Advisory Committee that focuses on parent/family concerns and events. In addition, once launched, we will also seek to enlist a family member to join the Board and continue that recruitment process throughout the life of the charter.

Admissions Policy

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

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

Ronald Reagan Academy will adhere to all applicable state and federal laws concerning student admission and enrollment. We will not discriminate on the basis of race, sex, religion, disability, intellectual ability, or on any other unlawful discriminatory basis.

The open enrollment application period shall run from September 15 through March 31. Applications will be made available throughout this time period.

Ronald Reagan Academy shall offer enrollment to any applicant who submits a completed application during the application period and meets the legal admission requirements. However, if the number of applications submitted by eligible applicants during the application period exceeds the capacity of the grade level to which an applicant is seeking enrollment, then acceptance for any oversubscribed grade level shall be determined by a lottery held in April of each year.

Priority will be given to siblings of currently enrolled students at RRA. For the purposes of this charter, the term "siblings" also includes any of the following who reside in the same household: half and step-siblings and children in foster care. Siblings must be identified in a complete application submitted by March 31. If multiple siblings apply for admission and a lottery is needed, RRA shall enter one surname into the lottery to represent all of the siblings. If the surname is selected, then all of the siblings shall be admitted.

Lottery Process:

- A. The exact time, date in April, and place of the lottery shall be determined.
- B. The lottery shall be open to the general public.
- C. Separate individuals will draw, read, record, and verify the results of the lottery.
- D. The lottery will be random, with each applicant having an equal opportunity to be selected.
- E. The lottery shall continue until all eligible applicants have been selected and placed on a wait list in order of selection.
- F. Within ten days after the lottery, the school shall offer enrollment to the applicants in the order they appear on the wait list until the school has offered enrollment to the number of applicants equal to the number of available positions in the grade level for which the lottery was conducted.
- G. Any offer of enrollment will be made by phone contact with a deadline within ten school days by which an applicant must accept the offer. If an applicant does not accept enrollment by the specified deadline, the school shall offer enrollment to the next applicant on the wait list.

Applications received after March 31 will be added to the end of the wait list for the grade level they are applying for in the order in which they were received. The wait list will remain in place for the applicable enrollment period. After that time, a new wait list will be created based on the following year's applicant pool. The application process will start new each year, with all interested applicants needing to reapply, except students enrolled in the school will be eligible to re-enroll for successive years without entering the random-selection process. When a student withdraws, that creates an open seat to be filled by another student through the wait-list process described above. Students wishing to legally transfer into the school mid-year shall be admitted if a seat in that grade is available. If not, he/she will be placed on the wait list.

The parents of students may withdraw or transfer their children at any time. Students' records will be forwarded as official documents to the child's receiving school. In order for parents to re-enroll their students at a later time after withdrawing them, they must go through the school's admission process again.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:
No: X

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

1. *In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*

2. *A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
3. *A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

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

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Public Schools of Robeson County
 LEA #2
 LEA #3

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

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000	LEA 780	LEA 000	LEA 000
Grade 04	25	0	0	25	0	0	25	0	0	50	0	0	50	0	0
Grade 05	25	0	0	25	0	0	25	0	0	25	0	0	50	0	0
Grade 06	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 07	25	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 08	0	0	0	25	0	0	50	0	0	50	0	0	50	0	0
	125			175			200			225			250		

V. OPERATIONS

Transportation Plan:

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

Ronald Reagan Academy will ensure that a lack of transportation does not prevent any child from attending the school. We seek to serve a predominantly rural and socioeconomically disadvantaged population and will take every measure possible to ensure that financial hardships, such as lack of adequate or affordable transportation, do not preclude or deter any interested child from attending RRA.

A parent survey from July 1, 2014, showed that 79% of participants interested in sending their children to Ronald Reagan Academy (should the school be granted approval) believed that parents should be responsible for transporting their children to and from the school. As a result, RRA estimates that about 21% of students will require transportation in the first year. Twenty-one percent of 125 students, the first year's desired enrollment, equals 27 students (rounded up). As such, for the first year's transportation needs, we plan to secure one driver with a 15-passenger van who will make multiple pick-ups/drop-offs from/to agreed-upon locations. Ronald Reagan Academy will secure additional van(s) as/when demand increases.

Transportation will be contracted with Mrs. Lisa Bell, who has worked in transportation and food services for the Public Schools of Robeson County. She has her own 15-passenger van that she will use for transporting students. RRA will be responsible for the maintenance and fuel costs of the van, as described below.

Students and their families will be given a form upon registration that asks whether they need a ride to/from school. The form will ask for their address and whether they need round-trip or one-way transportation. Once that information has been submitted to RRA, the Director/Principal will work with Mrs. Bell to come up with a pick-up/drop-off plan with times and locations. For example, it is anticipated that the Four Winds Community Center and Saddletree Fire Department will be two of the pick-up/drop-off locations. Other van stops will be chosen based on where students in need of transportation reside. Once that plan has been finalized, parents will complete a Transportation Registration Form in which they agree to the pick-up/drop-off location, time(s), and rules. Any students who are not met at the drop-off locations will be brought back to RRA and placed in the after-school program from 4 to 5:30 p.m. The driver has a cell phone and will contact the parents. All students will be taken care of at all times until a family member arrives.

Here are additional rules that students and their families will be expected to follow:

1. No eating or drinking in the van.

2. Cooperate with the driver.
3. Stay in your seat at all times.
4. Seats may be assigned. The designation of your seat will be left to the discretion of the driver.
5. Be on time. The van will leave the pick-up area on time. Students late to the pick-up area will need to be brought to school.

These are the estimated costs by category for transportation in Year One:

Driver Salary: \$10.70 per hour @ 2 hours per day
Total: \$4,280 per year (200 days)

Fuel Cost: \$75 per week (estimated)
Total: \$3,000 per year (200 days or 40 weeks)

Vehicle Maintenance:

Oil Changes: \$50 per @ 3 each year = \$150
Tire Rotation/Balancing: \$39 per @ 3 each year = \$117
Front End Alignment: \$70 per @ 2 each year = \$140
Parts/Other Maintenance: \$500
Total Maintenance Costs: \$907

TOTAL OF ALL ESTIMATED TRANSPORTATION COSTS, Y1: \$8,187

We have allocated funding in the budget for transportation, starting at \$8,500 (rounded up from the projected cost) in Year One and increasing incrementally each year to match enrollment. If the demand for transportation services is higher than what was estimated based on the parent survey mentioned above, then we will allocate more resources and money to the transportation plan. There are adequate reserves in the budget that would allow us to do so should the need arise.

School Lunch Plan:

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

Though Ronald Reagan Academy does not plan to participate in the National School Lunch Program, we will provide healthy, balanced lunches to students whose families cannot afford to provide them with meals. This will be accomplished by contracting with Dowlas Catering out of Clarkton. This is the same catering firm used by other local charter schools. For budgeting purposes, we estimate that 20% of the students will be in need (or 25 students the first year) at a cost of \$4 per student. This estimate is based on a parent survey administered on July 1, 2014, at a public meeting discussing plans to launch Ronald Reagan Academy. Additionally, we will offer meals as an option to students who are not in need but wish to purchase them. The purchased meals are expected to break even with the costs associated with those meals, which is why they are not factored into the budgetary considerations, as described in the next paragraph.

In Year One, with an estimated 25 students needing lunch at the cost to the

school of \$4 per student, the daily cost for meals would be \$100. Though there are 200 days in the school year, Fridays are early-release days with no lunch, which means that lunch would be provided on approximately 160 days. The meal cost, then, is \$100 per day x 160 days = \$16,000. In addition, it is estimated that Dowlas Catering will charge an additional 25%, or \$4,000, to cover their labor and other costs. That leads to a total projected lunch plan cost of \$20,000 in Year One. The succeeding years' costs have been estimated with the assumption again of 20% of students needing lunches at \$4 per lunch (with the lunch price expected to rise to \$5 starting in Year Three) as well as a 25% cost-of-doing-business fee from the caterer.

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

The Charter School shall obtain and maintain insurance at a minimum in 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.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$2,000,000		\$1,850.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$1,000.00
Property Insurance	\$1,000,000		\$3,025.00
Motor Vehicle Liability	\$1,000,000		\$500.00
Bonding Minimum/Maximum Amount	\$1,000,000	\$2,000,000	\$1,050.00
Other	\$1,000,000		\$2,500.00
Total Cost			\$9,925.00

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

Health and Safety Requirements:

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

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

sam_hinson 08/30/2016

(Board Chair Signature) (Date)

Facility:

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

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

A facility located at 1794 Rozier Church Road in Lumberton has been found with the owner agreeing to lease it to Ronald Reagan Academy should the school's charter be approved. The space to be leased is 5,948 square feet with 5 classrooms, 5 bathrooms, an administrative office space, lunch area, and playground. This facility will easily meet the school's enrollment needs in Year One. As the enrollment grows during ensuing years, the landlord has agreed to create classrooms (and pay up to 50% of the cost to do so) in the two other adjoining structures on the campus. The facility is currently used for the Saddletree Academic Institute of Learning (S.A.I.L.) Math Camp.

The following specific steps have and will be taken to obtain an Educational Certificate of Occupancy:

The landlord met with Willie Bell, the fire chief of the Saddletree Community Fire Department, who completed an annual inspection of the building on July 15, 2016. The fire marshal for Robeson County, Stephanie Chavis, will complete a final inspection of the facility. Any recommendations she has will be implemented by the landlord in order to comply with the regulations required to obtain the Educational Certificate of Occupancy.

Note that the landlord is approaching the lease terms from a philanthropic perspective and plans to donate back to the school the money that is received in rent. From that funding, Ronald Reagan Academy will be responsible for maintenance of the facility, such as painting, lawn care, and so forth. See Appendix M for the terms of this agreement and the assurance of funds.

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

At \$4,500 per month in Y1 & a capacity of 5,948 sq ft, the cost per sq ft per month is about \$0.76. Yearly it's \$9.08. This cost is on the low end of the commercial lease spectrum locally, which ranges in price from \$8 to \$15 per sq ft per year.

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

Should an unforeseen situation arise that prevented Ronald Reagan Academy from leasing the facility it intends to occupy, we would find an alternative space that could accommodate the first year's projected enrollment of 125 students in 5 classrooms. We estimate that we'd need 5,500 square feet to operate in Year One. We would work with a Robeson County real estate agent to find a suitable space. None of our offered programs would be affected by having to occupy an alternative facility.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1780 - Public Schools of Robeson County

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,960.11	125	\$745,013.75
Local Funds	\$527.00	125	\$65,875.00
Federal EC Funds	\$3,036.10	10	\$30,361.00
Totals			\$841,249.75

Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$745,014	\$916,818	\$1,047,792	\$1,178,766	\$1,309,740
-Local Per Pupil Funds	\$65,875	\$92,225	\$105,400	\$118,575	\$131,750
-Exceptional Children Federal Funds	\$30,361	\$42,504	\$48,576	\$54,648	\$60,720
-Other Funds*	\$54,000	\$73,860	\$85,196	\$96,872	\$108,898
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$895,250	\$1,125,407	\$1,286,964	\$1,448,861	\$1,611,108

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

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

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

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

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$60,000	\$60,000	1	\$61,200	\$61,200	1	\$62,424	\$62,424	1	\$63,672	\$63,672	1	\$64,946	\$64,946
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	1	\$30,000	\$30,000	1	\$30,600	\$30,600	1.5	\$31,212	\$46,818	2	\$31,836	\$63,672	2	\$32,473	\$64,946
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	2		\$90,000	2		\$91,800	2.5		\$109,242	3		\$127,344	3		\$129,892
Instructional Personnel:															
Core Content Teacher(s)	5	\$37,500	\$187,500	7	\$38,250	\$267,750	8	\$39,015	\$312,120	9	\$39,795	\$358,155	10	\$40,591	\$405,910
Electives/Specialty Teacher(s)	.75	\$37,500	\$28,125	1	\$38,250	\$38,250	1	\$39,015	\$39,015	1.5	\$39,795	\$59,693	1.5	\$40,591	\$60,887
Exceptional Children Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Instructional Support	.5	\$37,500	\$18,750	1	\$38,250	\$38,250	1	\$39,015	\$39,015	1	\$39,795	\$39,795	1	\$40,591	\$40,591
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	6.25		\$234,375	9		\$344,250	10		\$390,150	11.5		\$457,643	12.5		\$507,388

Ronald Reagan Academy

A+B = C - Total Admin, Support and Instructional Personnel:	8.25		\$324,375	11		\$436,050	12.5		\$499,392	14.5		\$584,987	15.5		\$637,280
Administrative & Support Benefits															
Health Insurance	2	\$5,558	\$11,116	2	\$5,669	\$11,338	2	\$5,782	\$11,564	3	\$5,242	\$15,726	3	\$5,347	\$16,041
Retirement Plan--NC State	2	\$6,894	\$13,788	2	\$7,032	\$14,064	2	\$7,173	\$14,346	3	\$6,503	\$19,509	3	\$6,633	\$19,899
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	2	\$653	\$1,306	2	\$666	\$1,332	2.5	\$528	\$1,320	3	\$615	\$1,845	3	\$628	\$1,884
Social Security	2	\$2,790	\$5,580	2	\$2,846	\$5,692	2.5	\$2,709	\$6,773	3	\$2,632	\$7,896	3	\$2,684	\$8,052
D - Total Admin and Support Benefits:	8		\$31,790	8		\$32,426	9		\$34,003	12		\$44,976	12		\$45,876
Instructional Personnel Benefits:															
Health Insurance	6	\$4,631	\$27,786	9	\$4,724	\$42,516	10	\$4,818	\$48,180	11	\$4,915	\$54,065	12	\$5,013	\$60,156
Retirement Plan--NC State	6	\$5,745	\$34,470	9	\$5,860	\$52,740	10	\$5,977	\$59,770	11	\$6,097	\$67,067	12	\$6,219	\$74,628
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	6.25	\$2,325	\$14,531	9	\$2,372	\$21,348	10	\$2,419	\$24,190	11.5	\$2,467	\$28,371	12.5	\$2,517	\$31,463
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	6.25	\$544	\$3,400	9	\$555	\$4,995	10	\$566	\$5,660	11.5	\$577	\$6,636	12.5	\$589	\$7,363
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	24.5		\$80,187	36		\$121,599	40		\$137,800	45		\$156,138	49		\$173,609
D+E = F - Total Personnel Benefits	32.5		\$111,977	44		\$154,025	49		\$171,803	57		\$201,114	61		\$219,485
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	10		\$121,790	10		\$124,226	11.5		\$143,245	15		\$172,320	15		\$175,768
B+E = H - Total	30.75		\$314,562	45		\$465,849	50		\$527,950	56.5		\$613,781	61.5		\$680,997

Ronald Reagan Academy

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	40.7 5		\$436,352	55		\$590,075	61.5		\$671,195	71.5		\$786,101	76.5	\$856,765

Operations Budget: Expenditure Projections 2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$3,000	\$3,500	\$4,000	\$4,500	\$5,000
	Paper	\$1,000	\$1,250	\$1,500	\$1,750	\$2,000
	Computers & Software	\$6,000	\$3,000	\$3,000	\$3,500	\$3,500
	Communications & Telephone	\$5,000	\$5,200	\$5,408	\$5,624	\$5,849
	Copier leases	\$4,000	\$4,160	\$4,326	\$4,499	\$4,679
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$3,000	\$2,500	\$2,750	\$3,000	\$3,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$24,000	\$28,000	\$32,000	\$36,000	\$40,000
	Yearly Independent Audit	\$6,000	\$6,250	\$6,500	\$6,750	\$7,000
	Other Professional	\$2,075	\$2,250	\$2,750	\$3,250	\$4,000
Facilities	Facility Lease/Mortgage	\$0	\$0	\$0	\$0	\$0
	Maintenance	\$6,000	\$7,000	\$8,000	\$9,000	\$10,000
	Custodial Supplies	\$3,200	\$3,500	\$3,800	\$4,100	\$4,400
	Custodial Contract	\$20,000	\$20,500	\$21,000	\$21,500	\$22,000
	Insurance (pg19)	\$9,925	\$10,000	\$10,500	\$11,000	\$11,500
	Construction/Renovation	\$0	\$60,000	\$30,000	\$30,000	\$30,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$2,400	\$2,800	\$3,200	\$3,600	\$4,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$4,000	\$4,300	\$4,600	\$4,900	\$5,200
Transportation	Buses	\$4,500	\$6,750	\$10,125	\$12,656	\$15,820
	Gas	\$3,000	\$4,500	\$6,750	\$8,438	\$10,547
	Oil/Tires & Maintenance	\$1,000	\$1,500	\$2,250	\$2,813	\$3,516
Other	Marketing	\$1,500	\$1,000	\$1,000	\$750	\$750
	Child nutrition	\$20,000	\$28,000	\$40,000	\$45,000	\$50,000
	Travel	\$1,500	\$1,750	\$2,000	\$2,250	\$2,500
	Other	\$0	\$0	\$0	\$0	\$0
	Non-Instructional Staff Bonuses	\$2,000	\$2,000	\$2,500	\$3,000	\$3,000
	K - TOTAL Administrative &	\$133,100	\$209,710	\$207,959	\$227,880	\$248,261

	Support Operations					
	Instructional:					
Classroom Technology	Computers	\$7,000	\$5,000	\$4,000	\$4,000	\$4,000
	Software	\$4,000	\$3,000	\$3,000	\$3,500	\$3,500
	Instructional Technology	\$1,500	\$1,750	\$2,000	\$2,250	\$2,500
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$4,000	\$4,500	\$5,000	\$5,500	\$6,000
Books and Supplies	Instructional Materials	\$10,000	\$12,500	\$15,000	\$17,500	\$20,000
	Curriculum/Texts	\$50,000	\$20,000	\$12,500	\$12,500	\$20,000
	Copy Paper	\$1,200	\$1,450	\$1,700	\$1,950	\$2,200
	Testing Supplies	\$2,000	\$2,500	\$3,000	\$3,500	\$4,000
	Other	\$0	\$0	\$0	\$0	\$0
Professional Contract	Special Education Contracted Services	\$35,000	\$42,000	\$50,400	\$60,480	\$72,576
Other	Summer School Expense	\$25,000	\$35,000	\$40,000	\$45,000	\$50,000
	Teacher Bonuses	\$6,250	\$9,000	\$10,000	\$11,500	\$12,500
	L - TOTAL Instructional Operations	\$145,950	\$136,700	\$146,600	\$167,680	\$197,276
	K+L = M - TOTAL OPERATIONS	\$279,050	\$346,410	\$354,559	\$395,560	\$445,537

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$436,352	\$590,075	\$671,195	\$786,101	\$856,765
M - TOTAL OPERATIONS	\$279,050	\$346,410	\$354,559	\$395,560	\$445,537
J+ M =N TOTAL EXPENDITURES	\$715,402	\$936,485	\$1,025,754	\$1,181,661	\$1,302,302
Z - TOTAL REVENUE	\$895,250	\$1,125,407	\$1,286,964	\$1,448,861	\$1,611,108
Z - N = SURPLUS / (DEFICIT)	\$179,848	\$188,922	\$261,211	\$267,201	\$308,807

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

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

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

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

Provide the break-even point of student enrollment.

Ronald Reagan Academy intends to launch with 125 students in grades 4-7. For the second year in operation, the school will expand to include eighth grade and will have an estimated total enrollment of 175 students. By the end of Year Five, the school will be at its desired capacity of 250 students. This is a small enrollment number that is very feasible to attain. Even at full capacity of 250 students, that's only about 2.7% of the LEA's ADM for those grade levels. Overall, 250 students in a 24,000-student LEA constitutes a mere 1% of the total LEA.

Additionally, given that there are no charter schools in Saddletree or the northern part of Robeson County (where the school will be located), and the regular public schools have an extremely poor academic track record, it is very likely that at least 125 students in grades 4-7 would wish to enroll in the school in Year One. Many families (as supported by Appendix A1) want an educational alternative to the traditional public schools in the area. In addition, the S.A.I.L. Math Camp had 77 students during the 2016 summer, which bodes well for future enrollment in a school at the same location and with the same focus on academic rigor.

Based on the anticipated expenditures of \$715,402, the break-even point of student enrollment in Year One is 110 students. That is calculated by multiplying 110 students by the combined state and local funding amount of \$5,766, adding an 8% assumption of exceptional children enrollment at the funding rate of \$3,036 per child, and including the \$54,000 in other secured funds. That comes out to \$715,584, which is roughly the break-even point. Note, however, that in the case of a lower-than-expected enrollment, the school would also reduce its personnel and other related expenses in order to stay fiscally solvent, as discussed in the next response.

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

Though we believe our enrollment number is very feasible and based on conservative estimates, it is always good to have a back-up plan. If

anticipated revenues are lower than anticipated, then we will cut overhead accordingly. For example, in Year 1 if there are not enough sixth-grade students enrolled to justify two self-contained classes, then we will only have one sixth-grade class. This would eliminate one full-time teaching position with its associated benefits, as well as other instructional costs (textbooks, classroom computers, etc.). We have chosen to be restrained in our spending so that there is a healthy surplus projected at the end of each fiscal year. Even in Y1, we estimate a 15% revenue surplus, growing to 28% in Y2. (This was calculated by subtracting expenses from revenues, adding the carryover reserves from Y1 to Y2's surplus, and dividing the surplus amount by the Y2 revenue.) This cautious saving plan will sustain us in the case of lower-than-anticipated revenues.

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

As described above and noted in Appendix M, the landlord plans to donate the rent back to the school, which can then be used for maintenance, upgrades, and other facility-related expenses. In Year One, the annual rent will be \$54,000, which leads to an assurance of \$54,000 in funds. This has been reflected in the budget as \$54,000 in revenue under the category of Other Funds. The cost of a building lease has also been noted as \$0. This was the easiest way to account for the agreement in the budget template. The rent/donation cost will increase as the school expands, which is accounted for in the budget. Note, however, that the budget does not rely on the donated rent to be in balance. For each of the 5 years, the budget would still be in the black (surplus) without this revenue source.

Although the landlord, Lumbee Holdings, LLC, has also donated money to Ronald Reagan Academy for its operating/launching costs, it is unclear what the remaining balance of those donated funds will be at the start of student enrollment. As such, those donations have NOT been incorporated into the budget.

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

19 or 20 to 1 (depending on the school year)

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

The school will contract for financial services, exceptional children instructional support, custodial services, transportation services, food services, and yearly independent auditing. The Director/Principal and Board of Directors will be in charge of vetting prospective contractors. Contractors will submit proposals, including references. The Director and Board will then evaluate reputations, rates, and timelines and make financially sound decisions together that are in compliance with state and federal law. Note that the Director will provide his/her recommendation, but the Board will ultimately decide by vote which entities/individuals to hire.

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

Ronald Reagan Academy seeks to provide students from socioeconomically

disadvantaged backgrounds with a rigorous academic education that will prepare them for success in high school, college, and beyond. In order to do that, the school's focus needs to be on excellent teachers and instructional materials. The budget reflects this focus. For example, the starting teacher salaries are higher than the state's starting rates; plus, teachers and other staff can qualify for \$1,000 yearly performance bonuses. In addition, ample funding has been allocated yearly for curricular materials and summer school. The budget allocates \$8,500 for transportation in Year One based on survey results, ensuring that no student is denied access to Ronald Reagan Academy due to a lack of transportation options. That amount increases year by year as the school's enrollment grows. Lastly, the facility will provide a safe and structured space for students to thrive. At 5,948 square feet, it more than adequately meets the initial space needs of the school's projected enrollment. As the school's enrollment expands, the landlord has provided assurances that he can prepare other adjacent structures on the property for educational use and, by doing so, meet the school's facility needs.

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

Ronald Reagan Academy has made sure to include healthy surpluses at the end of each fiscal year. Those surpluses will contribute to a viable general fund balance that guarantees the fiscal sustainability of the school in both the short and long term. Ronald Reagan Academy will maintain at least a 10% cash reserve by Year 2 and at least a 20% reserve for each subsequent year. We have budgeted for higher surpluses in the Budget section of this charter; however, in reality there is always the chance that expenditures will surpass expectations.

In Year One, the budget projects that the school will have 17.6% of expenditures as the fund balance, growing to 33.6% of expenditures by Year Two (including the carryover surplus from Y1). By the end of Year Five, the school is projected to have a cash reserve of \$1,151,909. That is calculated by factoring in the surplus of \$308,807 for Year 5 and adding to it the carryover reserves from previous years of \$843,102. That total amount is about 88% of the fifth year's expenditures. Again, that's an ideal situation and we realize that some of the saved cash may be needed for day-to-day operational costs.

Contracted financial services, under oversight from the Director/Principal (and, in turn, the Board), will help to ensure that the school adheres to sound financial management strategies and carefully monitors the budget throughout the year so that the school stays on track financially. We realize that financial issues are the main reason that charter schools close. As such, we plan to be very conservative in our spending while still offering students a very rich academic experience.

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

Ronald Reagan Academy will rely on state, county, and federal funding to support its operations. As previously stated, we have located a facility for our school that we intend to lease. The landlord, per the contract, will

donate the rent back to the school so that the funding may be used for maintenance of the facility, including any necessary repairs and upgrades. The landlord will cover up to 50% of the costs associated with facility expansion, which is expected in Years 2-5. We do not plan to use asset financing to secure loans. The costs of the contracted services we plan to hire (financial, special education, custodial, transportation, food, and independent auditing) are covered by state, county, and federal financing.

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

The only outside assets the school will have are student and classroom furniture, which will be provided as part of the lease agreement. These are secured assets. Office furniture and computers for staff and students will still need to be purchased. These are the assets supplied as part of the lease agreement:

Student desks and chairs
Teacher desks and chairs
Whiteboards
File cabinets

We would just like to note that we used the most conservative funding amounts possible for calculating revenues. Year One's revenues were automatically generated in this application in the 5-year revenue table based on pre-populated per-pupil amounts. But for Years 2-5, we used the 2016-2017 approximations instead of the higher ones pre-populated for Year 1. The per-pupil revenue figures incorporated were as follows: \$5,238.96 state, \$527 local, and \$3,036 federal EC.

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

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

A financial services company/manager (contracted) will handle the following: payroll for employees, taxes, state reporting, budget compliance, financial reports, vendor invoices, maintaining financial records, and providing financial reports to the Director/Principal and governance board to ensure compliance with state and federal records and reporting requirements. The company will be responsible for working with a certified public accountant and the Director/Principal to supply what is needed for a yearly audit that is approved by the governance board. The financial services company will prepare and provide appropriate monthly, quarterly, and yearly reports to the Director/Principal, who will review and present them to the Board. The financial services company must have proven experience in accounting and finance, particularly in managing the financial operations of non-profit entities--preferably schools in particular. Note that at times in this charter, we refer to a "financial manager" as handling these duties. That's because it is expected that one person from the contracted financial services company will be the lead/point person in our dealings. However, as with any organization, he/she will have others assisting him/her with the various contracted duties. We plan to hire S. Preston Douglass & Associates, LLP, for the services described above and expect them to appoint one person to be our main contact or manager. They will also conduct the yearly audit.

Ronald Reagan Academy will create and follow clear financial procedures, including how to handle deposits, accounts receivable, inventories, and so forth. All checks and purchase orders will require two signatures, with the Board deciding whom the signatories are. The Board will receive a monthly budget report created by the financial services company and reviewed by the Director/Principal. The Board will include at every one of its regular meetings a discussion of the school's financial management, current cash flow, and state of the budget.

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

There are no known or possible related party transactions to disclose.

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

S. Preston Douglas & Associates, LLP, will be used. They will also handle our financial services.

907 North Walnut St., Lumberton, NC 28358
910-739-7523 (Ph); 910-739-5477 (Fax)

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-218.1(c).

sam_hinson

Date: 09/07/2016

Applicant Signature:

The foregoing application is submitted on behalf of Ronald Reagan Academy (*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 accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: sam_hinson

Board Position: Board President & Secretary

Signature: _____

Date: 09/16/2016

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public Official Seal
My commission expires: _____, 20____.