

2022 NC CHARTER APPLICATION



NC Public Charters

Organization Information

Organization Name *

Alpha Schools of Excellence

Telephone

Fax

Address

Unit/Suite

Zip Code

City

State



2022 NC CHARTER APPLICATION
NC Public Charters





2022 NC CHARTER APPLICATION
NC Public Charters



Primary Contact Name *

Dr Mark Davis

Opening Year *

2024

Is Management Organization Used

Yes No

Management Organization Name

Primary Contact Relation To Board *

Board President

Primary Contact Email *

markdavis1906@gmail.com

Management Organization Contact Name

Management Organization Phone

Primary Contact Phone *

9197591906

Management Organization Email

Primary Contact Address *

PO Box 1388

Unit/Suite *

Zip Code *

27850

City *

Littleton

State *

North Carolina



1. Application Contact Information

Q1. Name of Proposed Charter School

Alpha Schools of Excellence

Applicant Comments :

Alpha Schools of Excellence

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

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

919-939-1625

Applicant Comments :

919-939-1625

Q3. Geographic County in which charter school will reside

Halifax

Applicant Comments :

Halifax

Q4. LEA/District Name

Halifax County Schools

Applicant Comments :

Halifax County Schools



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

27850

Applicant Comments :

27850

Q6. Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO) (<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=hejlslsh9el7BC8rRkMVLthGg%3d%3d&ptid=amlgTZiB9plushNjl6WXhfiOQ%3d%3d&secid=lyc2NIZPsdzgEk6V6aj45g%3d%3d&PG=6&IRP=0>)?

Yes

No

Q10. Projected School Opening Month

August

Applicant Comments :

August

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

Yes (Year-Round)

No

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

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



Resources



Enrollment Summar...

Applicant Evidence :



Projected Enrollmen...

Uploaded on **4/10/2022**
by **Mark Davis**

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

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

Resources



Enrollment Demogra...

Applicant Evidence :



ASE Enrollment Dem...

Uploaded on **4/10/2022**
by **Mark Davis**

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



Halifax County is in need of a robust academic program that provides opportunities for students in the community to pursue gifted and advanced placement academic pathways. In addition, the Alpha Schools of Excellence (ASE) seeks to build a relationship with the surrounding community through its entrepreneurship co-op program, which will give students in grades 6 - 12 invaluable experience leading towards business ownership and local, community investment. With a full capacity of 585 students in grades k-12, ASE also believes three classrooms per grade level will sufficiently provide enough opportunity to students from the county and surrounding areas to receive a high-quality education with strong curriculum implementation and smaller class sizes. This is especially important considering the increased demand for early childhood and kindergarten programming in the area.

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

- I certify
- I do not certify

Q16. Explanation (optional)



2. Non-Profit Corporation Information

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

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

Q17. Organization Type

- Non-Profit Corporation
- Municipality

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

- Yes
- No

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

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

- Yes
- No

Q21. Name of Registered Agent and Address:



Mark Davis

101 Woodland Drive

Oxford, NC 27565

Q22. Federal Tax ID

87-1784501



3. Acceleration

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

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

- Yes
- No



4. Conversion

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

- Yes
- No



5. Replication

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

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

Yes

No



6. Alternative

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

*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true>)).

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

- Yes
- No



7. EMO/CMO

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

- Yes
- No



8. Mission Purposes, and Goals

8.1. Mission and Vision

The mission and vision statements, taken together, should:

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

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

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

Alpha Schools of Excellence will ensure all of its learners are self-aware, proficient or advanced scholars, particularly in the areas of reading, writing, mathematics and science, while also ensuring exposure to the arts and entrepreneurship.

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

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

The aim of Alpha Schools of Excellence is to stimulate the ambition of its students by providing high quality and caring learning environments that cater to the academic, social and emotional needs of learners and prepare them for the highest form of usefulness in a global society.

Q103. Educational Need and Targeted Student Population of the Proposed Charter School Provide a description of the Targeted Population in terms of demographics. In



your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-218.45.pdf).



Currently, there is no public school option that exists within the town limits or surrounding area for the town of Littleton, where Alpha Schools of Excellence seeks to open a school. The nearest public schools for Littleton within Halifax County (which are over 10 miles away) are Aurelian Springs Elementary and Northwest Halifax High, the latter of which has been designated a low-performing school by DPI over the past three years.

At full capacity, the targeted enrollment for ASE will be:

Black - 351 (60%)

White - 175 (30%)

Hispanic - 35 (6%)

Native American - 15 (2.5%)

Asian - 5 (1%)

Exceptional Students (SWD) - 87 (15%)

Economically Disadvantaged - 525 (90%)

Multilingual (EL) - 20 (3.5%)

This enrollment target is a direct reflection of the total student population in Halifax County, which is:

Black - 60% of total student population in Halifax County, but 80% of the total student population when accounting for enrollment outside of the Roanoke Rapids City Schools

White - 30% of the total student population in Halifax County, but 80% of the Roanoke Rapids City Schools

Hispanic - 6%

Native American - 2.5%

Asian - 1%



Pacific Islander - <1%

2 or more races - <1%

FRL - 100% for Halifax and Weldon; 60% for RRCS.

SWD - 15%

Multilingual (EL) students - 3.5%

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



Over the past 5 years, Halifax County schools have seen nearly a **20%** decline in enrollment, and has been recognized as one of the lowest performing LEAs in the state. **50%** of Halifax County schools are designated as low performing (and **75%** of Weldon City Schools, which also lie in the Halifax County region). Halifax County and Weldon City School's most recent report cards indicate there are **no AP courses offered to any student in the districts**. While Roanoke Rapids City Schools enrolls 76 students in AP courses, **only an 18% passage rate of the AP exam** points to a low achievement within the advanced academic spectrum of their offerings. *None of the schools in Halifax County offer an IB program*. The Halifax County and Weldon City school systems within the county have been recognized as being two of the lowest 10 performing school districts in the state of North Carolina over the past several years.

However, KIPP Halifax, one of only 2 charter schools in the county, saw over a **150%** increase in enrollment during the same 5 year span. Furthermore, KIPP Halifax outperforms the Halifax County Schools as measured by end-of-grade assessments administered by the state, with KIPP Halifax having **double** the amount of proficiency than the county schools in math (for example). Even though KIPP's proficiency is notable, their performance is well below the state average in all content areas, and **over 92% of KIPP's students did not** meet the grade 3 Read to Achievement benchmark. **KIPP Halifax has also been recognized by the state Department of Public Instruction as a continually low performing charter school.**

ASE plans to meet the needs of our targeted population by implemented the following within our educational model:

1. High-quality instruction with emphasis on strong implementation of the lesson cycle, including spiraling and remediation
2. Substantive, meaningful intervention strategies and activities integrated into the daily schedule and after-school programming
3. Frequent, informative benchmark and diagnostic assessment to determine student need and progress
4. Individualized education plans for every student, regardless of exceptional education identification status
5. All students and families will have access to an academic advisor and college and career services department
6. Expanded focus on literacy instruction, including emphasis of students learning the key elements of reading in addition to comprehension strategies
7. Age-appropriate project-based learning experiences in all core content areas for all students, with specific focus on entrepreneurial programming and field experiences for students in grades 6 - 12.



8. High levels of interactive parent and family engagement throughout the educational process
9. Strong development and encouragement in participation of gifted and advanced placement (AP) educational programs.

Q105. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

In its inception, ASE will grades K, 1, 2 and 6, adding 1 grade each year to the elementary school and middle school. At full capacity during the 2030-2031 school year, the school will serve 585 students in grades K - 12; the total ADM as compared to the LEAs in Halifax County will be below 10% in 2031, as described below:

Year 1 - 180 - 2.8%

Year 2 - 270 - 4.3%

Year 3 - 360 - 5.7%

Year 4 - 450 - 7.1%

Year 5 - 495 - 7.8%

Year 6 - 540 - 8.6%

Year 7 - 585 - 9.3%

Note: There are currently 6274 students enrolled in Halifax County LEAs in grades K-12.

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



Children in Halifax County are lacking sufficient educational experiences that lead to robust persistence to college, careers, business ownership and other post secondary opportunities. Some of the things the county school district fails to provide include:

- Offering of diverse gifted and advanced academic pathways (including advanced placement and international baccalaureate)
- Graduation rates above and beyond the state average
- Teacher retention above 90%
- Adequate instructional and/or intervention model leading to a majority of students being proficient in any core subject area.
- Vertically integrated entrepreneurship program

Alpha Schools of Excellence plans to meet the needs of Halifax County students by implementing the following:

- Whole-child, age appropriate instructional models that account for (1) differentiation in learning modalities, (2) intervention and remediation strategies and supports, and (3) needs for gifted and advanced academic programming
- Frequent academic diagnostic to adequately assess student need and instructional priorities
- Global staff support and retention team
- Career exploration, entrepreneurship and co-op program leading to business ownership post-graduation
- Student services team to ensure at least 95% graduation and retention rate
- Smooth, cohort-specific transition from early childhood to and through high school

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



Alpha Schools of Excellence has surveyed the community within the town of Littleton and the surrounding areas throughout the county. Survey results, of which 70% came from parents with school-aged children, indicate there is a significant need for a public school option in the area. Key aspects of the results from the survey include:

1. 100% of respondents believe a public school is needed in the town of Littleton
2. Approximately 60% of respondents believe the current educational options are not adequate for the community
3. Approximately 98% of respondents believe a new school should be opened that focuses on academic achievement

The school has also placed advertisements through social media and hosted a town hall information session within the Littleton community. We have also received additional support from public educators in the area who believe Littleton should have a public school option. Additionally, ASE has engaged the Littleton city council and Mayor during city council meetings in 2021 and 2022. Both the Mayor and members on the council have given support to the idea of bringing a public charter school to the town. We have also engaged in visiting business locations to promote the school and received letters of support from local citizens, business partners, educators and members of the city council. The school will continue with these engagement efforts while increasing its marketing effort to build more awareness about and interest in the school.

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

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Comments :

Attachments:

Public School Interest Survey

Agenda - Littleton City Council Meeting

Advertisement - Alpha Schools of Excellence Town Hall Meet & Greet

Letter of Support - Stephen Barcelo, Littleton Mayor/Business Owner

Letter of Support - Ken Carroll, Business Owner, Littleton Food and Spirits

Letter of Support - Margaret Putney, Public Educator and resident of Halifax County


Applicant Evidence :




minutes7.12.2021.pdf



Littleton Public Scho...



ASE MeetNGreetInfo...



MPutneySupportLet...

Uploaded on **4/17/2022**
by **Mark Davis**

Uploaded on **4/17/2022**
by **Mark Davis**

Uploaded on **4/17/2022**
by **Mark Davis**

Uploaded on **4/29/2022**
by **Mark Davis**



ASELettersOfSuppor...

Uploaded on **4/29/2022**
by **Mark Davis**

8.2. Purposes of the Proposed Charter School

Q109. Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

- Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.
- Hold schools accountable for meeting measurable student achievement results.



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

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



New Professional Opportunities for Teachers: Teachers at Alpha Schools of Excellence will be collaborators and leaders in establishing meaningful, substantive implementation of the curriculum and state standards beyond traditional expectations. ASE teachers will have opportunities to develop, rewrite and train peers on curriculum, pedagogy and best practice for leveraging rigorous implementation of the subject matter. Furthermore, teachers will case manage each learner's academic progress by serving as student advisors and participants in instructional clinicals, which will be supplemental to a traditional PLC model. Instructional clinicals will explore parent and family engagement, trauma informed practice, assessment and intervention strategies, and wrap around services with the intent to help each scholar reach their social, emotional and academic potential.

School Accountability for Student Achievement: Alpha Schools of Excellence seeks a reputation as a deliverer of strong academic outcomes in various metrics. Like all public schools throughout the state, ASE will be held accountable for performance on the end-of-grade and end-of-course assessment. As we deliver above average results through the state's Accountability Model, our performance will serve as a catalyst to encourage surrounding LEAs to join the movement of academic excellence in Halifax County. The measurable data from the state's testing program will validate ASE's instructional model and provide insight to the possibilities of strong student achievement when the community is given a high-quality option.

Expanded Choices for Educational Opportunities: Alpha Schools of Excellence will be the first public school option for the town of Littleton and the surrounding area since the shuttering of Halifax County's McIver School in 2010 over a decade. Many parents have fled the county school system in favor of one of two charter school options. One charter is a low performing middle school (serving grades 5-8) approximately 20 miles from Littleton (KIPP Halifax) and the other is nearly 50 miles away at the other end of the county (Hobgood Charter School).

Improving Student Learning and Opportunities for At-Risk and Gifted Students: ASE will provide a learning experience and educational environment that results in a Performance Score of 70 or higher (or at least a grade of "B") within the first three years of operation. ASE will reach this goal by setting accountability systems for exceeding the requirements set forth in the North Carolina Standard Course of Study. The school leadership and instructional staff will collaborate with students, families and volunteers to provide additional support extending beyond the traditional school day, which will include before and after school academic supports, enrichment, remediation and intervention. Currently, Halifax County schools is in need of a reimagining of educational outcomes for diverse learners, which include entrepreneurial, gifted and advanced academic programming, options which are non-existent or not widely available at the time of this



application.

Encouraging the Use of Innovative Teaching Methods: ASE will support and set expectations for creative, innovating instructional strategies that lead to high academic achievement, including the use of project-based learning for learners of all ages. Project-based learning that promotes cross-curricular, simultaneous learning experiences provide additional modalities of instruction that increase student's literacy awareness, writing ability and critical thinking skills. ASE seeks to meet these programmatic essentials by establish higher depth of learning educational experiences beyond what is expected in the traditional lesson cycle. Furthermore, we anticipate that smaller classroom sizes will stimulate teachers to implement creative lessons that will be tailor made to each learner within our purview.

8.3. Goals for the Proposed Charter School

Q111. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.



Goals for the Alpha Schools of Excellence in the first 5 years include:

1. Mastery in all core content subject areas as measured by at least 75% proficiency when participating in the NC state testing program at the culmination of the school year
2. Ensuring the elimination of resource and opportunity gaps for students of color to academically achieve as measured by a progressive reduction (annually) of gaps in academic performance on diagnostic and state assessments
3. Positive growth in all core content subject areas as measured by benchmark diagnostic assessments given regularly throughout the school year
4. Meeting of all local, state and federal compliance requirement to ensure a 10 year charter renewal
5. Evidence of low rates of academic disruption as measured by behavioral referral rates of less than 5% of the school population, with particular emphasis on (1) minimizing repeated referrals, (2) restorative justice practices and (3) trauma-informed, therapeutic interventions for underserved and subgroup populations.
6. Ensuring an average daily attendance rate of at least 95% as evidenced by the principal's monthly report (PMR).
7. Ensuring students are college and career ready as measured by the NC Ready model at a rate higher than the local LEA.
8. By year 1, Alpha Schools of Excellence will secure financing to erect a newly constructed or renovated state-of-the-art educational facility. In years 2 and beyond, Alpha Schools of Excellence will decrease expenditures and/or increase revenue to ensure at least a 3% surplus for long-term educational goals.

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



The Alpha Schools of Excellence governing board will be highly involved in providing oversight and programmatic evaluation to assess alignment with the organizational mission. Throughout the planning year, the board will collaborate with the lead administrator, community partners and prospective families to ensure adequate progress towards articulated goals and to meet the state's Ready-to-Open requirements. This collaboration will result in the establishment of a strategic plan, with specific priorities and associated deliverables. Additionally, the board will participate in and receive ongoing professional development and training from professional state and national school boards associations in addition to the charter authorizer. The results of these training activities will include establishment of roles and responsibilities internal to the board makeup, which will allow for the development of standing committees to oversee all aspects of the school's operations, academics, finance and management.

At the commencement of the school year, the lead administrator will inform the board, parents, staff and other key partners of the state of the school. The update the lead administrator provides will give the board a complete picture of school climate, academic achievement and organizational effectiveness. Additional metrics the administrative team will monitor (and report within the construct of regular, monthly board meetings) to help inform the board of adequate progress include:

- Enrollment growth rate
- Teacher, parent and student satisfaction surveying
- Student and staff retention rates
- Fiscal health
- State and Federal compliance with fiscal, attendance and academic reporting, and services for exceptional student and English-language learners



9. Educational Plan

9.1. Instructional Program

Q113. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population



The instructional program for Alpha Schools of Excellence is designed to prepare students to be competitive in a global market by either (a) entering the workforce, (b) pursuing post-secondary education, (c) serving in the armed forces, or (d) establishing business ownership and self-employment. The school will take strides to provide students with an exploratory approach to gain better understanding of their interests and passions, beginning well before high school. This “beginning with the end in mind” approach extends from curriculum design into daily instructional approaches in each classroom. Lesson planning and instruction will be founded strictly upon curriculum standards as will assessments. Furthermore, meaningful assessment practices will serve as a tool to determine level of knowledge, mastery of essential competencies and the need for remediation. This will allow students to take better ownership of learning and avoid students falling behind.

The foundation of the instructional program is rooted in beliefs that:

- (1) all students can learn and perform at high levels when given appropriate support
- (2) the "achievement gap" is a misnomer that perpetuates status quo and discriminatory beliefs regarding student abilities; a more equitable term to describe current conditions is "opportunity and resource gaps"
- (3) all staff, students and families deserve the maximum level of professionalism, courtesy and respect
- (4) learning is an ongoing cycle of continuous improvement for staff, students and families
- (5) Student wellness are central to the direction and data-driven decisions of the ASE team

Due to historically low performance and significant rates of poverty in the Halifax County community, we believe that the whole-child approaches articulated in our program's belief system are necessary to ensure connectivity to our students, their families and our community. All parties involved need a continuous level of engagement to ensure our students' success.

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

- Yes
- No



Q118. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

The foundation of the learning environment of the school will be classroom-based. Students will be grouped heterogeneously in small classes where the ratio will not exceed 20 students for each teacher in grades 1-8, with exceptions at the high school level on a case-by-case basis in alignment with demand. Teachers will exceed curricular and state standards by acting as facilitators of learning as opposed to lecturers, using a myriad of approaches to ensure learning, including direct instruction and project-based learning. Students will engage in various modalities of learning, including inquiry-based, technology and arts driven lessons, with emphasis on additional course offerings beyond the core content. These course offerings are inclusive of gifted programming, music, language immersion, entrepreneurship, technology and art.

Further, as students matriculate in the high school grades, they will be supported in the pursuit of courses that meet their needs. Available coursework will include honors, advanced placement and career and technical education options. Students will have the option to integrate their learning experiences with collegiate-level coursework at the community college or a North Carolina accredited university, with special emphasis being placed on building a local relationship with Halifax Community College. To ensure a well-rounded approach to mastery, the profile of an ASE graduate will include being prepared for the workforce by earning a workforce credential (i.e., pharmacy technician, serv-safe, etc.).

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



Alpha Schools of Excellence seeks to provide a high quality academic environment where all students grow and succeed. ASE will use the Core Knowledge program as a basis of curriculum sequencing. The Core Knowledge curriculum and supporting materials ensures all students have substantive exposure and instruction in all core content areas, including language arts, math, science and social studies. Further, the curriculum has age appropriate pacing and coherent progression that is aligned with the North Carolina state standards.

Components from the Core Knowledge philosophy that are in alignment with ASE's mission include:

1. All people deserve equal access to a common knowledge base, and universal access to this knowledge is one of the primary duties of schools
2. Differing traditions and contributions to society should be recognized
3. Opportunity and resource gaps should be narrowed along racial, ethnic and socioeconomic lines, and
4. Productive citizenship is hinged on shared knowledge and ideology surrounding liberty, tolerance and respect.

"Extensive statistical analyses were made of annual achievement progress on North Carolina's Department of Public Instruction tests. The data included 1,592 students in six Core Knowledge schools and 533,919 students in more than 1,300 other schools. The analyses showed that Core Knowledge schools excelled the other schools in achievement progress in eight of ten comparisons of reading and mathematics in the five grade levels available for analysis." - see https://www.coreknowledge.org/wp-content/uploads/2016/12/Walberg_phase3.pdf

Q120. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



Alpha Schools of Excellence will promote instructional expectations that require all teaching and support staff enlist a laser focus on student achievement. Teachers will employ a variety of strategies, including common and collaborative planning, common formative assessment, and strong professional learning communities. Teachers and leaders will model expectations and proceed to inspect what they expect from their students.

Beyond the scope of facilitating instruction, teachers will ensure proper intervention, spiraling, re-teaching and enrichment strategies are employed to ensure mastery and promote advanced rates of learning. Inclusive of this approach is frequent and immediate levels of feedback, scaffolding, direct and differentiated instruction to meet the needs of all learners.

The school leader will work in collaboration with teachers develop and employ systems of academic excellence that reinforce the instructional expectations of the school and eliminate bias or discrimination based on ability or background. This includes (1) facilitating resourceful and useful professional development, (2) building strong accountability and communication systems by employing a frequent and continuous method of keeping families informed of their child's progress, in addition to (3) a review of the effectiveness of testing schedules, formative and benchmark assessments.

Q121. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.

The proposed instructional plan will align with the North Carolina Standard Course of Study and Future Ready requirements. The intent of the instructional plan will be to ensure smooth transition and alignment from one grade to the next. NWEA MAP and other benchmark/diagnostic assessments will be used throughout the year to monitor student growth and teacher effectiveness. Established best practices, such as the MTSS process and enhanced PLC activities (including instructional clinicals to case manage student progress) will help identify and support students who present academic challenges which require intervention.

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



ASE's calendar closely resembles the local LEA's traditional calendar. With the school's college preparatory mission and education plan, the school aims to also align the calendar to correlate with Halifax County Community College's calendar in order for upper high school students to balance the schedules of high school and college courses. For example, having a school year calendar with a first semester that ends in mid-December will allow high school first semester final exams (including state assessments) to be administered in December.

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

The school day begins at 8:30am and ends at 3:30pm for students in grades k-8. Core subjects will be 90 minutes daily. Ancillary classes last from 45-60 minutes. The high school day (8:30am-3:30pm) is consistent every day for high school courses taught on a 90-minute block schedule. Students taking a mixture of high school and community college courses will have variations day-to-day due to the college classes following a typical college model of scheduling. For example, a junior could have a high school elective first period, Chemistry second period, and a rotation of two to three college courses on a Monday/Wednesday/Friday. The high school master schedule will be designed with careful consideration of the community college partnership in order to maximize Career and College Promise pathways options.

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



Teachers will arrive early to level set their day and ensure mental and physical preparedness for the students. Teachers will then greet students upon arrival and begin the instructional day, with special emphasis on promoting positive behaviors and soft skills. The lessons provided throughout the day will stimulate critical thinking, collaboration and a hybridized approach between direct instruction, project-based learning and independent practice. On occasion, teachers will participate in before and after school enrichment, remediation and intervention for students. Others will lead and sponsor extracurricular activities.

The culture and climate of ASE will hinge on consistent, daily routines of the students and staff. The lead administrator will ensure that teachers have a substantive, concrete block of time designated specifically for planning, collaboration and analysis in alignment with their grade level peers and other teachers to promote horizontal and vertical integration. Further, teacher scheduling will be designed to ensure all staff have adequate breaks and a duty-free lunch period.

Q125. Will this proposed school include a high school?

- Yes
- No

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

The school will follow a high school curriculum outline and educational plan in which the majority of Future-Ready Core high school graduation requirements are completed by the end of a student's second year of high school. Honors and AP courses will be encouraged. Students will matriculate earning 1 credit at the end of each semester for a completed course. We plan on partnering with local community colleges and universities for articulation credit and dual enrollment options. We intend on securing grants, endowments and other resources to support paying for post-secondary coursework within 5 years of opening.

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



Students will be able to complete 8 courses each academic year, with considerations for credit recovery and advancement throughout the summer session. Students will be able to take 4 courses each semester, with grading standardized on a 4.0 scale. A student must earn at least a grade of "D" to successfully earn 1 credit for a course. ASE intends to subscribe to PowerSchool and provide students with the standard NC high school transcript for verification purposes.

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

Graduation requirements will align with the Future Ready Course of Study required by the state. This allows for 22 credit hours of core course requirements and 6 credits of electives. To ensure optimal preparation for post-secondary opportunities, students will also complete the first and second levels of a world language.* This will prepare them for UNC institutional admission requirements, and Career and College Promise dual enrollment options will further enhance the profile of an ASE graduate. For students with an interest in the career and technical education pathway, the school's entrepreneurship and co-op development programs will prepare them to be local business owners upon graduation. This option combined with potential community college articulation agreements for CTE classes would ensure ASE graduates are well positioned for life after graduation, and those students wishing to pursue a career in military service could earn a higher ranking for completing collegiate-level coursework during their high school academic career.

*Special consideration would be made for students with exceptional needs in fulfillment of these requirements to align with the IEP.



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

Alpha Schools of Excellence will ensure each student persists to graduation by implementing the following:

- Academic progress monitoring, spiraling and remediation
- Credit Recovery Programs
- Wrap around services, including therapeutic intervention, trauma-informed supports and partnerships with social workers
- Flexible scheduling for non-traditional students or students with exceptional needs, with additional supports from professional EC staff within the organization.

Q130. Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Please see attached

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 6

Applicant Evidence :

| |
|---|
|  |
| AseCoreContentElec... |

Uploaded on **4/24/2022**

by **Mark Davis**


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


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Evidence :


CK Curriculum Sequ...


ASEEnglishCourseSe...


Uploaded on **4/19/2022**
by **Mark Davis**

Uploaded on **4/21/2022**
by **Mark Davis**

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

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

Applicant Evidence :


Alpha Schools of Exc...

Uploaded on **4/24/2022**
by **Mark Davis**

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 15

Applicant Evidence :


Alpha Schools of Exc...

Uploaded on **4/24/2022**
by **Mark Davis**

9.2. Special Populations and "At-Risk" Students



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

Alpha Schools of Excellence believe all students can learn and achieve at high levels given the right supports and learning environment. We also realize that all students will not grow at the same rate or join our school with identical levels of proficiency. Our goal in reducing the amount of students performing below grade level include the following strategies:

1. Early identification - all students will receive early and frequent diagnostic assessment to determine baseline performance levels and academic growth. Additionally, the school leader and other staff will provide ongoing observation of all students throughout the school day to generate real-time data.
2. Strong, universal supports - in addition to strong teaching covering all aspects of the lesson cycle (including small group instruction, peer tutoring and one-on-one teacher support), all students will have access to a personal academic coach, who will partner with students and families to monitor progress, assess areas of concern and provide strategies for success. Additionally, all students will receive high levels of exposure to state-aligned assessments in order to understand test-taking strategies and test question formats.
3. Tiered intervention - students will receive instruction and support based on their performance. Students at risk for performing below grade level (including exceptional students or those needing language support) will receive additional help in the forms of reteaching, spiraling, tutoring and additional supports as outlined in an academic support plan, IEP or ELL program. These supports will also be available before and after the standard school day schedule. ASE staff will ensure a strong school to home communication pipeline by progressively increasing parent and family engagement to support these intervention efforts. All students' strengths, academic needs and intervention plans will be documented similarly to an individualized educational plan used for exceptional students, because we believe all students need individualized attention regarding academic growth and performance. Furthermore, students with special needs or language barriers will
4. Increased student motivation - ASE will celebrate its scholars regularly and provide opportunities for all learners under its purview to develop positive attitudes towards learning by creating reachable academic goals for each student. ASE staff will foster the "village" mindset of education, where all staff will interact with students within the school community to promote academic excellence and encourage students to be their best selves.
5. Extra-curricular activities - students will be engaged and excited to academically excel by participating in fun, age appropriate academic activities outside of the regular school day.



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

Our board president, Dr. Mark Davis, is an experienced, administratively licensed educator and school leader with over 15 years serving special populations of students. Much of his experience has involved supporting exceptional students, leading IEP and 504 teams and partnering with families to prevent student attrition and increased drop out rates.

Our board vice president, April Davis, is also a veteran teacher with over 15 years of experience working with special populations in North Carolina, Texas and overseas. She is also endorsed to teach English as a Second Language and is a licensed reading specialist.

Board members Sheila Whitehurst and James Pittman are also veteran educators who have had a wealth of experience working with special populations of students in diverse environments, including urban and rural settings.

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

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



Per State Board of Education requirement, ASE staff will administer a Home Language Survey as all students initially enroll. The WIDA Screener assessment will be used for incoming students in grades 6-12 to assist with Multilingual/English learner (EL) identification and placement. If a transfer student identified as EL has English language proficiency scores in his or her cumulative record, those scores will be considered. If the scores are not received, ASE will administer the WIDA Screener within thirty calendar days of the student's enrollment. (The English Learners webpage(s) on the North Carolina Department of Public Instruction website was used as a source of information for this response.)

A school team composed of the lead administrator in partnership with regular education and ESL teachers will be able to provide guidance if a student is underperforming and questions arise about whether impediments other than language acquisition are impacting achievement. Based on the team's evaluation of the whole child, which accounts for language barriers in addition to understanding identifying students with special needs, a fact-based determination will be made if additional supports may be warranted. Additionally, ASE will promote efforts to connect with families, volunteers and other community members that can assist in supporting the English learner program by donating resources, time and talent.

A strong model for English language development will be crucial for English learners at ASE because of the school's college preparatory focus. The foundation of the English language development program will be determining the best ways to empower EL students with high quality tools for English acquisition so they are not hindered by language barriers. At ASE, the leadership team and ESL teacher will spearhead program development, monitoring effectiveness, and furnishing professional development for classroom teachers. By having ongoing support, teachers will effectively differentiate instruction in order to meet EL students where they are while journeying to master the English language, yet still incorporate sufficient rigor in helping them strive for full English language proficiency. The English Language Development Standard Course of Study (ELD SCS) provided by the state will be used as a foundation to guide teachers in helping EL students achieve these goals. It provides comprehensive resources for planning lessons, developing strategies, and modifying instruction in ways that match student English proficiency levels. The ESL teacher will partner with classroom teachers to ensure the individual needs of each EL student are consistently met, with a hybridized format of push-in and pull-out services among the strategies for instructional delivery.

ASE will develop and ensure strong resources are directed towards special populations of students.



This includes English language learners, with special consideration for placing a certified ESL teacher at the campus as a schoolwide leader in meeting the needs of the students. The leadership team will consult the NCDPI ESL/Title III Team for support in developing additional resources, including professional development for staff, ACCESS testing, data disaggregation and analysis, and partnership to ensuring compliance with state and federal regulations. Program participation for EL students (including a move to exit from services) will be driven by the results and composite scores of the annual administration of the ACCESS for ELLs assessment.

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

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.**
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.**

The AIG plan will be built into the overall curricular model and Core Knowledge sequence, which drives all students toward all collegiate-level courses in the latter half of the high school career, regardless of their participation in gifted programming. Teachers at Alpha Schools of Excellence will teach all students as if they are academically gifted and provide scaffolded supports and tiered intervention when students struggle to meet expectations. Ensuring these expectations supports all learners reaching their full potential.

In identifying gifted and talented students, ASE will consider input from the student's parent and teacher in alignment with the student's work. The test of Cognitive Skills (TCS) will be used as a data point in identifying prospective AIG students. Potentially identified students will be placed into an inclusive trial period where lessons, assignments and activities will be differentiated to accommodate high depth-of-knowledge, accelerated learning opportunities. Upon successful completion of the trial period and a review of performance by the school leader, teacher and parent, a collaborative decision to continue gifted programming on a permanent basis.

9.3. Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)*, *IDEA regulations*, and *Article 9 115C of the North Carolina General*



*Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Q138. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Alpha Schools of Excellence will review all student records upon enrollment with the institution. The review will support identifying students who have previously been found to be eligible for special education services, under an IEP, or are protected under Section 504 of the Rehabilitation Act. The special services team will contact the previous school in writing and by telephone to request the current IEP, all historical IEP records, and pertinent student information. In the event of a delay with receiving the requested IEP records, the EC coordinator and lead administrator will use every communications tool at their disposal to request the requisite documentation and coordinate its delivery. The team will also contact the school staff of the student's prior enrollment to ascertain information regarding accommodations in order to support a complete evaluation and development of a new IEP in accordance with the transfer provisions of state statute 1504-4.4(e) and (f). Additionally, the school will develop systems for prevention and intervention by administering diagnostic assessments at the commencement of each school year. This will allow ASE staff to identify student strengths, areas of opportunity and potential service needs.

Alpha Schools of Excellence will follow all federal mandates of the Individuals with Disabilities Education Act and Article 9 of the North Carolina Public School Law in regards to providing special education and related services. A record compliance monitoring system, supervised by the EC coordinator, will be developed and implemented to ensure record compliance. Corrective action plans will be developed if noncompliance has been found, which will include steps to ensure compliance and verify correction. Furthermore, ASE's 504 Coordinator will supervise applicable accommodation plans as required by Section 504 of the Rehabilitation Act of 1973.



Q139. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.



Considerations will be made to provide resources to teachers, parents, and staff for identifying children with special needs.

These resources will include information found on the North Carolina Department of Public Instruction Project Child Find's website. Parents may choose to refer their child for testing at any time by providing a written request to the school.

The special services team will be led by the Exceptional Children's coordinator and will include the following members: LEA representative or lead administrator, the student's parent, and a regular education teacher of the student. The team will case manage the student's welfare and academic progress by eliciting a problem-solving approach and will review progress monitoring records when addressing academic, behavioral, and/or developmental concerns. Team members will disaggregate specific data points related to the student, monitor established interventions and use findings to drive decision making.

The EC coordinator will oversee the evaluation process to include contacting each relevant related service provider, scheduling the time and location of the evaluations, receiving each report after the evaluations, and scheduling the eligibility determination meeting to ensure compliance within the 90-day timeline. North Carolina Department of Public Instruction forms will be utilized to document the evaluation and IEP. All proposals and subsequent decisions will be communicated within the Prior Written Notice timeframe for each meeting.

In order to avoid misidentification, Alpha Schools of Excellence will implement a three-tiered approach, which includes:

Tier-1 - core instruction and universal supports

Tier-2 - ancillary and extended instruction.

Tier-3 - individualized intervention, re-teaching and spiraling.

Alpha Schools of Excellence will align its practices with North Carolina's Multi-tiered System of Support (MTSS) to ensure

the progress of all students towards and beyond mastery. Throughout this process, frequent assessment will be used to assess the need for referral to the special services team for inclusion in the exception children's program.

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



1. Requesting Records from previous schools

2. Record Confidentiality (on-site)

3. Record Compliance (on-site)

To ensure record compliance, Alpha Schools of Excellence will develop and execute a record compliance monitoring system. A compliance checklist will be completed by the special services team for all student records, regardless of disability status. Upon review, any noncompliance found in a student's record will be met with immediate, corrective action. Verification of correction by the EC coordinator and lead administrator will ensure the noncompliance was remedied.

Best practice for ASE's recordkeeping will ensure each folder includes:

1. Signed informed consent for initial provision of services for special education and related services;
2. The most current prior written notice with a description of proposed and/or declined actions;
3. Documentation that initial consent to evaluate and parent response was documented;
4. Most recent parent invitation to the IEP meeting; and
5. Most recent IEP/Re-evaluation document.

IEP audits will be conducted annually by internal and external team members to measure the appropriateness of present level of performance, IEP goals, student participation in statewide assessments, and IEP service delivery time. The ASE 504 Coordinator will monitor all 504 Accommodation plans for compliance as required by Section 504 of the Rehabilitation Act of 1973.

Alpha Schools of Excellence will engage in a continuous improvement and reflective practice model to ensure operational excellence as it relates to records confidentiality. Staff will receive appropriate records-keeping training and will be fully compliant with applicable law. In compliance with confidentiality requirements, all records will be locked in a separate setting, and digital records will be password protected with encrypted emailing (if applicable). Any confidential record will be marked and will remain inside the school building. Staff will follow established policies and procedures for maintaining copies and records based on state and federal law.

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



Alpha Schools of Excellence will ensure all students receive a high quality education, with additional consideration to provide inclusive measures to students with mild, moderate and severe disabilities. The special services team will gather evidence, including teacher observation, assessment and parent feedback to identify accommodations that will allow for the least restrictive environment and a strong IEP. The general education teacher and EC staff will work together to identify the appropriate methods and strategies, including differentiated instruction, to maximize the student's access to the general education curriculum and an inclusive setting. From their collaboration, the classroom will be transformed to allowed for all learners to have their needs met, including the achievement of their respective IEP goals.

Additionally, ASE will promote compliance with state and federal regulations to further ensure appropriate supports are in place. Best practices and procedures the school will implement include:

- Open enrollment for all children, regardless of disability, in the least restrictive environment
- Procurement of assistive technology devices required for special education and related service needs
- Initial Evaluation and Re-evaluation, including implementation of strong communications plan throughout the process to (1) obtain parent consent for services, (2) ensure appropriate placement within legal timeframe after referral, and (3) ensure appropriate accommodations and/or modifications within the general education curriculum available to all students, including (a) extended time, (b) one-on-one teaching, (c) re-teaching and enrichment, (d) small group instruction, and (e) access to related service providers and social workers.

Alpha Schools will ensure that all students, regardless of their background are enrolled to and have access to the same opportunities for academic, social and emotional growth and success part and parcel to all ASE students.

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



Alpha Schools will provide educational opportunities to students with disabilities in the least restrictive environment. Students with special needs will be prioritized to receive the full continuum of alternative placements, as appropriate. We anticipate that 15% of our school population will require EC services. However, we do not anticipate our entire EC population will not need direct service delivery. We plan to staff one EC teacher, one EC assistant and an EC coordinator (depending on need). ASE will also plan to recruit and hire highly qualified staff in the event more support is needed to provide high quality supports for students with disabilities.

The EC teacher and assistant will be responsible for implementing IEPs and monitoring students' progress. Classrooms will be equipped with the necessary tools to ensure access to the general education curriculum.

The EC teacher will meet with students' classroom teacher(s) regularly to discuss progress and determine if a additional communication with parents are warranted for specific planning and intervention. Parents, the EC teacher, one regular education teacher, and lead administrator will meet at least annually to review the student's IEP, and to make any necessary changes or recommendations. Parents may request an IEP meeting at any time.

Alpha Schools will ensure that all students with disabilities have access to a free and appropriate public education by eliciting a laser-like focus on their special education needs and related services. Staff will receive professional development identified by the lead administrator and EC coordinator, based on observation and feedback, to educate those providing services on best practice in instructional delivery and support of children with special needs.

The Exceptional Children's teacher will be responsible for monitoring the implementation of all IEPs.

Student Discipline

Students with special needs are protected by federal and state legislation from being removed or excluded from the educational program without following key, specific and mandated procedures. Early intervention, support, IEP monitoring and communication with families are central to anticipating issues in advance and prevent disruption to the learning environment.

ASE promotes early intervention and addressing of problematic behavior. With regard to students with IEPs, the special services team will generate data via a Functional Behavior Analysis (FBA), with results, analysis and discussion leading to behavior goals for the student (most likely via the Behavior Intervention Plan (BIP)).

Research shows suspension is not a proven method to reducing undesired behavior in students



who struggle with disruptive choices. However, the safety and learning of all students must be protected should one student's behavior becomes disruptive to the point of a safety hazard. Therefore, specific procedures related to suspension of students with special needs beyond 10 days will be followed. A manifestation hearing and determination must be made, with services beginning on the eleventh day of suspension. This requires a convening of the special services team, and determination must be completed within 10 days. A key priority of the team's focus is the continuation of special education services. Additionally, at all stages of the process the special services team may meet to determine an alternative placement (which is not a suspension). Any removal without the convening of the special services team will be deemed a suspension. All decisions regarding placement changes must be documented on the student's IEP, and ASE will notify the parents and provide due process in the form of the Parent Handbook.

Examples of placement changes that might be considered by the special services team due to behavioral issues include:

- Modified instructional day
- Onsite to homebound services
- Homebound services to onsite
- General education classroom to intensive education classroom
- Intensive classroom to general education classroom

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



Alpha Schools will have an Exceptional Children's program staffed with a coordinator, teachers and additional support staff based on the demand for services from our target population. Coordination with related service providers will ensure all students are accounted for prior to the commencement of the academic year.

All staff, including teachers, EC staff and administrators, will receive professional development on legislation related to students with special needs, including federal provisions of the IDEA law and guidelines for Child Find. Any required instructional resources and assistive technology devices will be identified and ready for students to enhance their learning prior to the first day of school.

The goal for students who receive special services under an IEP is to remain with peers in the general education setting as much as possible. Students receiving special services will also receive supplemental tools and supports to assist their performance in the general education environment, which may include curricular modifications and accommodations, adjustment to instructional delivery or evaluation of their progress and achievement. Further supports include the professional development of all adults working with students with special needs.

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

The Exceptional Children's coordinator will be responsible for monitoring the implementation of all IEPs. Students and parents will receive quarterly progress reports and an annual review meeting. Additional meetings will be scheduled as a response to (or in anticipation of) evolving student needs.

Classrooms will be equipped with the appropriate materials and assistive technology supports to ensure access to the curriculum. The EC staff will participate in regular status meetings and professional development sessions to discuss progress, supports, and accommodations. Special emphasis will be placed on the need for additional engagement with parents to review issues with performance or alignment with the IEP. Further supports will include collaboration and calibration activities between general education teachers and EC staff in addition to external audits and checks for compliance.

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



The school will contract with the appropriate related service providers, including occupational, speech and physical therapists. In addition, we will contract with a school psychologist to ensure complete and professional analysis of all student evaluations. Each year we will evaluate the effectiveness of our service providers, with consideration given to the volume of our caseload. After an evaluation period, adjustments may be made to the providers or services rendered to ensure all students have access to exceptional service delivery.

The EC coordinator will work collaboratively with all related service providers to create effective schedules to support students, which includes determination of optimal environment for support, data collection procedures, parent and family engagement and scheduling for all meetings including IEP follow-up, renewal and reevaluation sessions. The lead administrator will ensure all staff, particularly those in service to EC students, are highly qualified and certified by the state.

9.4. Student Performance Standards

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



Alpha Schools of Excellence understand all students are capable of learning and performing at high levels given the appropriate support and learning environment. Special consideration supports the notion that all students do not join us at the same level of academic proficiency. This understanding obligates ASE to ensure all students are provided with opportunities to reach their highest potential, which is in alignment with ASE's mission and vision.

Student performance standards will be based upon an understanding of and alignment with the North Carolina Standard Course of Study (NCSCOS), which defines the appropriate content standards for each grade and uniform set of learning standards. These standards provide the framework for what students are expected to know and are able to do at the conclusion of each course and school year.

Alpha Schools of Excellence will meet and exceed performing standards set by the state and levels achieved by the local LEA by:

- Ensuring clear, rigorous content standards are understood by instructional staff and leadership, including the expectations for aligning standards with daily instructional practices (i.e., translating standards into clear directions about what must be taught to drive increased student academic outcomes)
- Alignment of instructional practices to effective diagnostic, formative, summative and benchmark assessment strategies
- Providing relevant, useful professional development based on understanding student data trends, faculty feedback and the school improvement plan

Q147. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.



The instructional framework of Alpha Schools of Excellence requires teachers to use daily formative assessment and regular summative assessment to understand levels of mastery, growth and performance among its student population. Additionally, ASE plans to utilize the NWEA MAP assessment as a diagnostic and benchmark instrument aligned to the state testing program to evaluate student growth and develop predictions of performance on end-of-grade and end-of-course state tests. These data points will help triangulate analysis to give teachers and administrators an understanding of how lessons may need to be adjusted and intervention groups formed. It will also support the determination of small groups within the classroom and plans for intensive, one-on-one instructional opportunities for struggling students.

Q148. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.



A myriad of factors, including classroom and assessment performance, will be utilized in determining the promotion or retention of a student. In addition to organizational policy and procedure, NC state law (General Statute 115C-238.29F) requires that students in 3rd grade are to be retained if they fail to demonstrate reading proficiency at or above grade level on state-approved assessments (with exceptions on a case by case basis for Multilingual/English language learners, students with disabilities and students who have been retained once before).

Criteria for promotion and retention will be communicated at the commencement of the school year in a review of the student and parent handbook. If the lead administrator or student's teacher observes a student is at risk for retention, his/her parent(s) or guardian(s) will be notified prior to the conclusion of the first semester. Criteria that may influence this notification includes:

- Failure to read near or at grade level
- Consistent failure to perform on formative, summative and benchmark assessments
- Chronic absenteeism

Students with special needs may be promoted despite such criteria, contingent upon parent input and the EC teacher's evidence the student is making adequate progress as measured by the IEP.

ASE will provide several opportunities to improve academic achievement for each student by implementing the tiered intervention plan mentioned earlier in this application. Significant effort to collaborate with the student and the family will include opportunities for re-teaching, intensive intervention and before and after school academic support.

Final decisions on student promotion or retention will be at the discretion of the lead administrator, with special consideration for competency-based mastery as a factor for placing a student in the most optimal environment for s/he to thrive.

Q149. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.



Alpha Schools will prepare its students to be ready for post-secondary options, including collegiate enrollment, military enlistment or entrance in the workforce as an employee or business owner. Our career services team will ensure students receive a wide range of presented opportunities, with particular attention to each student's area of strength and their dream for the future. This foundation will help determine the student's particular course pathway, with emphasis being placed on advanced coursework, the arts or career and technical programming. Students who are at risk of dropping out will be afforded opportunities for credit recovery; however, the school leader and the student support team will collaborate to ensure each student matriculates towards graduation. This collaboration will result in creative and innovative planning for struggling students to thrive in a rigorous environment, with options beyond credit recovery including opportunities for after school intervention, academic counseling and summer learning options.

9.5. School Culture and Discipline

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

The culture of the school is rooted in the campus serving as a "village" for all students, where support for academic excellence is given from teachers, leaders and all other staff in partnership with students and families. The learning environment will be a physical manifestation of the mission and vision of Alpha Schools of Excellence, which was created to ensure academic achievement and excellence for all types of learners. The plan for the facility's construction will be rooted in appealing to hands-on, inquiry and project-based learning experiences that stimulate all students' intellectual, social and emotional development.

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



From the planning year to the commencement of the first day of school, developing positive school culture will be a top priority for Alpha Schools of Excellence. Administrators will lead the way in modeling expectations for staff and ensure that recruitment, development and retention of new hires is reflective of core values in alignment with the school's vision and mission. Teachers will mirror these practices in the classroom, where high expectations will be the norm and not the exception. The learning environment will be strongly rooted in academic excellence to the point where visitors will notice a difference upon entry. Students will be encouraged to own their learning and become leaders within the school community. This encouragement will come in the form of academic, social and emotional support from teachers and from grouping students together to be peer mentors to each other.

Q152. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:

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



Student conduct will be governed by the adults and students in the learning environment, with emphasis on adult supervision as the final authority. Student safety and a clear discipline plan will be integral to the success of Alpha Schools of Excellence. Our student conduct and environment will be a beacon to the community and a draw for increased student enrollment by parents who want the best for their children.

In order to promote effective discipline, ASE will implement:

1. Strong attention to and development of schoolwide behavior intervention systems
2. Celebrations of student behavior and achievements
3. Trauma-informed training and practices by school staff
4. High levels of parent and family engagement
5. Optimal class sizes and spaces
6. Engaging lessons and academic programming
7. Positively reinforced visual learning environment

The student Code of Conduct will be disseminated to parents and students in addition to the parent and student handbook prior to the commencement of the school year to ensure families are aware of expectations and potential consequences. The Code of Conduct will be the foundational tool by which the administrative team will implement disciplinary consequences and restorative justice practices. Such consequences could lead to suspension or expulsion.

The following infractions may lead to consequences ranging from in-school consequences to long term suspension:

1. Classroom disruption
2. Contraband items (i.e. lighters, matches);
3. Academic dishonesty (i.e. cheating, forgery);
4. Trespassing
5. Harassment
6. Inappropriate sexual contact
7. Physical assault/fighting
8. Insubordination
9. Prohibited use of electronic devices
10. Gambling
11. Inappropriate language
12. Bullying
13. Hazing



14. Theft or destruction

15. Possession of a weapon, illegal drugs and/or controlled substances

Students will be granted due process rights, but may be immediately removed due to a Safe Schools Act violation. Students will be afforded an opportunity to appeal to a hearing with the School Hearing Officer and/or the Board of Education in accordance with state law. As mentioned earlier, students with disabilities facing expulsion or long-term suspension beyond the 10-day limit must receive a manifestation determination hearing held by the special services team to ensure FAPE by state and federal law and a determination of the student's disability and its relation to the infraction in question.

9.6. Certify

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

Yes

No

Q154. **Explanation (optional):**



10. Governance and Capacity

10.1. School Governing Body

Q155. Organization Street Address (if you have one)

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

735 Big Twig Lane

Durham, NC 27703


10.2. Governance

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

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

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

Resources

| |
|---|
|  |
| Initial Members of t... |



Applicant Evidence :



NonProfit Org Initial ...

Uploaded on **4/27/2022**

by **Mark Davis**

Q157. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles, and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.



The board for Alpha Schools of Excellence will consist of no fewer than three and no more than eleven members. Officers of the board will include the President, a Vice President, a Secretary, and a Treasurer. The remaining members will be at-large voting positions. During the board's planning year, additional members will be added to strengthen the board's impact and areas of skill. Each initial board member possesses skills and areas of expertise that are highly beneficial to meeting the school's vision and mission.

Board responsibilities will include:

1. Ensuring the success of the school's academic program by hiring a competent lead administrator, regularly observing the campus climate and providing feedback on regular reports submitted by the lead administrator
2. Ensuring operational excellence and compliance with state and federal law
3. Ensuring fiscal health, responsibility and management of resources

The board's primary focus during the planning year will be to execute viable plans to meet the state's Ready to Open framework. Some activities inherent to this transition include:

1. Hiring the lead administrator by advertising the role within professional networks and online media
2. Executing a marketing plan to draw students and families to enrollment
3. Establishing an optimal educational facility
4. Recruiting additional staff
5. Build external partnerships and set resource gathering goals, including executing plans for fundraising and grants management
6. Codify policy and procedure, with strong and engaging governance as a foundation

Board members will be stewards of the community's resources and their most precious asset - the children. The board will exercise reasonable care when making decisions, understand operational and financial implications, and participating in its governance. Board members will make every effort to attend all board meetings, lead committee meetings, and participate in decision-making and policy-setting while actively participating in risk assessment and strategic planning.

Through the viability of the board's strategic community relationships, partnerships, personal and professional networks, the selection of the lead administrator will be a confirmation of the board's commitment to the school vision and mission. Supervision of the lead administrator will occur through a strong relationship between him/her and the board. The lead administrator and board



will collaborate to establish measurable goals, modes of communication and reporting requirements. This working partnership will be critical to the long-term success of the school.

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

The Alpha Schools of Excellence Board of Education currently consists of 5 members; plans to grow and expand the board are underway. The current makeup of the board is rich with community leaders with diverse backgrounds. There are three women and two men serving on the board, and professional backgrounds include educational leadership, mental health counseling, behavior therapy, teaching, higher education administration, and small business ownership. Our board members are residents of Nash, Durham and Wake counties, with two members having purchased land and currently in transition to relocate to Littleton in Halifax County. Our aim is to recruit even more members from the Halifax County area to strengthen our community relationships and partnerships supporting the school.

Each board member has an equal share of power with one vote, with the President having the authority to break a tie (should one occur due to an even number of board members). Our goal is to have a board that communicates with varying input but speaks with one voice in support of the children, with a focus on bringing to life the vision and mission of the organization. The board's duty will be to collaborate with the lead administrator to ensure adequate recruitment, enrollment and supervision of students, hiring and evaluation of personnel, development of policy and ethical fiscal management.

The board's behavior will rely on the duty to be stewards of the human and fiscal resources under its purview to ensure the aims of the organization are met. Central to that aim is the academic, social and emotional welfare of the school's students.

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



The Board consists of individuals having diverse experience in educational leadership, entrepreneurship, non-profit management and mental health counseling.

Dr. Mark Davis is a veteran educational leader with over 15 years of experience impacting and facilitating student growth and achievement as a teacher, vice principal, principal and central office administrator. He currently is an educational consultant for the KIPP Foundation, where he leads efforts to merge individual charter organizations across KIPP regions to leverage resources and capacity. He is also the founder of the Mark & April Davis Family Foundation, which is in the process of securing funding to reach its philanthropic aims for the Halifax County community. He holds a baccalaureate degree in Agricultural Sciences, an MBA in finance from Webster University, and a doctorate in educational leadership (Ed.D.) from St. Louis University. His educational licensure includes certification from the NC Department of Public Instruction in the areas of career and technical education, the Principalship and Superintendentcy.

Mrs. April Davis is a passionate and knowledgeable educator with 15 years of extensive experience as a teacher, instructional coach, curriculum and assessment writer and interventionist. She currently serves on the board of directors for the Mark & April Davis Family Foundation. She holds a Bachelor and Master degrees in education from North Carolina A&T State and North Carolina State Universities, respectively. She is also a doctoral candidate at Walden University, where she will earn a terminal degree (Ed.D.) in curriculum, instruction and assessment in December of 2022. Her educational licensure includes certification from the NC Department of Public Instruction in the areas of elementary education and reading.

Mrs. Sheila Whitehurst is a veteran educator with a zest for lifelong learning and growing students' social and emotional growth. She also holds advanced degrees in education and is a doctoral candidate at University of Phoenix, earning a terminal degree (Ed.D.) in educational leadership. She is a behavior support specialist for the Wake County Public School System, where she spends a considerable amount of time working to acclimate learners to positive school cultural practices. Her educational licensure includes certification from the NC Department of Public Instruction in the areas of the Principalship and elementary education.

Mr. James Pittman is a veteran educator that has worked in the Halifax County Public Schools community and has also developed a reading program for students across the county and in surrounding areas. He holds baccalaureate degrees in organizational management and business administration from St. Augustine and Fayetteville State Universities, respectively. He also holds a Master's degree in school administration from Barton College, and is currently a doctoral candidate for a Doctorate degree (Ed.D.) in educational leadership from Gardner Webb University. Having



worked for the Halifax County Public Schools and having roots in nearby Nash county, he is committed to the progress of all students in the area, particularly for literacy instruction and college and career readiness. As director of the Trades & Enrichment programs for Nash Community College, he is in close contact with students who matriculate through the Halifax county school systems and progress to post-secondary opportunities. His educational licensure includes certification from the NC Department of Public Instruction in the areas of the Principalship, business education and career development.

Ms. Tiffany Shurland is a mental health professional and business owner with nearly a decade of experience working in clinical and healthcare settings. She is dedicated to helping organizations manage workplace safety hazards and handle emergency response. She has also served as an adjunct professor at Miller-Motte College in Wake County. She earned Bachelor and Master's degrees in psychology and sociology and criminal justice from Lincoln University, respectively. She is currently nearing candidacy at Walden University, where she is earning a doctorate of philosophy (Ph.D.) degree in forensic psychology. She is skilled at providing expert and compassionate mental health care to clients via Telehealth, In-home, inpatient and outpatient settings. Her passion and skills prove useful in ensuring adequate therapeutic and wrap around services to support student mental health and fitness.



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

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

The governance structure will lead to educational and operational success because our board members are experienced educational professionals who exude a passion for student academic outcomes and their mental health. Furthermore, the board's core values within its membership reflect a commitment to integrity, diversity, equity and inclusion. The board's working knowledge of public education systems ensures their evaluation and relationship with the school and school leader will be one that helps grow the capacity of leadership within the campus while ensuring strong accountability systems for those in direct charge of students and staff. Additionally, the priority of the board is to grow its membership to include parents and other key stakeholders of the Littleton community. This plan of action by the board will ensure active representation and a commitment to providing voice and vision to the school's mission.

Q161. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

The initial board members were recruited and selected based upon their skill set, professional background and common goal in desiring to provide high quality educational options to the children and families of North Carolina. Dr. Mark and Mrs. April Davis, upon building growing relationships in Littleton, sought out other community leaders who could support the aim of bringing a public school to the town. From there, three other members were identified based upon their commitment to education, mental health and serving families of underserved communities. The members were vetted and selected after a screening and interview process, and background check.

During and after the approval process, new board members will be recruited from the community to help support the aims of the school, particularly in the areas of community engagement, facilities funding and student recruitment. Recruitment will be an ongoing process, and current board members will be expected to lead the recruitment process for new members.

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



This group has direct ties and knowledge of the Halifax County community. Mrs. Davis grew up in the county and attended McIver Elementary in Littleton and Everetts Elementary in Halifax County. She and Dr. Davis have spent a considerable amount of time creating relationships within the community with city council members and the mayor. Furthermore, the Davises have acquired land in the community to begin their transition to permanent residency in Littleton.

Mr. Pittman is a veteran educator that has worked in the Halifax County community and has also developed a reading program for students there. Having worked for the Halifax County Public Schools and having roots in nearby Nash county, he is committed to to the progress of all students in the area, particularly for literacy instruction and college and career readiness. As director of the Trades & Enrichment programs for Nash Community College, he is in close contact with students who matriculate through the Halifax county school systems and progress to post-secondary opportunities. His wealth of knowledge and background will prove to be useful to ASE's students as they grow in the school's instructional program.

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

The ASE board will hold regular meeting monthly. The strategic plan will be developed based on the these meetings and and the work board members will complete in board-created committees in between the monthly meeting.

Q164. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.



The board will engage in a mentoring relationship with new board members. The training for new board members will include sessions covering the following topics:

- Board duties and responsibilities
- Building community partnerships
- School culture, climate and instructional programs
- Strategic planning

Training and development for existing board members will include:

- participation in a statewide school boards association trainings and professional development
- participation in board-created training schedule; topics to include updates for instructional focus of the school, student discipline, staff morale, auditing duties and updates, legal compliance, and fundraising

Q165. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



The Alpha Schools of Excellence has adopted bylaws detailing the procedure for defining, addressing and minimizing conflicts of interest. The bylaws speaking specifically to conflicts of interest are attached to this application. As part of the articulation of the bylaws drafted to avoid conflicts, the following steps are in place pursuant to the Non-Profit Corporation Law NCGS 55A-8-31:

1. A member who has a direct or indirect interest in any transaction presented to the Board of Education or any committee of the Board shall disclose his or her interest.
2. The board will determine whether a conflict exists and the material nature of it.
3. Board members in conflict of interest will refrain and recuse themselves from voting on matters that are directly subject to their influence
4. A conflict of interest transaction must be authorized, approved or ratified by the affirmative vote of a majority of the members (not less than two) on the Board of Education (or the appropriate committee) who have no direct or indirect interest in the transaction and to whom the material facts of the transaction and of any member's interest in the transaction were disclosed or known. If a majority of the members, who have no direct or indirect interest in the transaction vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking such action. The presence of, or a vote cast by, a member with a direct or indirect interest in the transaction does not affect the validity of any action taken in accordance with this paragraph.
5. All conflicts of interest shall be documented in board minutes, including actions taken by board members to disclose or recuse themselves from such conflict and the affiliated vote.

Upon approval of the application, Dr. Mark Davis will begin to transition from the board Presidency, as his intention is to serve as the lead administrator. His intent has been fully disclosed to the other initial board members. His wife will also transition from the board; both of them will support the remaining board members in growing and developing the board to become even more reflective of the Littleton community and its needs.

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



The board of ASE will develop policies to shape the school's operation, provide access to all students and promote equitable practices for diverse learners. The board's stance will be rooted in listening to stakeholders and partners, including parents, students, staff and leaders within the organization. From that stance, the board will investigate and collect evidence supporting subsequent action. Action will take place in the formation of policies, procedures and guidelines that will be shared to the public for review and input. After public comment and feedback, the board will discuss and conduct a vote to determine succession or postponement of developed actions. Actions that are approved and become policy will be disseminated into the applicable media format, including the parent and student handbook, staff manual, board policies or professional development. All policies of the board will be reviewed on an annual basis.

Q167. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The board will develop advisory committees as needed during the planning year to accomplish the various goals of further developing policies and procedures the Alpha Schools of Excellence. Additionally, the school will recruit and maintain a Parent Teacher Organization to foster and maintain high levels of engagement and voice for parents, families and staff.

Some advisory committees to be established include:

- Academics Committee - will evaluate curriculum, assessment and instructional priorities to the school and make recommendations to the entirety of the board to take action as needed
- Grievance Committee - will serve as an organizational ombudsman and field complaints from the public; will also serve as the hearing and appeals body for the school
- Finance and Fundraising Committee - will provide oversight and remain abreast of changes and concerns related to the fiscal health of the school, providing recommendations to the board to take action regarding fiduciary duties, fundraising activities and grants acquisition and management

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



Alpha Schools of Excellence will be committed to providing voice and equity to parents and staff. When grievances arise, the board's aim will be to lead by implementing the following steps:

- Establishing chain of command procedures surrounding the investigative and fact finding process
- Collaborating with and working through the lead administrator to ensure swift and substantive communication with all parties involved, including teacher, parent, student and families
- Allowing for due process and appeal to the lead administrator and board of education for final authority on grievances; board action will be coordinated through the grievance committee with decisions communicated by the board president.


Q169. **Attach Appendix G Organizational Chart**

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

| |
|---|
|  |
| ASEOrganizationalC... |

Uploaded on **4/29/2022**

by **Mark Davis**


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

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

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




Resources




Charter School Boar...


Applicant Evidence :




Tiffany Shurland Boa...



MarkDavisBoardInfo...



SheilaWhitehurstBo...




AprilDavisBoardInfo...

Uploaded on **4/28/2022**
by **Mark Davis**


Uploaded on **4/28/2022**
by **Mark Davis**

Uploaded on **4/28/2022**
by **Mark Davis**

Uploaded on **4/28/2022**
by **Mark Davis**



Tiffany Shurland Res...



April Davis Resume ...



Sheila Whitehurst Re...



DrMarkDavisResum...

Uploaded on **4/28/2022**
by **Mark Davis**


Uploaded on **4/28/2022**
by **Mark Davis**

Uploaded on **4/28/2022**
by **Mark Davis**

Uploaded on **4/28/2022**
by **Mark Davis**



James Pittman Resu...



JamesPittman Board...

Uploaded on **4/28/2022**
by **Mark Davis**

Uploaded on **4/28/2022**
by **Mark Davis**

Q171. **Attach Appendix I**

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


for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 50




Resources




Charter School Boar...

Applicant Evidence :




MarkDavisBackgrou...

Uploaded on **4/27/2022**
by **Mark Davis**




MarkDavisBackgrou...

Uploaded on **4/27/2022**
by **Mark Davis**




AprilDavisBackgrou...

Uploaded on **4/27/2022**
by **Mark Davis**




AprilDavisBackgrou...

Uploaded on **4/27/2022**
by **Mark Davis**




TiffanyShurland Bac...

Uploaded on **4/27/2022**
by **Mark Davis**




TiffanyShurlandBack...

Uploaded on **4/27/2022**
by **Mark Davis**




SheilaWhitehurstBac...

Uploaded on **4/27/2022**
by **Mark Davis**




SheilaWhitehurstBac...

Uploaded on **4/27/2022**
by **Mark Davis**



JamesPittmanBackgr...

Uploaded on **4/27/2022**
by **Mark Davis**



JamesPittmanBackgr...

Uploaded on **4/27/2022**
by **Mark Davis**


Q172. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 3



Applicant Evidence :

| |
|---|
|  |
| Alpha Schools ByLa... |

Uploaded on **4/27/2022**
by **Mark Davis**

Q173. Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

| |
|---|
|  |
| ASE ArticlesOfInc.pdf |

Uploaded on **4/27/2022**
by **Mark Davis**

10.3. Staffing Plans, Hiring, and Management

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

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



Resources



Staffing Chart Templ...

Applicant Evidence :



Staffing Chart-Alpha ...

Uploaded on **4/29/2022**

by **Mark Davis**

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



The board plans to recruit through local and national professional networks, such as the NC TeacherMatch platform, LinkedIn and others. Some additional recruiting activities the board will engage in includes:

- Building pipelines through colleges and universities across the state, particularly HBCUs due to the nature of the student population
- Hosting virtual and in-person job fairs
- Advertising the benefits of working with a small school with personable and supportive leadership that provides substantive professional development and increasing rates of pay, with starting rates comparable to or exceeding the local LEA.
- Reviewing candidate qualifications to ensure high-quality criteria are met, including a prioritization of professionals with advanced degrees and NC DPI educator certification

In terms of retaining high-performing teachers, the school will promote activities that focus on morale, respect and support. The lead administrator will ensure high quality professional development experiences that are meaningful and respect the teachers' time. Additionally, the school will execute a mentoring program for beginning and seasoned teachers to partner them with others within the organization to foster personal and professional growth.

New and veteran staff will both be offered competitive benefits packages and will be paid commensurate with their experience, with every effort to secure additional funding to pay teachers beyond the local LEA rate. While the school plans to participate in the state retirement plan, the school will also offer substantially employer-funded health, dental and vision insurance plans.

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



Dr. Mark Davis is a veteran educational leader with over 15 years of experience impacting and facilitating student growth and achievement. He has served in multiple roles as a teacher, vice principal, principal and central office administrator. He currently is an educational consultant for the KIPP Foundation, where he leads strategic planning efforts to merge individual charter organizations across KIPP regions. In his current role, he supports the regional leadership team by leading weekly team meetings. He also leverages resources, builds capacity and oversees marketing and legal workstreams involved in the creation of new non-profit charter entities governing individual schools. He is also the founder of the Mark & April Davis Family Foundation, which is in the process of securing funding to reach its philanthropic aims for the Halifax County community. He holds a baccalaureate degree in Agricultural Sciences, an MBA in finance from Webster University, and a doctorate in educational leadership (Ed.D.) from St. Louis University. His educational licensure includes certification from the NC Department of Public Instruction in the areas of career and technical education, the Principalship and Superintendency.

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

Applicant Evidence :



Uploaded on **4/29/2022**

by **Mark Davis**



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

The board of ASE will foster a strong relationship with the lead administrator that results in a trusting relationship to lead staff and manage operational and financial systems while keeping the board informed of progress and recommendations for improvement. Our lead administrator will have significant experience and opportunities from the board to engage in ongoing professional development. The board will also have a personable approach to oversight, being available to communicate with all staff while respecting the trust they have with the lead administrator to be the first line of defense in addressing any issues in accordance with the grievance procedure that will be in place prior to the hiring of any personnel.

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

The board will ensure all staff in affiliation with the school are held to high standards. Some of the requirements for hiring school personnel will include:

- passing an FBI/nationwide criminal background check
- verification of educator licensure or process to obtain licensure within 6 months of hire
- adopting meaningful interview processes and policies that validate the school leader's plan for vetting prospective candidates
- ensuring the lead administrator collects and verifies official college and university transcripts, reference letters and sample teaching exercises from prospective instructional candidates

In terms of dismissing staff, the board will collaborate with the lead administrator to create procedures for disciplinary action leading to termination. The board intends to support all staff in growing within the organization but understands that every hire may not ultimately be a good fit for the school. After substantial documentation of evaluative evidence, feedback, coaching and professional development, the board will hear recommendations for dismissal from the lead administrator and/or appeals from staff and act accordingly.

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



The school's proposed salary range was designed to provide competitive rates of compensation for all staff. Additionally, we plan on participating in the state teacher's retirement system and providing substantial coverage of health, dental and vision insurance for all full-time staff. In researching salary ranges, we found that Halifax County Schools utilizes the state's salary scale for teachers. The board's aim is to provide a pay structure that at least meets or exceeds the local LEA rate of pay.

Salary ranges proposed for ASE staff include:

Lead administrator - \$70,000 - \$90,000

Teachers - \$45,000 - \$55,000

School Counselor - \$50,000 - \$65,000

School Nurse - \$40,000 - \$50,000

Administrative Assistant - \$28,000 - \$32,000

Teacher Assistant - \$25,000 - \$35,000

Instructional Coordinator (potentially beginning in year 3) - \$45,000 - \$55,000

Maintenance - \$27,000 - \$32,000

School Bus Drivers - \$10,000 - \$15,000 (part time)

Food Service Support - \$10,000 - \$15,000 (part time)

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



Alpha Schools of Excellence will develop a policy that expands on the grievance procedure listed in the bylaws. Steps throughout the termination process will be substantiated through actions such as:

- Verbal warning
- Written warning
- Suspension (with or without pay)
- Professional improvement plan
- Administrative hearing

An employee may be non-renewed at the end of their contract or terminated during their contract's term if the employee is found to not be in compliance with school policy or state or federal law, or fails to meet the school's professional expectations, including providing high-quality instruction to students.

The ASE board will manage staff through an at-will employee agreement, and will collaborate with the lead administrator's recommendation to approve termination of staff. In regards to grievance procedure, the board will implement a policy that requires staff engage with the lead administrator first to address complaints or concerns. If the concern is not resolved by the lead administrator, the employee will be afforded the opportunity to appeal to the board for further investigation. The board's grievance committee will recommend a resolution to the board within 30 days or upon the next regularly scheduled board meeting.



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

In our initial three years many of our employees will have dual positions, and we anticipate the majority of our funding to be supported by local, state and federal funds. Personnel that may be obligated to dual responsibilities include:

- Lead administrator (may fulfill the finance director role with support from financial consultants to meet compliance and reporting requirements)
- EC Coordinator (may also serve as an EC teacher)
- EL Coordinator (may also serve as a teacher)

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

Alpha Schools of Excellence maintains the belief that all staff must be highly qualified for roles servicing our students. The board will utilize best practice in recruitment as mentioned in an earlier question. The board will ensure specific staff servicing Multilingual/EL learners are ESL certified, and those servicing students with special needs have earned a degree and licensure in special education. The board also plans to contract with service delivery partners as needed and as resources allow. For gifted students, our plan is to ensure that at least one teacher serve as a gifted coordinator and holds certification and training tailored at providing instruction for gifted students.

Q184. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).



Alpha Schools of Excellence will ensure that all staff members core values and beliefs align with the mission and vision of the school, which include adhering to high quality professional and ethical standards conducive to promoting a safe and high-quality learning environment. Additional expectations specific to certain, key roles include:

Lead administrator – hold an advanced or terminal degree in school leadership with at least 5 years of administrative experience; hold appropriate licensure related to the role or be able to within 6 months of hire; provide leadership and data-driven decision making for all facets of the schools operational, financial and instructional areas while maintaining empathy and a laser focus on diversity, equity, inclusion and academic achievement.

Teaching Staff – hold a bachelor’s or advanced degree in the appropriate content area, with appropriate licensure for the teaching are (or ability to procure within 6 months); lead student achievement, social and emotional growth with empathy and a focus on success regardless of student background, race or socioeconomic status; promote a positive classroom environment; maintain a willingness and passion to exude professionalism, participate in ongoing professional development and promote the school’s diversity, equity and inclusion mission while increasing positive relationships with parents and families; maintain accurate records and grading procedures and policies and provide differentiated instruction to diverse learners.

Assistant Teacher – hold an associate’s degree or higher, appropriate child-care licensure or a significant amount of experience in serving children; be willing to collaborate with the teacher to provide support to at risk student populations and assist with small group and individualized instruction, tutoring, before and after school programs

School Counselor – hold an advanced degree in school counseling or psychology, with appropriate licensure for professional school counseling at time of hire (or within 6 months of hire); provide student support services, intervention, college, career and entrepreneurial planning support for all students; lead and maintain an engaged parents as teachers program for early learners and their families; maintain current and appropriate resources for staff and parents, including best practices for trauma informed therapy; be able to lead and support investigations, reporting and collaboration with local, state and federal agencies related to child abuse and neglect.

10.4. Staff Evaluations and Professional Development



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

The lead administrator will ultimately be responsible for maintaining teacher license requirements and professional development.

Q186. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

All teachers will participate in a mentoring program. Depending on level of experience, they will either serve as a mentor or mentee. These partnerships will foster increased morale, interdependency and collaboration amongst all teachers. Furthermore, the program will support teachers' understanding of the curriculum and strategies to implement lessons related to it. Additionally, the mentoring program will support increase data points to evaluate educator effectiveness in alignment with the lead administrator's efforts.

ASE will adopt and follow the North Carolina Educator Effectiveness evaluation system. Components of this system include:

- pre observation conferencing
- teacher self assessment
- establishing professional development plans
- ensuring at least 3 formal observations in addition to multiple informal learning walks
- post conferencing
- mid-year and summative evaluation periods by the lead administrator

Q187. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted



internally or externally and will be individualized or uniform.

The Alpha Schools of Excellence professional development plan will emphasize continuous learning and growth of teachers and ancillary staff in direct instructional service to students. Some components of the professional development plan include:

- designated professional development days (before, during and after the school year)
- relevant and aligned training sessions applicable to current staff and current data
- instructional clinical sessions to case manage student academic issues, social and emotional development
- training on trauma informed practices
- training on diversity, equity and inclusion in the classroom

The goal for ASE staff will be to use dedicated PD times to dive into the curriculum, discuss best practice and receive support from internal and external presenters. Teachers will also be afforded opportunities to observed other teachers in the school to get real time understanding of how to implement things learned from the trainings, which will support increases in student academic growth and performance on assessments.

Q188. Provide a schedule and explanation of professional development that will take place prior to the school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.



Professional development prior to the commencement of the school year will include a 3 day schedule of professional topics related to safety, instruction, curriculum and assessment, educating students with special needs, and professional practice and expectations. An additional 2 days will be designated for teacher work days, where the mentoring program will begin with teachers helping each other get acclimated to their classroom. A tentative professional development schedule for teacher training could potentially look like:

Monday

Session 1: Professional Expectations

Session 2: School Safety, Systems and Intervention

Tuesday

Session 1: Instructional Expectations

Session 2: Curriculum and Assessment Overview

Session 3: Educating Multilingual Learners and Students with Special Needs

Session 4: Curriculum Deep Dive (grade-level breakout)

Wednesday

Session 1: Mentoring Program Kick-off, lesson planning and teacher work day

Thursday

Session 1: Student Information

Session 2: Parent and Family Engagement

Session 3: Diversity, Equity and Inclusion in the Classroom

Session 4: Educating Students of Color

Friday

Session 1: Mentoring Check-in, lesson planning and teacher work day



Q189. 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.

Alpha Schools of Excellence seeks to improve student outcomes by growing teachers who work hard everyday to implement the mission and vision of the organization. Throughout the school year, teacher work days are integrated into the schedule to ensuring new and seasoned teachers alike improve their instructional practice. In addition, teachers will be afforded at least 1 hour per day to prepare for instruction, conference with peers and collaborate with administrators. We plan to have at least 9 teacher work days throughout the school calendar and 6 half days dedicated exclusively towards professional development. The school calendar and master schedule support the implemetation of the professional development schedule throughout the year.

10.5. Marketing, Recruitment, and Enrollment

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

Q190. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).



The marketing for Alpha Schools of Excellence began in spring of 2020 through the development of our board of directors and hosting meetings with business leaders and prospective board members in the Littleton community. A Facebook page was created as well as a survey to gather information from prospective parents at the beginning of 2022. A website is being launched in May of this year to continue advertising to the public the school's potential arrival and programming options.

Over the next two years, members of the board of education will visit local child care centers and preschools, churches, other age appropriate community organizations to create and continue buzz about the school's opening and distribute educational material. As part of the marketing plan, the lead administrator and board members will become evangelists in proseletyzing the community regarding the school vision, mission, core values and purpose.

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

Alpha Schools of Excellence will keep parents informed about the school by developing a communications plan in collaboration with the lead administrator. Components of the plan will incorporate events where families will have access to the board and administrative team. Furthermore, as teachers and staff are hired, expectations will be given to engage in proactive, two-way communication with parents.

The board's engagement team will also implement a marketing plan that will include an awareness campaign, facilitating door-to-door campaigns with targeted neighborhoods to recruit families and spread the word. Billboards, yard signs online and radio ads in addition to posters throughout the spaces of local community business partners will advance the messaging that a high quality public school will be coming to town. Furthermore, the board will ensure regularly scheduled mailers reach families throughout the county.

Q192. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



Alpha Schools of Excellence plans to engage the board officers and committees to recruit students and families during the planning year by executing the following strategy:

Post-application and interview phase (May 2022 - December 2022):

- Engage the community in a series of town hall forums to gather additional information regarding educational and programming needs
- Engage community partners and businesses to assess additional resources that may be available to help the school reach its mission
- Strengthen online presence by increasing advertisement and engagement on social media platforms and launching website

Post-approval and Ready to Open Period (January 2023 - January 2024)

- Obtain letters of intent exceeding 75% of the targeted enrollment, with a goal of exceeding capacity by the conclusion of the period
- Establish and promote simplified enrollment strategy to families and parents
- Participate in community events, recruit and establish a volunteer base and engage board members to maintain visible presence in the community by hosting monthly events promoting the school
- Host multiple employment events with the intent of making hiring offers for certain staff on the spot
- Engage local organizations and businesses to promote the school and create a pipeline, including day care centers, churches, and recreational centers
- Establish a Parent University to promote a Parents as Teachers program and advertise value added services affiliated with enrolling students and participating with the PTO
- Ensure website is regularly maintained and provides user friendly access for enrollment
- Provide dedicated phone line for student enrollment



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

The targeted population of Alpha Schools of Excellence includes a majority of students who live below the poverty line and are at-risk of continued low academic performance. With over 90% of the county school system's children qualifying for free and reduced lunch, we are certain our student makeup will include students from underserved communities. Our expectation to provide support and opportunity to these families include providing transportation services for all families who desire bus service in addition to participating in a school breakfast and lunch program to provide free meals to students throughout the day. The marketing for ASE will be tailored towards the majority of students in the region, most of whom emanate from low income African-American communities. Special consideration will be given to all racial backgrounds and ethnicities to ensure a level playing field and encourage access for all communities in the area. Additionally, we will tailor our marketing to multilingual families by ensuring our advertisements are produced in Spanish formats.

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

Alpha Schools of Excellence would target the following community organizations for initial marketing and recruitment:

1. Littleton City Council
2. Roanoke Chapel Baptist Church
3. Littleton Cryptozoology Museum
4. Littleton Food and Spirits
5. Littleton Veterans Museum
6. TJ Davis Recreation Center
7. Lake Gaston Regional Chamber of Commerce
8. Littleton Community Center
9. North Carolina Coalition for Charter Schools
10. North Carolina Association of Public Charter Schools



10.6. Parent and Community Involvement

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

Alpha Schools of Excellence will use various modalities of communication to engage parents and community members, including phone calls, virtual sessions, paper and electronic communication. ASE will host virtual and in person events monthly to engage parents and community members regarding the school. The board already has an electronic mailing list, so the goal will be to grow that list and increase communication to forge supportive relationships for the school, provide updates on opening day, volunteer opportunities, construction of the school facility and fun activities the school will be sponsoring for students.

Q196. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Alpha Schools of Excellence recognizes parents who choose our school are entrusting us with their most precious resource - their child. Our plan to build relationships with families includes:

- Implementing onboarding and communications plans for all new students and families
- Recruiting parents into the Parent University, PTO and parents as teachers programs
- Establish cadence for parent-led events and fundraisers
- Recruit parents and engage them in the process to provide and develop student opportunities, including internships, service learning projects, field experiences and food bank/pantry drives.
- Promote transparency of the actions of the board of education by providing opportunities to give feedback on the status of the school's service delivery, inviting participation in the board's regularly scheduled meetings, collaboration with the development and feedback cycle for board reports, and provide visible, online access to board meeting minutes.

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



We have not yet identified any ancillary programming that will be offered. Our initial focus has been on establishing a strong, core instructional program. Additional areas of focus, including identifying ancillary programs, will be executed during the board's planning year.

10.7. Admissions Policy

Q198. Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

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

- Yes
- No

Q202. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.



2. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
5. Clear policies and procedures for student withdrawals and transfers.

Immediately following charter approval, Alpha Schools of Excellence will engage in the following actions regarding admitting students to the school:

- Conduct a highly visible recruitment and enrollment campaign
- Allow for open enrollment from January of 2023 until June of 2024, or until capacity (whichever comes first)
- Create subsequent waiting list for additional students who shall be enrolled on a first-come, first served basis
- Ensure applications are in English and Spanish for equitable access
- Ensure the application will be available online and in print.

In the event that a student from the school transfers, the parent or legal guardian should immediately notify the school. Alpha Schools of Excellence will verify any withdrawal of a student with a letter, and upon the opening of that seat, a new student will be admitted from the waitlist (if applicable).

10.8. Certify

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

- Yes
- No



Q204.Explanation (optional):



11. Operations

11.1. Transportation Plan

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

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

ASE will open with 180 elementary and middle school students. Our plan will ensure triangulation of services. We anticipate, due to the widespread nature of the area, at least half of the students will need bus services. Based on that ideology, we anticipate purchasing at least 3 buses to accommodate approximately 90 students. Due to the rural nature of the community, we plan on maintaining our own transportation system and staff. The cost of potential used buses have been advertised at \$10,000, so \$30,000 has been allocated in the budget to accommodate procurement. Additional costs that we anticipate include

\$20,000 for gas for cluster stops up to 25 miles
\$10,000 Oil, Tires and Maintenance
\$5,000 for emergency transportation

We will investigate different contracting options during our planning year should the actual cost of self-maintained transportation services prove to be overly substantial for our budget.



11.2. School Lunch Plan

Q206. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response:

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

Due to the extreme nature of free and reduced lunch populations in Halifax County (over 90%), Alpha Schools of Excellence will provide all students with breakfast, lunch and snacks as needed by participating in a free and reduced lunch plan. We have budgeted \$80,000 for the first year of providing food and fully staffing the cafeteria. The breakdown of this expense includes:

\$50,000 - food

\$15,000 x 2 - part time nutritional staff

ASE also intends to develop and maintain a food pantry for students and families who are in need. The pantry will be in addition to the school breakfast and lunch program.

11.3. Civil Liability and Insurance

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

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




theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

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

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

Resources

| |
|---|
|  |
| Insurance Coverage ... |

Applicant Evidence :

| |
|---|
|  |
| ASE Insurance Cover... |

Uploaded on **4/29/2022**

by **Mark Davis**

Q208. Attach Appendix L: Insurance Quotes

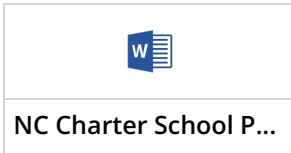
- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5



Applicant Evidence :



Uploaded on **4/29/2022**
by **Mark Davis**

11.4. Health and Safety Requirements

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

Q209. We, the Board members will develop a written safety plan and policies to be shared with staff, parents, and students and be available upon inspection from the Department of Public Instruction and local Health Departments. **The Board Chair must sign this question.**

Signature

11.5. Start-Up Plan

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



applicable).



The ASE board will ensure the school is able to provide a high quality learning environment to serve the Littleton and Halifax County communities on day one. Central to this aim is to recruit high quality staff, enroll students and families and ensure a strong and qualified lead administrator who will collaborate with the board to ensure policies and procedures are in alignment with the mission and vision of the organization.

Alpha Schools of Excellence plans to engage the board officers and committees to recruit students and families during the planning year by executing the following strategy:

Post-application and interview phase (May 2022 - December 2022):

- Engage the community in a series of town hall forums to gather additional information regarding educational and programming needs
- Engage community partners and businesses to assess additional resources that may be available to help the school reach its mission
- Strengthen online presence by increasing advertisement and engagement on social media platforms and launching website

Post-approval and Ready to Open Period (January 2023 - January 2024)

- Obtain letters of intent exceeding 75% of the targeted enrollment, with a goal of exceeding capacity by the conclusion of the period
- Establish and promote simplified enrollment strategy to families and parents
- Participate in community events, recruit and establish a volunteer base and engage board members to maintain visible presence in the community by hosting monthly events promoting the school
- Host multiple employment events with the intent of making hiring offers for certain staff on the spot
- Engage local organizations and businesses to promote the school and create a pipeline, including day care centers, churches, and recreational centers



- Establish a Parent University to promote a Parents as Teachers program and advertise value added services affiliated with enrolling students and participating with the PTO
- Ensure website is regularly maintained and provides user friendly access for enrollment
- Provide dedicated phone line for student enrollment

The board plans to recruit through local and national professional networks, such as the NC TeacherMatch platform, LinkedIn and others. Some additional recruiting activities the board will engage in includes:

- Building pipelines through colleges and universities across the state, particularly HBCUs due to the nature of the student population
- Hosting virtual and in-person job fairs
- Advertising the benefits of working with a small school with personable and supportive leadership that provides substantive professional development and increasing rates of pay, with starting rates comparable to or exceeding the local LEA.
- Reviewing candidate qualifications to ensure high-quality criteria are met, including a prioritization of professionals with advanced degrees and NC DPI educator certification

In terms of retaining high-performing teachers, the school will promote activities that focus on morale, respect and support. The lead administrator will ensure high quality professional development experiences that are meaningful and respect the teachers' time. Additionally, the school will execute a mentoring program for beginning and seasoned teachers to partner them with others within the organization to foster personal and professional growth.

New and veteran staff will both be offered competitive benefits packages and will be paid commensurate with their experience, with every effort to secure additional funding to pay teachers beyond the local LEA rate. While the school plans to participate in the state retirement plan, the school will also offer substantially employer-funded health, dental and vision insurance plans.

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



The greatest challenges the board will overcome includes facilities construction and hiring of qualified staff. In order to address these challenges, the board will:

- Partner with Self-Help Credit Union to participate and acquire the Credit Enhancement for Charter Schools federal grant to assist in developing the school's credit and ability to procure lending
- Execute a highly visible teacher recruitment campaign, which will include engaging colleges and universities, especially HBCUs, to retain high quality teachers that mirror the student population.
- Provide competitive salary and benefits exceeding the local LEA

11.6. Facility

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

Q212. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.



Alpha Schools of Excellence will enlist three strategies to obtain a building:

1. Work with Self-Help Credit Union's charter facility program to procure the Credit Enhancement for Charter School Facilities funding from federal sources. This will allow us to obtain credit to finance the purchase of land and construction of a facility over an 12-18 month period.
2. Partner with local, existing facilities to rent space - the ASE board is in the process of investigating potential lease agreements with churches in the area that have an educational wing.
3. Lease modular campus units - ASE will partner with reputable mobile classroom companies to place modular units on land purchased by the organization.

The school plans to have a safe and welcoming learning environment ready for all students no later than the summer of 2024.

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



The school facility needs in year one will consist of 8 classroom spaces and 2 spaces for potential students with special needs. Based on projected enrollment, we estimate we will need approximately 125,000 square feet of space at full capacity.

Per grade span, we anticipate the spatial need of the facilities to be:

Kindergarten: The total student capacity at Kindergarten grade will be 45 students. There will be 2 classrooms of 980 sq. ft. each with a class size of 22 students each. In addition, there will be an EC classroom.

Elementary: The total student capacity at each grade from Grade 1 through 5 will be 45 students. Grade 1 will have 3 classrooms of 840 sq. ft. each with a class size of 22 students each. Similarly, grades 2-5 each will have 3 classrooms of 750 sq. ft. each with a class size of 22 students in each classroom. In addition, there will be an EC classroom.

Middle: The total student capacity at each grade from Grade 6 through 8 will be 45 students. Grades 6-8 each will have 2 classrooms of 750 sq. ft. each with a class size of 22 students in each classroom. In addition, there will be science rooms measuring 870 sq. ft. assigned to each grade with a capacity of 22 students in each room

High: The total student capacity at each grade from Grade 9 through 12 will be 22 students. Grades 9-12 each will have 2 classrooms of 720 sq. ft. each with a class size of 22 students in each classroom.

The school will be fully financed through the board by loan with the support of the federal Credit Enhancement Grant for Charter Schools.

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



teacher workrooms, and other spaces.

ASE plans to construct a brand new K-12 school, including office spaces for leadership, support and health staff. For all grade spans, science labs will be provided. Shared rooms include performing and visual arts, media center, language immersion and other ancillary classrooms. We also intend to build a track and field complex at full capacity to support athletic programs for the students.

Q215.What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The ASE board has researched the pricing for commercial construction to generally be around \$200 per square foot. We believe that a newly constructed school will maintain a competitive value over the life of the loan.

Q216.Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.

In the event that new construction is not readily available, the board is prepared to partner with local, existing facilities to rent space. The ASE board is in the process of investigating potential lease agreements with churches in the area that have an educational wing. Additionally, the board may consider leasing modular campus units and partner with reputable mobile classroom companies to place modular units on land purchased by the organization.

The school plans to have a safe and welcoming learning environment ready for all students no later than the summer of 2024.

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



The Board consists of individuals having diverse experience in finance, project management, entrepreneurship, and education management. In addition, the board's combined experience leads them to understand that additional partnerships will be required to adequately plan for build-outs and renovations as needed. The board is committed to leveraging those relationships to ensure a successful path towards the vision and mission of the school.

11.7. Certify

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

- Yes
- No

Q219. Explanation (optional):



12. Financial Plan

12.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

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


There are no additional sources of revenue.

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

Total Files Count: 5

Applicant Evidence :

| |
|---|
|  |
| ASEBudget.xlsx |

Uploaded on **4/29/2022**
by **Mark Davis**

12.2. Budget Narrative



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

Q222. How was the student enrollment number projected?



Alpha Schools of Excellence seeks to provide a choice school to the Littleton community with greater student outcomes than other schools in surrounding the areas. The projected enrollment for Alpha Schools Excellence was determined by first, researching the total student population currently enrolled in schools within the 3 LEAs we plan to serve. Next, we determined the percentage of the total student population represented by each LEA.

Total number of students within the 3 LEA: 5633

Number of students in each LEA: Halifax-2212, Roanoke Rapids-2684, Weldon-737

Percentage of the total student population represented by each LEA: Halifax-39%, Roanoke Rapids-48%, Weldon-13%

Our projected enrollment reflects the percentages presented above.

In Year 1, we plan to have 2 two classes at each grade level (Kindergarten, 1st, 2nd, and 6th) with class sizes of approximately 22 students. In projecting our enrollment numbers, we plan to add grades levels each year as follows:

Year 2- 3rd and 7th

Year 3- 4th and 8th

Year 5- 5th and 9th

Year 6- 10th

Year 7- 11th

Year 8- 12th

We believe we set realistic and attainable enrollment projections based on the current enrollment in the 3 LEAs in the area Alpha Schools of Excellence will serve.



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

Alpha Schools of Excellence would be the only public-school option in the Littleton community. Schools in the surrounding areas are historically low-performing and do not give students the educational opportunities and experiences that Alpha Schools of Excellence seeks to provide. Families and community members have voiced their desires for a high-quality school option in the Littleton community.

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

Break-Even Point:

Year 1 – 174 Students

Projected number of students in Year 1- 180

Projected Total Revenue- \$1,847,808.43

Total Expenditures- \$1,786,914.00

Surplus-\$60,894.43

Our budget projects that our reserves will grow exponentially in years 2-5.

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

Alpha Schools of Excellence will support its operations chiefly through state and local funding. Prior to opening, the school board will develop a contingency plan that will be used if anticipated revenues are not received or are lower than estimated. This plan may include reallocations of funds and/or a reduction in non-instructional personnel.

In addition to state and local funding, the board plans to apply for grants to increase revenue and provide other resources to ensure that all school needs are met and exceeded.

Q226. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe



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

The budget does not include any sources of funds such as loans or donations. However, the Board will plan to apply for applicable grants.

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

22:1 for primary grades k-2; 22:1 for grade 6 in year 1 and beyond.

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

The Alpha Schools of Excellence board consists of individuals with various experiences that have required financial planning and budget management related to school operations.

Dr. Mark Davis, the President of the board, holds an MBA in finance from Webster University, and a doctorate in educational leadership (Ed.D.) from St. Louis University.

Mr. James Pittman, a member of the board, holds baccalaureate degrees in organizational management and business administration from St. Augustine and Fayetteville State Universities, respectively. He also holds a Master's degree in school administration from Barton College, and is currently a doctoral candidate for a Doctorate degree (Ed.D.) in educational leadership from Gardner Webb University.

Board members, Mrs. Sheila Whitehurst and Mrs. April Davis have both served as school administrations and have experience with financial planning and managing school budgets.

Additionally, the board plans to consult with a financial advisor, accountant, and auditor to ensure that financial plans are implemented successfully.

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



Within the projected budget, considerations were made for students with disabilities. Our staffing plan includes a full-time EC coordinator and EC teacher to ensure compliance with all IEPs and 504 plans. The budget surplus of \$60,894.43 can be used to meet any additional needs of students with disabilities. Alpha Schools of Excellence will apply for grants with opportunities to increase revenue and further support the needs of students with disabilities.

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

The board plans to make decisions about the need for outsourcing financial management prior to opening and operating.

The staffing plan for Alpha Schools of Excellence includes a financial officer who will primarily be responsible for payroll, benefits, fundraising, and other school financial needs. The board plans to hire an auditor to conduct annual audits.

The following steps will be taken when selecting vendors:

1. A selection committee will be formed
2. The committee will research vendors
3. The committee will discuss, decide, and agree on a vendor and make a recommendation to the board
4. The board will vote on the recommended vendor



Q231. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial, etc? Describe the criteria and procedures for the selection of contractors and large purchases.

The school will leverage internal human resources to fulfill ancillary services, such as accounting, EC support and custodial as available. However, the board is not opposed to contracting services as needed. The board will use a request for proposal (RFP) process to facilitate a selection process for services. A proposal review by the board will commence and, after interviewing applicants and materials, the board will vote to approve a successful proposal. The process will be public and transparent to avoid unethical business practices, and all vendor contracts will be subject to an annual review.

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

The budget aligns with our mission's goal of producing self-aware, proficient or advanced scholars. The budget was developed to include salaries to hire teachers, support staff, and specialists to ensure that the student-teacher ratio was 22:1 and that students were presented with opportunities to enhance their educational experience. Funds were allocated for staff development, curriculum development, coaching, and intervention to ensure that teachers are equipped with the necessary skills and resources to provide high quality instruction for all.

We have budgeted \$75,000 in year 1 to provide transportation for students. This amount increases each year thereafter as we anticipate growth in enrollment.

We have budgeted \$120,000 in year 1 for facility leasing. The board will make decisions about facilities during the planning year.

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

Alpha Schools of Excellence's goal for our general fund balance for year 1 is \$60,894 which is approximately 3% of our expenditures. This goal will increase each year. We plan to apply for grants to increase our revenue and to enhance our general fund balance.

Q234. Provide a description of proposed financing structure. Include financing of



facilities, other asset financing, and leases.

Alpha Schools of Excellence plans to operate primarily from state and local revenue and grant opportunities. The board will make decisions about facility leasing and financing during the planning year. We have researched modular campuses which may be used as a temporary facility, or investigate leasing through community organizations which have facilities, such as local churches.

Q235. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

There are no substantial numbers or amount of tangible resources at this time. We will solicit donations of goods and services upon receipt of acceptance of our application.

12.3. Financial Compliance

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



The Alpha Schools of Excellence Board Finance Committee in collaboration with the lead administrator will maintain a number of internal financial controls and accounting practices that ensure alignment with Generally Accepted Accounting Principles (GAAP). Furthermore, the board will annually partner with an audit firm to ensure positive and responsible fiscal health.

Additional, monthly assurances for the board's review include:

1. Monthly financial report during board meetings (including balance sheet, income statement, and position of assets)
2. Enrollment report
3. Fundraising report
4. Detailed general ledger report

Additional controls the board will oversee include:

1. Separation of powers and duties between the lead administrator, board and finance director
2. Compliance with state and federal reporting requirements
3. Periodic reviews of insurance coverages
4. Ensuring fiscal integrity and prohibited comingling of personal and business-related expenses
5. Frequent reconciliation of current expenditures against the annual budget
6. Accountability systems to be monitored by lead administrator and finance committee regarding petty cash, donation, fundraising and credit accounts

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

There are no known related party transactions at this time.

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



Petway, Mills & Pearson, PA

806 N. Arendell Avenue

Zebulon, NC 27597

Phone: (919) 269-7405

Fax: (919) 269-8728

12.4. Certify

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

- Yes
- No

Q240. Explanation (optional):



13. Other Forms

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

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

Resources



Charter School Requ...

Applicant Evidence :



ASERequiredSignatu...

Uploaded on **4/29/2022**
by **Mark Davis**



14. Third-party Application Preparation

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

- Yes
- No



15. Application Fee

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

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

I understand

Resources



2022 Payment Form....



16. Signature page

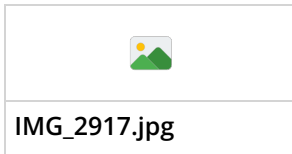
Q246. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

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

Resources



Applicant Evidence :



Uploaded on **4/18/2022**
by **Mark Davis**

Q247. Please digitally sign your application here
Signature





Final Status

Reject Approve

Approver Comments

QUALIFICATION SUMMARY

Mental Health Provider with 9+ years of experience working in clinical and healthcare settings. Dedicated to helping organizations manage workplace safety hazards and handle emergency response. Skilled at providing expert and compassionate mental health care to clients via Telehealth, In-home, inpatient and outpatient settings. Possess strong organizational skills with the ability to multitask, prioritize daily tasks, and perform successfully in a fast-paced environment. Excellent time management, organizational and self-planning skills displaying flexibility by adjusting work schedules according to changing priorities, meeting demanding deadlines and producing high quality work. Ability to work independently and as part of a multi-functional team, being able to handle high workloads, stressful situations, and tight deadlines. Ability to make commitments, track and communicate progress, and follow through until completion. Wellness Coach.

PROFESSIONAL OVERVIEW

Workplace Options LLC, October 2014 – Present

EAP Mental Health Counselor and Case Manager (March 2016 – present)

As an EAP Mental Health Counselor, the primary responsibilities include managing an average caseload of 12-16 patients facing a variety of workplace substance abuse legal and family issues within the employee assistance program, providing an integrated EAP service consisting of telephonic intake and assessment, telephonic support, triage, referral, clinical case management and crisis management, facilitate meetings of group sessions for employees from a variety of sectors who faced common issues in their work and personal lives, delivers Single-Session Therapy in a responsive, efficient, ethical and professional manner and provide telephonic counseling, in-the-moment support and crisis telephonic management in a supportive, ethical and professional manner while maintaining client-confidentiality.

Work Life Consultant (Oct 2014 – Oct 2016)

As a Work Life Consultant, the primary responsibilities included providing top-notch customer service provided in written or verbal interactions with clients and providers, performing research, utilizing internal databases, websites, and local organizations, in order to locate confirmed, matched referrals that meet the client's needs, performed quality assurance callbacks to clients and contacted businesses or private individuals by phone in order to provide confirmed/ matched referrals to meet the Employee's needs.

Community Support Specialist, Preferred Family Healthcare April 2013 – July 2014

As a Community Support Specialist, the primary responsibilities included assessment/initial discharge planning Session and identifying issues associated with, but not limited to, employment, education, healthcare, social connectedness, and conducted support groups in the areas of employment skills, coping skills, life skills, the harmful effects of different drugs on the brain, defiance, the impact of drugs and alcohol on mental disorder, etc

Adjunct Instructor, Miller-Motte College (Raleigh Campus)

May 2015 – October 2015

Lectured the Principles of Sociology, Information Literacy and Health and Human Development

Promoted and maintained a positive learning environment.

Built rapport with students and colleagues to encourage open door policy and create positive communication channels.

EDUCATION

Doctor of Philosophy in Forensic Psychology, Walden University - In Progress

Master of Arts in Sociology and Criminal Justice, Lincoln University of Missouri (2014)

Bachelor of Arts in Psychology, Lincoln University of Missouri (2012)

TRAININGS AND SEMINARS

- *"Self-Care: Remaining Resilient,"* NC Administrative Office of the Courts (February 2019, September 2019)
- *"Managing Workplace Stressors."* NC Administrative Office of the Courts (August 2019)
- *"Staying Calm and Continuing to Maintain Composure in the middle of Pandemic Panic,"* McKinsey and Co. (May 2020)

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Tiffany Shurland, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Tiffany Y. Shurland Date 4/21/2022

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Full name: Sheila Whitehurst

Home Address: 3101 Rendezvous Drive

Business Name and Address:

Telephone No.: 919-827-5149

E-mail address: sheila.whitehurst@yahoo.com

3. Brief educational and employment history.

I have been an educator for 25 plus years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: xx Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I filled out an application and sent in requested information and I was chosen that way.

6. What is your understanding of the appropriate role of a public charter school board member?

A board member helps makes decisions in the best interest of the students and the school. This is not a paid position this is a team of supportive members for the school. We meet and make decisions when needed on topics or issues pertaining to the school

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I sit on school improvement committees and leadership teams these committees drive instruction and make important decisions for our students and teachers.
8. Describe the specific knowledge and experience that you would bring to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
All students can learn and it takes a village to make sure students and teachers have the support and resources needed to be successful.
2. What is your understanding of the school's proposed educational program?
It is geared toward student academic success.
3. What do you believe to be the characteristics of a successful school?
Parental involvement, teacher and administrator support.
4. How will you know that the school is succeeding (or not) in its mission?
Based on data

Governance

1. Describe the role that the board will play in the school's operation.
To be there to support and make decisions that will benefit the school.
2. How will you know if the school is successful at the end of the first year of operation?
Data
3. How will you know at the end of five years of the schools is successful?
Data
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Consistency
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would speak to the board member first if nothing changes I will take next steps

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification _____ certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alpha Schools of Excellence Charter School is true and correct in every respect.

Sheila Whitehurst

Signature Sheila Whitehurst
Date July 29, 2021

| <u>Position</u> | <u>Year 0</u> | <u>Year 1</u> |
|--|----------------------|----------------------|
| Principal/School Leader | | 1 |
| Assistant School Leader | | 0 |
| Dean(s) | | 0 |
| Additional School Leadership | | 2 |
| Core Classroom Teachers | | 8 |
| Specialized Classroom Teachers (e.g. special education, ELL, specialists, and electives) | | 5 |
| Student Support Positions (e.g. social workers, psychologists, etc.) | | 2 |
| Specialized School Staff | | |
| Teaching Aides or Assistants | | 1 |
| School Operations Support Staff | | 6 |
| <hr/> | | |
| Total | | 25 |

| <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | |
|---------------|---------------|---------------|---------------|----|
| | 1 | 1 | 1 | 1 |
| | 0 | 1 | 1 | 1 |
| | 0 | 1 | 2 | 2 |
| | 2 | 2 | 2 | 2 |
| | 12 | 16 | 20 | 22 |
| | 6 | 7 | 8 | 9 |
| | 2 | 2 | 2 | 2 |
| | | | 2 | 2 |
| | 2 | 2 | 2 | 2 |
| | 8 | 8 | 8 | 8 |
| | 33 | 40 | 48 | 51 |

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Alpha Schools of Excellence

2. Full name: Tiffany Yoland Shurland

Home Address: 5221 Patuxent Drive Raleigh NC 27616

Business Name and Address: NA

Telephone No.: (919) 247-6562

E-mail address: Shur4476@gmail.com

3. Brief educational and employment history.

Doctor of Philosophy in Forensic Psychology, Walden University, (in progress)

Master of Arts in Sociology and Criminal Justice, Lincoln University of Missouri (2014)

Bachelor of Arts in Psychology, Lincoln University of Missouri (2012)

I am a mental health counselor with 9+ years of experience working in clinical and healthcare settings, including adult and adolescent substance abuse treatment facilities. I currently work as an EAP Mental Health Counselor and Case Manager for a global wellness company managing high-risk clinical situations and assisting individuals and families address various mental and emotional concerns. In addition, I contract with Gerson Lehrman Group, Inc as a mental health consultant.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by the founder of Alpha Schools of Excellence, Dr. Mark Davis, II to join the Board of Directors. It would be an honor to serve on the board of the Alpha Schools of Excellence as I strongly believe in creating a strong demonstration of educational leadership, structure and promoting high academic performance that lead to successful and fulfilling futures.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to ensure that the school is responsive to the beliefs, values, and mission it is committed to, provides a strategic vision for the school, holds leaders accountable for academic success and delivers financial oversight. Board members are also trustees of the community designated to assist in managing school operations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have no previous experience serving as a school board member, I would make an excellent board member for The Alpha Schools of Excellence as I have previous experience as a college adjunct instructor with Miller-Motte College in Raleigh, NC teaching Sociology, Information Literacy and Health and Human Development.

8. Describe the specific knowledge and experience that you would bring to the board.

I also have experience in project management, on-boarding, mental health education, risk management, training and development, qualitative and quantitative research analysis, policy review and group meeting facilitation. In 2017, I had the pleasure of implementing the Clinical Onboarding Program at Workplace Options, LLC which was designed to quickly, effectively and comfortably acclimate new clinicians into their clinical roles through their 90 day probationary period. I also conduct various seminars and trainings (on-site & virtually) for the North Carolina Administrative Office Of The Courts and other organizations such as Kepro.

As an experienced mental health provider and social worker, I have the ability to assist staff in connecting students and families with emotional support and educational resources. Lastly, as a mental health provider, I would be able to assist in candidate selection for school nurses, social worker and resource.guidance counselors.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Alpha Schools of Excellence aims to academically support, encourage and develop students, globally, within challenging environments who seek to lead by example and positive change.

2. What is your understanding of the school's proposed educational program?

Alpha Schools of Excellence will strive to implement and maintain community involvement that promotes unity, provides continuous resources, high-quality instruction and encourages academic proficiency.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school 1) has a clear and shared vision, 2) effective school leadership, 3) maintains high levels of collaboration, 4) maintains frequent monitoring of learning and instruction, 5) successfully prepares students for their future and 6) provides a safe and nurturing environment.

4. How will you know that the school is succeeding (or not) in its mission?

Alpha Schools of Excellence's board will maintain an essential role in developing and implementing a strategic plan geared towards attaining the organizational mission. This plan will include academic, operational, financial, and governance goals that will be systematically aligned to support student achievement and operational efficiency. These goals will be reviewed at monthly board meetings and progress towards goals will be monitored to ensure that Alpha Schools of Excellence are completing all tasks outlined in the strategic plan in a timely and efficient manner. The governing board will receive ongoing training to ensure effective management of the school and its staff. In addition, an outside organization will be hired to audit academic, operational, financial, and governance structures annually to ensure efficiency.

Governance

1. Describe the role that the board will play in the school's operation.

The role of the board is to oversee all aspects of school operations.

2. How will you know if the school is successful at the end of the first year of operation?

The first end-of-year goal for Alpha Schools of Excellence is to have erected a newly constructed or renovated state-of-the-art facility and achieved a grade of "B" or above by the North Carolina Department of Public Instruction. At the end of year one, we may also measure the school's success by how well students are prepared to meet their current and future academic, personal, and professional goals through the development of knowledge, responsibility, self-reliance, and a connection to the school and their community.

3. How will you know at the end of five years if the school is successful?

The Alpha Schools of Excellence five year goals is to have a regional reputation for achieving academic, social, emotional, athletic and performing arts successes, the majority of staff will be highly qualified and possess an advanced degree, financial reserves will be intact and an overwhelming majority of students will be acknowledged as performing at or above grade level as measured by NCDPI state testing programs.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure that The Alpha Schools of Excellence school is successful, the board will need to ensure expanded educational options for students, data-driven instruction, consistent improved student achievement, adequate financial oversight, diversity and inclusion among staff, faculty and student body, frequent teacher feedback, and constant positive presence within the school and local community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

In the event that I believe one or more members of the school's board were acting unethically or not in the best interests of the school, depending on the acts or behavior, I would forward my concerns to the President (or follow chain of command outlined within bylaws) to be properly and fairly evaluated and addressed. If such unethical behavior persists, I would resign from the board

member position. If required, I would notify the NC Department of Public Instruction's Office of Charter Schools or local law enforcement of specifics beyond my control.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Tiffany Y. Shurland, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alpha Schools of Excellence Charter School is true and correct in every respect.

Tiffany Y. Shurland
Signature

4/21/2022
Date

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Sheila Whitehurst, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Sheila Whitehurst Date July 30, 2021

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Sheila Whitehurst, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alpha Schools of Excellence Charter School is true and correct in every respect.

Signature Sheila Whitehurst
Date July 30, 2021

Mrs. Sheila Whitehurst
sheila.whitehurst@yahoo.com

Educational Background

Doctor of Education - Educational Leadership, University of Phoenix- *in progress*, expected completion May 2023

Master of Education - Educational Administration, Capella University – May 2011

Master of Education - Curriculum and Instruction, University of Phoenix – May 2004

Professional Experience

- **August 2018-present - Behavior Support Specialist, Wake County, NC**
- **August, 2015-2018 - Kindergarten Teacher, Wake County, NC**
- **August, 2014-2015 - 4th Grade Teacher, Wake County, NC**
- **August 2013-June 2014 - Literacy Interventionist, Wake County, NC**
- **August 2012-June 2013 - 4th Grade Teacher, Wake County, NC**
- **August 17, 2010-June 13, 2011- AYP Specialist, Chapel Hill, NC**
- **August 17, 2007-2010 – Teacher, Parkwood Elementary School,**
- **January 2007-June 2007 – Teacher, Sparc Academy, Wake County, NC**
- **August 12, 1998-June 31, 2002 4th Grade Teacher, Vance County, NC**

**Academic
School Year**

2024-25

2025-26

2026-27

2027-28

2028-29

2029-30

2030-31

Grade Levels

K (45), 1(45), 2(45), 6(45)

K (45), 1(45), 2(45), 3(45), 6(45), 7(45)

K (45), 1(45), 2(45), 3(45), 4(45), 6(45), 7(45), 8(45)

K (45), 1(45), 2(45), 3(45), 4(45), 5(45), 6(45), 7(45), 8 (45), 9(45)

K (45), 1(45), 2(45), 3(45), 4(45), 5(45), 6(45), 7(45), 8 (45), 9(45). 10(45)

K (45), 1(45), 2(45), 3(45), 4(45), 5(45), 6(45), 7(45), 8 (45), 9(45). 10(45), 11(45)

K (45), 1(45), 2(45), 3(45), 4(45), 5(45), 6(45), 7(45), 8 (45), 9(45). 10(45), 11(45), 12(45)

**Total Projected
Student Enrollment**

180
270
360
450
495
540
585

INSURANCE PEOPLE

Below are the estimated annual premiums: **Alpha Schools of Excellence**

Property Premium Estimate **\$450**

| | |
|---------------------|-----------|
| Contents | \$100,000 |
| Deductible | \$1,000 |
| Form | Special |
| Equipment Breakdown | Included |

General Liability Premium Estimate **\$1,717**

| | | |
|----------------------|----------|-----|
| Rating Basis: | Students | 180 |
| | Faculty | 12 |

Limits:

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

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

Premium Estimate **\$3,057**

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

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

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

INSURANCE PEOPLE

| | | |
|--|---------------------|-----------------|
| Fidelity Bond Estimate | | \$332 |
| Limit | \$250,000 | |
| Auto Premium Estimate | | \$3,700 |
| Three Buses | | |
| Limit of Liability | \$1,000,000 | |
| Head of Class Endorsement | | \$82 |
| Workers Compensation Premium Estimate | | \$5,720 |
| Statutory State - NC | | |
| Employers Liability | \$500/ \$500/ \$500 | |
| Payroll Estimate | \$890,000 | |
| Umbrella Premium Estimate | | \$2,387 |
| Limit of Liability | \$1,000,000 | |
| TOTAL ESTIMATED PREMIUM | | \$17,445 |
| | | |
| Student Accident Coverage | | \$7.00/ student |

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

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

04/29/2022

| <u>Board Member Name</u> | <u>Board Title</u> | <u>County of Residence</u> |
|---------------------------------|---------------------------|-----------------------------------|
| Dr. Mark Davis, II | President | Halifax |
| April Davis | Vice President | Halifax |
| Sheila Whitehurst | Secretary | Wake |
| James Pittman | Treasurer | Nash |
| Tiffany Shurland | Member | Wake |

Current Occupation

Regional Manager and Consultant - KIPP Foundation

Instructional Coach - Granville County Public Schools

Behavior Specialist - Wake County Public Schools

Director, Trade and Enrichment Programs - Nash Community College

Business Owner and Mental Health Counselor - Workplace Options

Past or Present Professional Licenses Held

Superintendent, Principal, Agriculture and Business Information Technology Educator - North Carolina DPI

Reading Specialist, Elementary Educator - North Carolina DPI

Principal, Elementary Educator - North Carolina DPI

Principal, Career Development Coordinator, Business Information Technology Educator - North Carolina DPI

Any disciplinary action taken against any of these professional licenses?

No

No

No

No

Town of Littleton
112 East South Main Street

AGENDA

July 12, 2021

6:30 p.m.

Regular Monthly Board Meeting
Held at Town Hall and Remotely through Zoom

1. Call meeting to order 6:30 p.m.
2. Pledge of Allegiance followed by Invocation
3. Motion to approve the Agenda
4. Consider approval of minutes of meetings held June, 2021
5. Consider approval and payment of bills to close out fiscal year 2020-21
6. Budget Amendments for fiscal year end June 30, 2021
7. Consider approval and payment of bills for July 12, 2021
8. CBDG-NR Compliance Package
9. Resolution for Hazard Mitigation Plan
10. Gaming Ordinance update
11. Zoning Administrator for Littleton
12. E-911 Funding and Contract
13. Bicycle/Pedestrian Plan Steering Committee
14. WWTP – Rivers & Associates update
15. Dr. Mark Davis – School in Littleton
16. Littleton Library – Kim Gray
17. Littleton Lions Club – Eddie Pair
18. Citizen’s Concerns and Comments – Event Permit - Silverbaxx
19. Commissioner Reports on activities in June, 2021
20. Citizen’s Comments on Commissioner Reports – comments/questions limited to two minutes
21. Motion to go into Closed Session pursuant to GS143-318.11(a)(3) to consult with the town attorney
22. Mayor’s Remarks
23. Adjourn

The Board of Commissioners of the Town of Littleton held the regular Monthly Board meeting on Monday, July 12, 2021, at 6:30 p.m. at Town Hall and remotely through Zoom. Present were Commissioners Ophelia Gould-Faison, Lynn Moseley, Jim Skilton, Clyde Johnston, and six members of the public. Commissioner Steve Barcelo was absent. Mayor K. Owen Scott presided over the meeting. Mayor Scott called the meeting to order at 6:30 p.m. He led the meeting with the Pledge of Allegiance and then gave an invocation.

Mayor Scott asked to add to item 21 Motion to go into Closed Session (a)(6) to discuss personnel. Commissioner Skilton made a motion; seconded by Commissioner Gould-Faison to approve the agenda with the addition of (a)(6) to item 21. Motion voted and carried.

Commissioner Gould-Faison made a motion; seconded by Commissioner Skilton to approve the minutes for the month of June, 2021, as presented. Motion voted and carried.

Commissioner Johnston made a motion; seconded by Commissioner Skilton to approve the bills to close out fiscal year 2020-21 as presented. Motion voted and carried. A copy of the bills is hereby incorporated into the minutes.

The clerk asked that item 6 Budget Amendments for fiscal year end June 30, 2021, be tabled until the next meeting, to make sure they are correct. There was a consensus to do so.

Commissioner Skilton made a motion; seconded by Commissioner Gould-Faison to approve the payment of bills for July 12, 2021, as presented. Motion voted and carried. A copy of the bills is hereby incorporated into the minutes.

CBDG-NR Compliance Package - Mr. Kearney was not on Zoom yet. Mayor Scott said he would watch for him to log on and would go back to this item when he was present.

Resolution for Hazard Mitigation Plan - Mayor Scott said Littleton has listed Halifax County Emergency Management as the group to take responsibility and authority for the town. Commissioner Johnston made a motion; seconded by Commissioner Skilton to adopt the Resolution for the Halifax-Northampton Regional Hazard Mitigation Plan. Motion voted and carried. A copy is hereby incorporated into the minutes.

Gaming Ordinance Update – Mayor Scott turned the floor over to Chief Trivette. Chief Trivette said the laundry mat had put one machine back in, but Minit Chek did not have any games in their establishment. He stated the town attorney, Kris Gardner has written a letter to both establishments in regard to the newly adopted Land Use Plan and their need to get a Conditional Use Permit from the town in order to put any games into their establishments. No motion was necessary since everything was taken care of in the previously adopted Land Use Plan.

Zoning Administrator – Mayor Scott said the town needs to appoint a zoning administrator. The town attorney had recommended the town appoint Chief Trivette since he is the town’s code enforcement officer. Commissioner Skilton made a motion; seconded by Commissioner Moseley to appoint Chief Trivette as Zoning Administrator for the town of Littleton. Motion voted and carried.

E-911 Funding and Contract – Mayor Scott said this would be table until after Closed Session.

Bicycle/Pedestrian Plan Steering Committee – Commissioner Skilton said there needed to be a Steering Committee in place to help with the grant. Commissioner Skilton stated Sylvia Alston, Luke Compton, Donald Duke, Lea Beasley, and himself were on the committee at this time. He said he would like recommendations for the committee. Mayor Scott suggested the town contact the people who own Lake Gaston Outfitters. Other suggestions were people in town who walked. Commissioner Skilton said he would like names presented by Friday.

WWTP update - Commissioner Gould- Faison informed the board she had contacted Fred Stowe at Rivers and Associates. Mr. Stowe said the previous reports could be amended. He said he did not know what the cost would be. He also said he could get the information done fairly quickly. Commissioner Gould-Faison said one lift station had been added to the report, but there were five more to look at. It was suggested the priority list created by Steve Ellis and Luke Compton be given to Mr. Stowe. Commissioner Johnston asked if Steve Ellis could give the town numbers in regard to fixing the items on the list.

Dr. Mark Davis – School in Littleton – Dr. Davis and his wife introduced themselves. He informed the board tomorrow he and his wife were closing on some land north of Littleton. He said he was working on a Charter

School application that would be for grades K-2 to start with but hoped to expand through grade 6. His hope was to eventually have a K-12 Charter School in Littleton. Dr. Davis said he and his wife were career educators, most recently he was an asst. principal in Granville County, and his wife worked in the county as well. Mrs. Davis has roots in Halifax County where she attended Aurelian Springs and William R. Davie. The Davis's have looked at McIver School and said it would take between a million to a million and half to renovate. They were waiting on an appointment with the superintendent. If McIver didn't work, they have looked at building and have two sites, one is six acres on Faulcon Road off of Highway 158. Also a piece of land close to the Warren/Halifax County line on Fleming Dairy Rd. Commissioner Gould-Faison told them thanks for trying to pursue their dreams in Halifax County

Littleton Library – Kim Gray – Mayor Scott said Kim was unable to attend but would be at the next meeting. He said Mr. Kearney was on line now and he would go back and have him give his information to the town.

CBDG-NR - Mr. Kearney said he had sent the Compliance Package to the board and all that was needed was their approval to move forward. The Compliance Package deals with Equal Opportunity and housing guidelines. It also gives information on General Complaint Procedures and everything necessary to have the release of funding met. The approval of this package releases the funding so the grant can move forward. Mr. Kearney was asked where the project stands now. He said they were in the process of getting the Environmental Review and hoped to have it soon. Commissioner Gould-Faison asked if home owners had been contacted about the progress of the project. Mr. Kearney said those who were selected for the project had been contacted and anyone who had contacted them with questions had been as well. Commissioner Johnston made a motion; seconded by Commissioner Gould-Faison to approve the Compliance Package. Motion voted and carried.

Littleton Lions Club – Eddie Pair- Mr. Pair came before the board asking if the town would like to place an advertisement in the Littleton-Lake Gaston Festival event booklet. Mr. Pair needs an answer by the end of July. Mayor Scott said the town would be able to discuss it at the next town meeting. Mr. Pair left a booklet and a price list with the town clerk.

Event Permit – Silverbaxx – The Silver's were not on line. Mayor Scott read their event permit. There was some concern with the amount of people they are expecting to come to the event next year. Chief Trivette said with the 500-2000 people they would need more than one police officer. The fee is \$30 per hour per officer. There was also some discussion about reinstating event fees. The commissioners wanted to make sure people who were seeking to schedule an event knew the fees that would be involved and when they would take effect. After some discussion Commissioner Moseley made a motion; seconded by Commissioner Skilton to resume event fee schedule effective January 1, 2022; with the fees being reconsidered if COVID returned. Motion voted and carried. Mayor Scott said anyone who was approved before tonight is grandfathered in. It was decided to table the Silverbaxx event permit to let them know the fees that would be involved next year. There was a consensus to approve once they know the fees.

Commissioner Gould-Faison said she would like to address what Kim Gray from the library was going to speak about. She stated the library was back open. She said if anyone had any questions about the library, they can call. There was some discussion about them working Monday-Friday, but not every Saturday anymore.

Commissioner's Reports – Water/Sewer- Commissioner Gould-Faison read her water/sewer report. A copy of the report is hereby incorporated into the minutes.

Police Department – Commissioner Moseley said the police have been busy working traffic control in town. They have addressed citizen concerns about speeding in different areas of town and are trying to set up in

different neighborhoods in town. He mentioned the 4th of July parade and how well it went with the help of the Fire Dept. and Sheriff's Department. He mentioned the Fire Dept. and Sheriff's Dept. helped with the memorial for Dal Bobbitt. Commissioner Moseley said he and Chief Trivette had met and were trying to get the COP group up and running again. Commissioner Moseley read the police report. A copy of the report is hereby incorporated into the minutes.

Cemetery/Playground – Commissioner Skilton said everything was going well at the park and cemetery. He said he had already discussed the Bike and Pedestrian Grant.

Finance Report – Commissioner Johnston read the account balances for all checking and savings accounts. A copy of the report is hereby incorporated into the minutes.

Commissioner Moseley made a motion; seconded by Commissioner Gould-Faison to go into Closed Session pursuant to NCGS143-318.11(a)3 and (a)(6) to consult with town attorney and discuss personnel. The Board went into Closed Session at 7:17 p.m.

The Board came out of Closed Session at 8:19 p.m.

Commissioner Moseley made a motion; seconded by Commissioner Gould-Faison to increase the town's clerk weekly pay by \$200 to compensate her for doing the assistant clerk's job until she returns. The clerk is also able to use Evelyn Melton as needed up to 20 hours per week until Mrs. Bobbitt returns. Motion voted and carried.

Mayor's remarks – Mayor Scott informed the board the Halifax County Intergovernmental Association was resuming meeting starting with the July 28th meeting. He said it would be at 6:30 p.m. in Halifax at the Cooperative Extension Building.

Mayor Scott read a letter from the Refuge Church. The church is having a Celebration Day Sunday, July 18th to dedicate the new street named for Bishop Fred Martin, Sr. and would like the mayor to attend.

Mayor Scott also read an email from Susan Schild asking if Littleton could do something to acknowledge the members of a women's jet ski group that saved a life of one of their members. Commissioner Moseley will look into this further.

Mayor Scott also reminded everyone it was time to sign up to be placed on the November ballot for open seats in the town of Littleton. The last day to sign up is Friday, July 16, by noon.

Mayor Scott also recognized the passing of Littleton's Fire Chief, Dal Bobbitt. He said Mr. Bobbitt was honored Sunday and it was a testament to the kind of man he was and what he had done in the community. He asked everyone to remember the family in their prayers.

Commissioner Gould-Faison made a motion; seconded by Commissioner Skilton to adjourn. Motion voted and carried.

Ellen M. Eller, Town Clerk

Margaret A. Putney
1521 Buffalo Street
Roanoke Rapids, NC 27870

NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601
Re: Alpha Schools of Excellence Charter Application

April 15, 2022

To Whom It May Concern:

I am writing in support of Alpha Schools of Excellence and their application to develop a charter school in Halifax County. As a resident of the county and a veteran educator, I understand the importance of having a public school in the local Littleton community and how its development would greatly benefit the children in the town and surrounding areas.

As a professional school counselor, I observe children regularly and understand their ever-evolving needs as they persist to graduation. By developing this school and what I understand is the intent to offer entrepreneurship programming, the state would be supporting not only the proper education of children but also the establishment of a workforce development center. From my professional experience, I can assure you these types of resources are necessary in our needy communities.

Please accept this letter as my formal endorsement of the efforts of Dr. Mark and Mrs. April Davis and the movement to bring a public school to the town of Littleton.

Sincerely,



Margaret A. Putney
Professional School Counselor
Halifax County Resident

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Dr. Mark Davis, II, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 7/30/21

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Alpha Schools of Excellence
2. Full name: Dr. Mark Davis, II

Home Address: 735 Big Twig Lane, Durham, NC 27703

Business Name and Address:

Telephone No.: 919-759-1906

E-mail address: markdavis1906@gmail.com

3. Brief educational and employment history.
 - Bachelor Degree – 2004 – Langston University (Agricultural Sciences)
 - Master of Business Administration – 2008 – Webster University (Finance)
 - Doctor of Education – 2016 – Saint Louis University (Educational Leadership)
 - Served as building principal in various urban, rural, Montessori and turnaround environments.
 - Held administrative roles within small and large urban educational settings, which included experience in a district consisting of over 70 schools and 25,000 students.
 - Ensured the growth and visibility of vocational programs and career academies by enlisting best practices as it relates to effective marketing strategies and business partnership to development of academic programs of study.
 - Supported the increase of academic achievement in an elementary environment, being regionally recognized as a top performer in math as measured by state assessment scores.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I am the founder of the Alpha Schools of Excellence project. My aim is to leverage my skills and experiences in order to create positive learning outcomes for young people.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member is a trustee of the community charged with effectively managing staff who operate the school. S/he represents the interests of the community and acts in the best interest of the children served. Furthermore, the board member is responsible for ensuring proper stewardship of financial, operational and academic controls for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not previously served on a board, I believe I would be an effective member because I have spent over a decade in the educational industry and have extensive knowledge of what does (and does not) work for children. I have also obtained a terminal degree in the area of educational leadership, which has given me increased understanding and exposure to solving practical issues in the educational industry.

8. Describe the specific knowledge and experience that you would bring to the board.
I have a wealth of knowledge and experience, including time served as a teacher, assistant principal, principal and administrator of career and technical education programs. Furthermore, I have an earned doctorate with an emphasis in educational leadership, which has prepared me to support solving complex issues in the educational landscape.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Alpha Schools of Excellence develops global citizens in nurturing and academically challenging environments, who upon graduation are equipped with knowledge of self, passion for learning, and desire to be change agents in an ever-evolving society.
2. What is your understanding of the school's proposed educational program?
Alpha Schools of Excellence will be a pillar in the community that engages all stakeholders and improves the quality of life for all families by preparing all children, regardless of background, for post-secondary education and careers beyond high

school. Alpha Schools of Excellence will effectively manage resources and employ the use of high-quality instruction that infuses culturally relevant pedagogy to ensure all learners become academically proficient or advanced as measured by the North Carolina Department of Public Instruction's assessment program, annual financial audits, parent and other key stakeholder feedback.

3. What do you believe to be the characteristics of a successful school?
A successful school (1) prepares its students for life as an adult, (2) ensures high academic performance as measured by state high-stakes testing programs, and (3) provides a loving and nurturing environment that develops the whole child and engages the families in the community it serves.
4. How will you know that the school is succeeding (or not) in its mission?
Alpha Schools of Excellence's governing board will play a central role in developing and implementing a strategic plan to ensure that its school is working towards attaining the organizational mission. This plan will include academic, operational, financial, and governance goals that will be systematically aligned to support student achievement and operational efficiency. These goals will be reviewed at monthly board meetings and progress towards goals will be monitored to ensure that Alpha Schools of Excellence are completing all tasks outlined in the strategic plan in a timely and efficient manner. The governing board will receive ongoing training to ensure effective management of the school and its staff. In addition, an outside organization will be hired to audit academic, operational, financial, and governance structures annually to ensure efficiency.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee all aspects of the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
In the first year of operation, Alpha Schools of Excellence will have erected a newly constructed or renovated state-of-the-art facility and would have achieved a grade of "B" or above by the North Carolina Department of Public Instruction.
3. How will you know at the end of five years of the school is successful?
The school will have a regional reputation for achieving academic, social, emotional, athletic and performing arts successes, the majority of staff will be highly qualified and possess an advanced degree, financial reserves will be intact and an overwhelming majority of students will be acknowledged as performing at or above grade level as measured by NC DPI state testing programs.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to ensure that (1) systemic controls are in place to effectively observe and rate the performance of the superintendent and all staff under his/her

purview, (2) ensure adequate financial controls and stewardship of resources, and (3) maintain an active presence in the school community to stay abreast of any issues.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Depending on the type of activity, I would work collaboratively to take a stand against any type of unethical behavior, and recuse myself from the board if unethical incidents or practices persist. If warranted, I would alert the NC Department of Public Instruction's Office of Charter Schools or local law enforcement of specifics beyond my control.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Dr. Mark Davis, II, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alpha Schools of Excellence Charter School is true and correct in every respect.

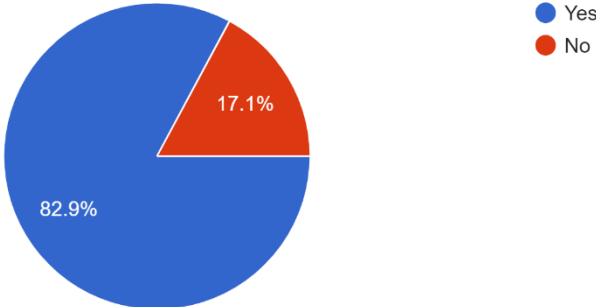


Signature
Date

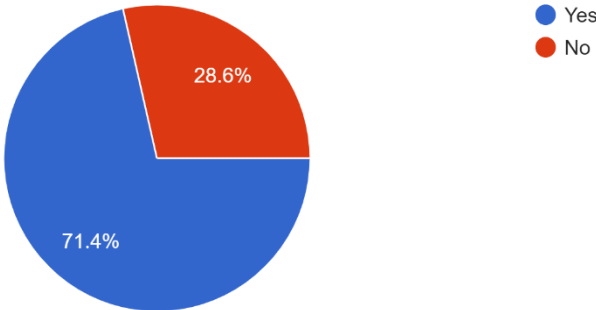
7/30/21

Littleton Public School Interest Survey

Are you a resident of or from the Littleton, Warren or Halifax County communities?
35 responses

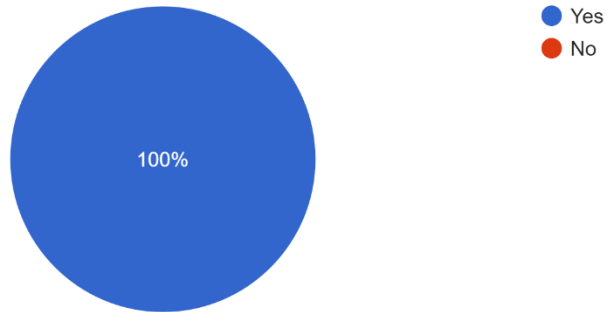


Do you have any children attending school in Pre-K or grades K through 12?
35 responses



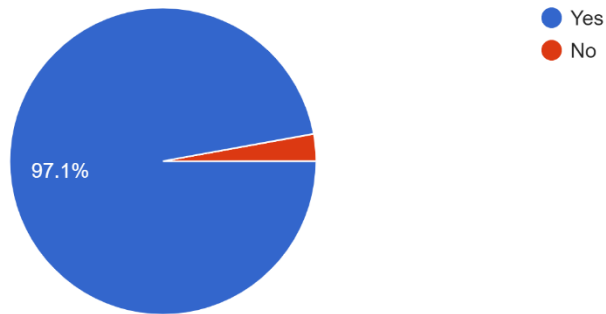
Do you believe there should be a public school in the Littleton community?

35 responses



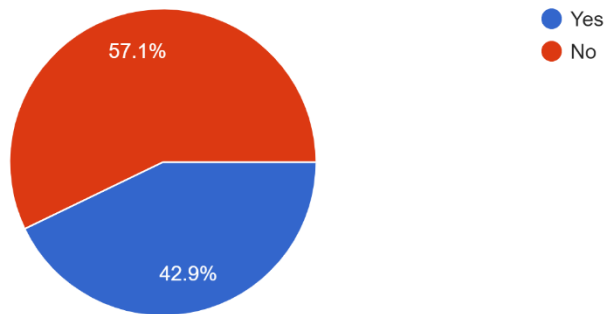
Do you think the Littleton community would benefit from opening a new, public school that focuses on raising academic achievement, providing...rtunities for developing entrepreneurship skills?

35 responses



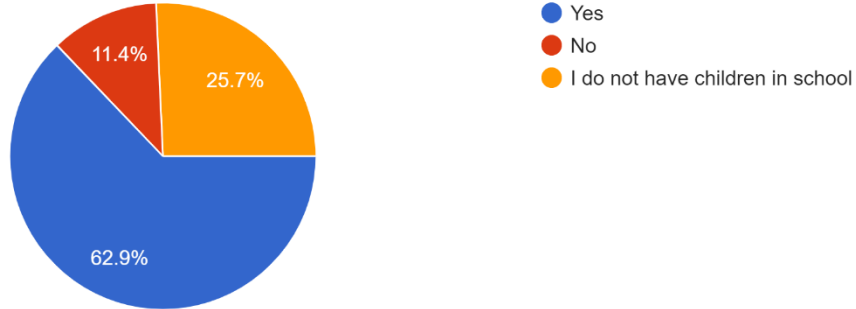
Do you think the current educational options are adequate for the children in the Littleton community?

35 responses



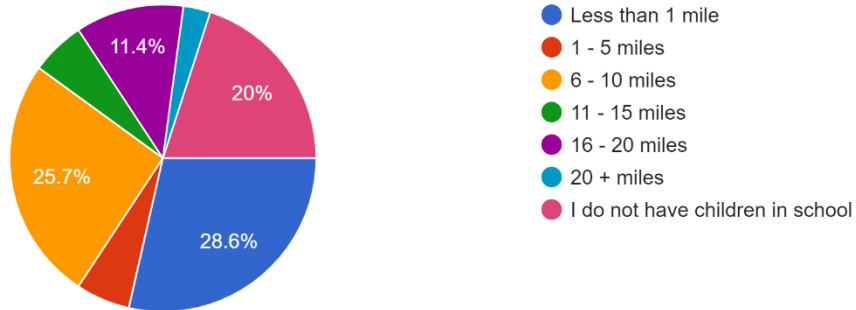
If a new, public school was to open in the Littleton community, would you enroll your child(ren) there?

35 responses



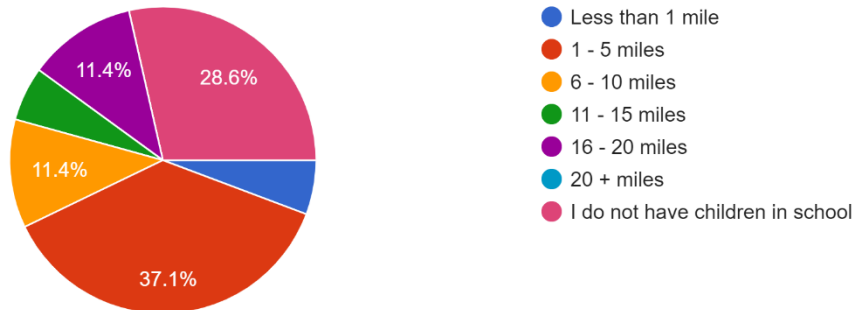
If a new public school was available for your child(ren) AND transportation was provided, how far would you be willing to travel in order for your child(ren) to attend?

35 responses



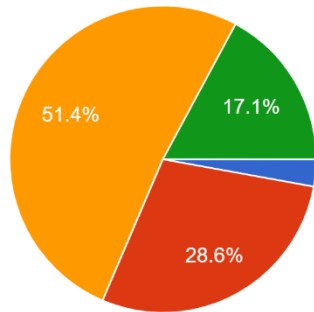
If you have a child (or children) in school now, how far must s/he (or they) travel to attend?

35 responses



Please select the option that aligns with your opinion the most:

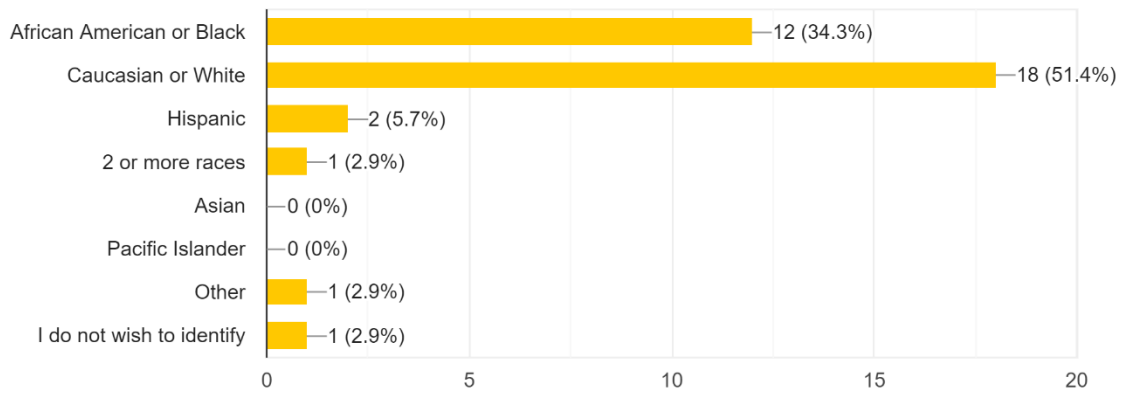
35 responses



- I have no interest in seeing a public school open in the Littleton community
- I have a small interest in seeing a public school open in the Littleton community
- I have a large interest in seeing a public school open in the Littleton community
- I am passionate about seeing a public school open in the Littleton community, and would love to be contacted about volunteering on a planning committee...

Please describe your race and/or ethnicity

35 responses




Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, James E. Pittman, Jr., certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 4/27/2022

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

James E. Pittman, Jr.

jpittman0214@gmail.com

Versatile people person and problem solver over 12 years of experience in the classroom, online, and higher education environment. Organized facilitator with excellent follow-through. Analytical self-starter and career development professional.

EMPLOYMENT HISTORY

| | |
|---|--|
| Director, Trade & Enrichment Programs Career and College Readiness Instructor (part time) Nash Community College, Rocky Mount, NC | 08/2021 to Present 08/2012 to 05/2014 |
| Career Development/Academy Coordinator Johnston County Public Schools, Smithfield, NC | 09/2019 to 08/2021 |
| AVID Instructor/Principal Intern Halifax County Public Schools, Halifax, NC | 07/2018 to 07/2019 |
| Career & Technical Education Teacher Business Education Teacher Nash County Public Schools, Nashville, NC | 02/2017 to 06/2018 |
| Career & Technical Education Teacher Business and Marketing Teacher District Beginner Teacher Mentor Edgenuity Instructor Migrant Summer Camp Edgecombe County Public Schools, Tarboro, NC | 08/2010 to 02/2017 08/2014 to 06/2015 08/2015 to 02/2017 05/2011 to 07/2013 |

EDUCATIONAL EXPERIENCE

| | |
|---|--------------------|
| Doctor - Education Leadership Gardner Webb University, Boiling Springs, NC | 08/2019 to Present |
| Master – School Administration Barton College, Wilson NC | 08/2017 to 05/2019 |
| Bachelor of Science – Organizational Management St. Augustine’s University, Raleigh, NC | 08/2005 to 05/2007 |
| Bachelors of Science - Business Administration Fayetteville State University, Fayetteville, NC | 08/1999 to 05/2002 |

PROFESSIONAL CERTIFICATIONS – NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

- Business Education
- School Administration - Principal
- Career Development

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Alpha Schools of Excellence

2. Full name: James E. Pittman, Jr.

Home Address: 612 South Tillery Street Rocky Mount, NC 27803

Business Name and Address:

Telephone No.: 252-452-2140

E-mail address: jpittman0214@gmail.com

3. Brief educational and employment history.

Bachelor Degree - Fayetteville State University & St. Augustine's University

Teacher Certification - East Carolina University

Master of Education School Administration - Barton College

Doctor of Education Leadership - Gardner Webb University

Career and Technical Education Teacher - Edgecombe & Nash County Schools

AVID Facilitator & Administrative Intern - Halifax County Schools

Career Development Coordinator - Johnston County Schools

Director, Trade and Enrichment Programs - Nash Community College

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: x Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

Through communication with the founder of the Alpha Schools of Excellence sharing common interest and better for the community of Halifax County.

6. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member is a trustee if the community is charged with effectively managing staff who operate the school. He/She represents the interests of the community and acts in the best interest of the children served.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While I have not previously served on a board, I believe I would be an effective member because I have spent over a decade in the educational industry and have extensive knowledge of what does and does not work for children.

8. Describe the specific knowledge and experience that you would bring to the board.

I have a wealth of knowledge and experience, including time served as a teacher, administrative intern, Career Development Coordinator. I am currently pursuing my doctoral education in Organizational Leadership/

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Alpha Schools of Excellence develops global citizens in nurturing and academically challenging environments, who upon graduation are equipped with knowledge of self, passion for learning, and desire to be change agents in an ever-evolving society.

2. What is your understanding of the school's proposed educational program?

Alpha School of Excellence will be a pillar in the community that engages all stakeholders and improves the quality of life for all families by preparing all children, regardless of background, for postsecondary education and careers beyond high school. Alpha Schools of Excellence will effectively manage resources and employ the use of

high-quality instruction that infuses culturally relevant pedagogy to ensure all learners become academically proficient or advanced as measured by the North Carolina Department of Public Instruction's assessment program, annual financial audits, parent and other key stakeholder feedback.

3. What do you believe to be the characteristics of a successful school?
A successful school prepares its students for life as an adult, it ensured high academic performance as measured by state hgi0stakes testing programs, and provides a loving and nurturing environment that develops the whole child and engages the families in the community it serves.

4. How will you know that the school is succeeding (or not) in its mission?
Alpha Schools of Excellence's governing board will play a central role in developing and implementing a strategic plan to ensure that its school is working towards attaining the organizational mission.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee all aspects of the school's operation.

2. How will you know if the school is successful at the end of the first year of operation?
IN the first year of operation, Alpha Schools of Excellence will have erected a newly constructed or renovated state-of-the-art facility and would have achieved a grade of "B" or above by the North Carolina Department of Public Instruction.

3. How will you know at the end of five years of the schools is successful?
The school will have a regional reputation for achieving academic, social, emotional, athletic and performing arts successes, the majority of staff will be highly qualified and possess an advanced degree, financial reserves will be intact and an overwhelming majority of students will be acknowledged as performing at or above grade level as measured by the NCDPI state testing program.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to ensure that systemic controls are in place to effectively observe and rate the performance of the superintendent and all staff under his/her purview. Also, ensure adequate financial controls and stewardship of resources, and maintain an active presence in the school community to stay abreast of any issues.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Depending on the type of activity, I would work collaboratively to take a stand against any type of unethical behavior, and recuse myself from the board if unethical incidents of any type of behavior permits.

*Please include the following with your Information Form

- a ***one page*** resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, James E. Pittman, Jr., certifies to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alpha Schools of Excellence Charter School is true and correct in every respect.



Signature

Date

4/21/2022

Signature Page

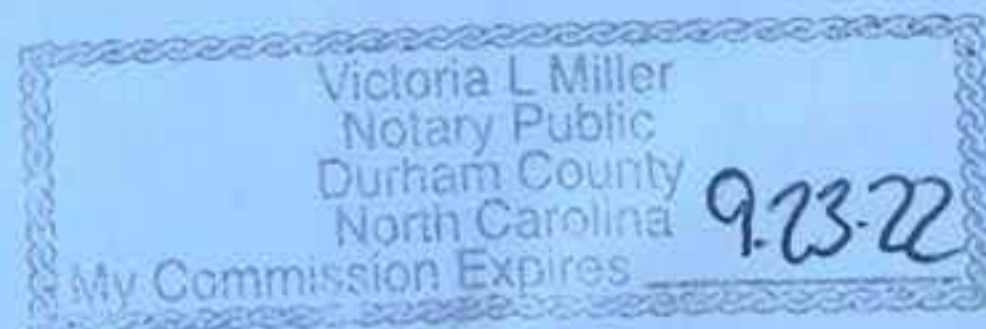
The foregoing application is submitted on behalf of [Alpha Schools of Excellence Board]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant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

Print/Type Name: April Davis
Board Position: Vice President
Signature: April Davis
Date: 7-30-2021

Sworn to and subscribed before me this 30 day of July, 2021.

Notary Public: Victoria Fuller Official Seal:

My commission expires: 9-23-2021, 20 .



Core Knowledge at a Glance

| | Preschool | Kindergarten | First Grade | Second Grade | Third Grade |
|------------------------------|--|--|--|---|--|
| Language Arts/English | <ul style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills | <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | <ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases |
| History and Geography | <p>Time:</p> <ul style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ul style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts | <p>World:</p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ul style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution |
| Visual Arts | <ul style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art | <ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art | <ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life | <ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture | <ul style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization |
| Music | <ul style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs |
| Mathematics | <ul style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money | <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry |
| Science | <ul style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools | <ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies | <ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies | <ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies | <ul style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies |

| | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
|------------------------------|---|--|--|--|---|
| Language Arts/English | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English |
| History and Geography | <p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ul style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ul style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography | <p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform | <ul style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States | <ul style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico |
| Visual Arts | <ul style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States | <ul style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan | <ul style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) | <ul style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) | <ul style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution |
| Music | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) | <ul style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) | <ul style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater) |
| Mathematics | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra | <ul style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics | <ul style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs) |
| Science | <ul style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies | <ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies | <ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies | <ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies | <ul style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies |

Mark H. Davis II, Ed.D.

Email: markdavis1906@gmail.com

PROFESSIONAL SUMMARY

- Served as building principal in various urban, rural, Montessori and turnaround environments.
- Held administrative roles within small and large urban educational settings, which included experience in a district consisting of over 70 schools and 25,000 students.
- Ensured the growth and visibility of vocational programs and career academies by enlisting best practices as it relates to effective marketing strategies and business partnership to development of academic programs of study.
- Supported the increase of academic achievement in an elementary environment, being regionally recognized as a top performer in math as measured by state assessment scores.
- Currently managing the phases of a statewide organizational merger for a national charter network, including due diligence and decision making for the board of directors, strategic planning, annual planning, subsequent merger implementation and execution

EDUCATION

Doctor of Education

*Saint Louis University School of Education
Major: Educational Leadership*

Bachelor of Science – Magna cum Laude

*Langston University School of Agriculture
Major: Agribusiness*

Master of Business Administration

*Webster University School of Business
Major: Finance and Accounting*

CONSULTING EXPERIENCE

Regional Network Administrator & Integration Manager

KIPP Foundation – November 2021 – Present

SCHOOL-BASED ADMINISTRATIVE EXPERIENCE

Principal/ Assistant Principal

Granville County Public Schools – Creedmoor, North Carolina – Assistant Principal – 1 year (2020-2021)

City Garden Montessori Charter School – St. Louis, Missouri – Interim Principal - 6 months (2020)

Jennings Public School District – St. Louis, Missouri – Assistant Principal - 3 years (2016-2019)

Harvard Avenue Performance Academy Charter School – Cleveland, Ohio – Founding Principal - 6 months (2015)

Jefferson City High School/ Nichols Career Center – Jefferson City, Missouri – Assistant Principal - 1 year (2012-2013)

DISTRICT-LEVEL ADMINISTRATIVE EXPERIENCE

Program Administrator – Agriculture, Food and Natural Resources

Saint Louis Public Schools – St. Louis, Missouri – 2 years (2010-2012)

TEACHING EXPERIENCE

Business Instructor

Imagine College Preparatory High School – St. Louis, Missouri – 3 years (2007-2010)

Educational Certifications

Held in North Carolina, Oklahoma, Missouri, Illinois, Ohio and Florida

- Superintendent
 - Principal – Grades K-12
 - Business Education – Grades 6-12
 - Agricultural Education – Grades 9-12
 - Educational Leadership – Grades K-12
 - Mathematics – Grade 6-12
-
-



Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney: Donna Rascoe, Crumill Sumner LLP
- Date of Review: 4/27/2022
- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- Spacie Davis
- Sherita Whitehurst
- _____
- _____
- _____
- _____
- _____

❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Phyllis Pearson, Retway Mills & Pearson
- Date of Review: 4/27/2022
- Signature of Board Members Present (Add Signature Lines as Needed):

- [Signature]
- Spacie Davis
- Sherita Whitehurst
- _____
- _____
- _____
- _____
- _____

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.
 - Name of the Selected Board Attorney:
Donna Rascoe, Cranfill, Sumner, and Harzog
 - Date of Review:
4/27/2022
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - Tiffany Akmal
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
 - Name of the Selected Board Auditor: Phyllis Pearson, Fetway, Mills and Pearson
 - Date of Review: 4/28/2022
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - Tiffany Akmal
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.

- Name of the Selected Board Attorney: Danna Rascoe, Crawford Summer and Hartzog

- Date of Review: 4/27/2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- John E. Thomas, Jr.
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor: Phyllis Pearson, Petway, Mills and Pearson

- Date of Review: 4/28/2022

- Signature of Board Members Present (Add Signature Lines as Needed):

- John E. Thomas, Jr.
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

○ Name of the Contact for Selected EMO/CMO: N/A

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

○ Name of the Contact: N/A

○ Name of the Selected Financial Service Provider: _____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

○ Name of the Contact: N/A


○ Name of the Selected PowerSchool Service Provider: _____

○ Date of Review: _____

○ Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

I, Mark Davis, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Alpha Schools of Excellence Charter School is true and correct in every respect.

Signature 

Date 4/27/2022

April 29, 2022

NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601
Re: Alpha Schools of Excellence Charter Application

To Whom It May Concern,

I am writing to offer my support to Alpha Schools of Excellence and their charter school application for the town of Littleton. As a long-time resident, business owner and Mayor of the town of Littleton, I am pleased to be at the helm while many improvements and reinvestments in our community are taking place.

I have had the pleasure of witnessing Dr. Davis present his vision for a new, public school in our community. He has sought to build relationships with the city council and myself by joining a couple of our town meetings, visiting local businesses and hosting a community meeting, and we were pleased with his passion for becoming a partner in educating our children.

Unfortunately, there are no public school options within our city limits. In order to properly invest in our next generation's future, I believe high-quality public schools are a huge part of that equation. I believe Alpha Schools of Excellence can help meet our need of revitalizing the public education landscape in our community. Therefore, I am pleased to endorse without reservation the effort to bring Alpha Schools of Excellence to the community, which will greatly benefit our children and future generations.

Sincerely,



Stephen Barcelo, Mayor
Town of Littleton, North Carolina

April 20, 2022

NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601

Re: Alpha Schools of Excellence Charter School Application

To Whom It May Concern,

I am reaching out to offer personal support to Alpha Schools of Excellence and their charter school application for a new institution in Littleton, North Carolina. As a business owner in the community and someone who wants to see the very best in our citizens, I believe there is a great demand for a public school. There would be a positive effect on our community and provide much needed benefit to the families that call our town "home."

I am elated to support Alpha Schools of Excellence's movement and I anticipate their dream becoming the community's reality.

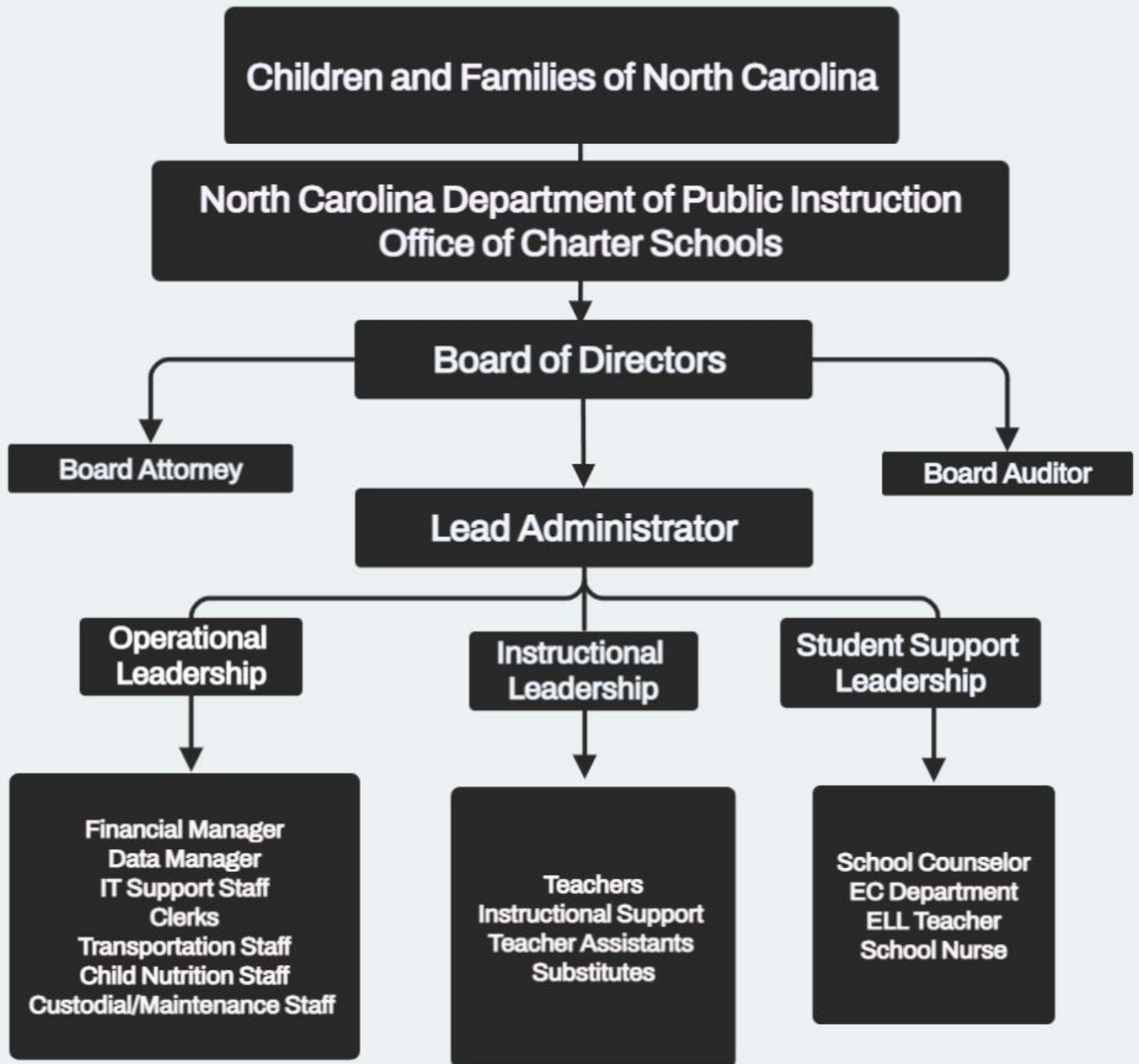
Sincerely,



Ken Carroll, Owner
Littleton Food and Spirits

Alpha Schools Of Excellence

ORGANIZATIONAL CHART



Enrollment Projections Year 1 through Year 5

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

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

LEA #1: 420-Halifax

What percentage of students from t

LEA #2: 421-Roanoke Rapids City

What percentage of students from t

LEA #3: 422-Weldon City

What percentage of students from t

| Grade | Year 1 | | | Year 2 | | | |
|--------------------|-----------|-----------|-----------|------------|------------|-----------|------------|
| | LEA #1 | LEA #2 | LEA #3 | LEA #1 | LEA #2 | LEA #3 | LEA #1 |
| | 420 | 421 | 422 | 420 | 421 | 422 | 420 |
| Kindergarten | 18 | 21 | 6 | 18 | 21 | 6 | 18 |
| Grade 1 | 18 | 21 | 6 | 18 | 21 | 6 | 18 |
| Grade 2 | 18 | 21 | 6 | 18 | 21 | 6 | 18 |
| Grade 3 | | | | 18 | 21 | 6 | 18 |
| Grade 4 | | | | | | | 18 |
| Grade 5 | | | | | | | |
| Grade 6 | 18 | 21 | 6 | 18 | 21 | 6 | 18 |
| Grade 7 | | | | 18 | 21 | 6 | 18 |
| Grade 8 | | | | | | | 18 |
| Grade 9 | | | | | | | |
| Grade 10 | | | | | | | |
| Grade 11 | | | | | | | |
| Grade 12 | | | | | | | |
| LEA Totals: | 72 | 84 | 24 | 108 | 126 | 36 | 144 |

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



ects to enroll. In addition,
 ose on the initial cover page.

icular level.

| | |
|--|-----|
| he LEA selected above will qualify for EC funding? | 15% |
|--|-----|

| | |
|--|-----|
| he LEA selected above will qualify for EC funding? | 14% |
|--|-----|

| | |
|--|-----|
| he LEA selected above will qualify for EC funding? | 14% |
|--|-----|

| Year 3 | | | Year 4 | | | Year 5 | | |
|--------|--------|--------|--------|--------|--------|--------|--------|--|
| LEA #2 | LEA #3 | LEA #1 | LEA #2 | LEA #3 | LEA #1 | LEA #2 | LEA #3 | |
| 421 | 422 | 420 | 421 | 422 | 420 | 421 | 422 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| | | 18 | 21 | 6 | 18 | 21 | 6 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| 21 | 6 | 18 | 21 | 6 | 18 | 21 | 6 | |
| | | 18 | 21 | 6 | 18 | 21 | 6 | |
| | | | | | 18 | 21 | 6 | |
| | | | | | | | | |
| | | | | | | | | |
| 168 | 48 | 180 | 210 | 60 | 198 | 231 | 66 | |

et forth and approved in the projected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

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

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

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

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

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

| LEA #1: | 420-Halifax | | |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds | \$8,473.25 | 72 | \$610,074.00 |
| Local Funds | \$2,193.83 | 72 | \$157,955.76 |
| State EC Funds | \$4,718.05 | 9 | \$43,311.70 |
| Federal EC Funds | \$1,514.35 | 9 | \$13,901.73 |
| Total: | | | \$825,243.19 |

| LEA #2: | 421-Roanoke Rapids City | | |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds | \$6,673.77 | 84 | \$560,596.68 |
| Local Funds | \$1,572.20 | 84 | \$132,064.80 |
| State EC Funds | \$4,800.62 | 11 | \$51,414.64 |
| Federal EC Funds | \$1,514.35 | 11 | \$16,218.69 |
| Total: | | | \$760,294.81 |

| LEA #3: | 422-Weldon City | | |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds | \$8,823.86 | 24 | \$211,772.64 |
| Local Funds | \$2,939.38 | 24 | \$70,545.12 |
| State EC Funds | \$3,291.86 | 3 | \$10,073.09 |
| Federal EC Funds | \$1,514.35 | 3 | \$4,633.91 |

Total:

\$297,024.76

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

| Income: Revenue Projections | Year 1 | Year 2 | Year 3 | Year 4 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|
| State ADM Funds | \$ 1,382,443 | \$ 2,073,665 | \$ 2,764,887 | \$ 3,456,108 |
| Local Per Pupil Funds | \$ 360,566 | \$ 540,849 | \$ 721,131 | \$ 901,414 |
| State EC Funds | \$ 104,799 | \$ 157,199 | \$ 209,599 | \$ 261,999 |
| Federal EC Funds | - | \$ 34,754 | \$ 69,509 | \$ 86,886 |
| Other Funds* | | | | |
| Working Capital* | | | | |
| TOTAL REVENUE: | \$ 1,847,808 | \$ 2,806,467 | \$ 3,765,126 | \$ 4,706,407 |

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate a those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the op provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of t figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

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



on federal funding in

| Year 5 | |
|-----------|------------------|
| \$ | 3,801,719 |
| \$ | 991,556 |
| \$ | 288,198 |
| \$ | 95,574 |
| | |
| | |
| \$ | 5,177,048 |

Additional questions by
creating budget, please
these funds. If these

ix M.

Personnel Budget: Expenditure Projections

| Budget Expenditure Projections | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | |
|--|-----------------|----------------|-------------------|-----------------|----------------|---------------------|-----------------|----------------|---------------------|-----------------|----------------|------------------------|-----------------|----------------|---------------------|
| | Number of Staff | Average Salary | Total Salary | Number of Staff | Average Salary | Total Salary | Number of Staff | Average Salary | Total Salary | Number of Staff | Average Salary | Total Salary | Number of Staff | Average Salary | Total Salary |
| Administrative & Support Personnel | | | | | | | | | | | | | | | |
| Lead Administrator | 1 | \$ 80,000 | \$ 80,000 | 1 | \$ 85,000 | \$ 85,000 | 1 | \$ 90,000 | \$ 90,000 | 1 | \$ 95,000 | \$ 95,000 | 1 | \$ 100,000 | \$ 100,000 |
| Assistant Administrator | | | \$ - | | | \$ - | 1 | \$ 70,000 | \$ 70,000 | 1 | \$ 75,000 | \$ 75,000 | 1 | \$ 80,000 | \$ 80,000 |
| Finance Officer | 1 | \$ 50,000 | \$ 50,000 | 1 | \$ 52,000 | \$ 52,000 | 1 | \$ 54,000 | \$ 54,000 | 1 | \$ 56,000 | \$ 56,000 | 1 | \$ 38,000 | \$ 38,000 |
| Clerical | 1 | \$ 30,000 | \$ 30,000 | 1 | \$ 32,000 | \$ 32,000 | 1 | \$ 34,000 | \$ 34,000 | 1 | \$ 36,000 | \$ 36,000 | 1 | \$ 38,000 | \$ 38,000 |
| Food Service Staff | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Custodians | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Transportation Staff | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Exceptional Children Director | 1 | \$ 50,000 | \$ 50,000 | 1 | \$ 52,000 | \$ 52,000 | 1 | \$ 54,000 | \$ 54,000 | 1 | \$ 56,000 | \$ 56,000 | 1 | \$ 58,000 | \$ 58,000 |
| Data Manager | 1 | \$ 30,000 | \$ 30,000 | 1 | \$ 32,000 | \$ 32,000 | 1 | \$ 34,000 | \$ 34,000 | 1 | \$ 36,000 | \$ 36,000 | 1 | \$ 38,000 | \$ 38,000 |
| Dean | | | \$ - | | | \$ - | 1 | \$ 54,000 | \$ 54,000 | 2 | \$ 56,000 | \$ 112,000 | 2 | \$ 58,000 | \$ 116,000 |
| School Nurse | 1 | \$ 45,000 | \$ 45,000 | 1 | \$ 47,000 | \$ 47,000 | 1 | \$ 49,000 | \$ 49,000 | 1 | \$ 51,000 | \$ 51,000 | 1 | \$ 53,000 | \$ 53,000 |
| | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Total Admin and Support: | 6 | | \$ 285,000 | 6 | | \$ 300,000 | 8 | | \$ 439,000 | 9 | | \$ 517,000 | 9 | | \$ 521,000 |
| Instructional Personnel | | | | | | | | | | | | | | | |
| Core Content Teacher(s) | 8 | \$ 45,000 | \$ 360,000 | 12 | \$ 47,000 | \$ 564,000 | 16 | \$ 49,000 | \$ 784,000 | 20 | \$ 51,000 | \$ 1,020,000 | 22 | \$ 53,000 | \$ 1,166,000 |
| Electives/Specialty Teacher(s) | 3 | \$ 45,000 | \$ 135,000 | 4 | \$ 47,000 | \$ 188,000 | 5 | \$ 49,000 | \$ 245,000 | 6 | \$ 51,000 | \$ 306,000 | 7 | \$ 53,000 | \$ 371,000 |
| Exceptional Children Teacher(s) | 1 | \$ 45,000 | \$ 45,000 | 1 | \$ 47,000 | \$ 47,000 | 2 | \$ 49,000 | \$ 98,000 | 2 | \$ 51,000 | \$ 102,000 | 2 | \$ 53,000 | \$ 106,000 |
| Instructional Support | | | \$ - | | | \$ - | | | \$ - | 2 | \$ 30,000 | \$ 60,000 | 2 | \$ 32,000 | \$ 64,000 |
| Teacher Assistants | 1 | \$ 20,000 | \$ 20,000 | 2 | \$ 22,000 | \$ 44,000 | 2 | \$ 24,000 | \$ 48,000 | 2 | \$ 26,000 | \$ 52,000 | 2 | \$ 28,000 | \$ 56,000 |
| English Language Learner Teacher | 1 | \$ 45,000 | \$ 45,000 | 1 | \$ 47,000 | \$ 47,000 | 1 | \$ 49,000 | \$ 49,000 | 1 | \$ 51,000 | \$ 51,000 | 1 | \$ 53,000 | \$ 53,000 |
| School Counselor | 1 | \$ 45,000 | \$ 45,000 | 1 | \$ 47,000 | \$ 47,000 | 1 | \$ 49,000 | \$ 49,000 | 1 | \$ 51,000 | \$ 51,000 | 1 | \$ 53,000 | \$ 53,000 |
| ***Edit text as needed.*** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Total Instructional Personnel: | 15 | | \$ 650,000 | 21 | | \$ 937,000 | 27 | | \$ 1,273,000 | 34 | | \$ 1,642,000 | 37 | | \$ 1,869,000 |
| Total Admin, Support and Instructional Personnel: | 21 | | \$ 935,000 | 27 | | \$ 1,237,000 | 35 | | \$ 1,712,000 | 43 | | \$ 2,159,000.00 | 46 | | \$ 2,390,000 |

| Benefits | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | |
|---|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|--------------|-----------------|----------|---------------|-----------------|----------|--------------|
| | Number of Staff | Cost Per | Total | Number of Staff | Cost Per | Total | Number of Staff | Cost Per | Total | Number of Staff | Cost Per | Total | Number of Staff | Cost Per | Total |
| Administrative & Support Benefits | | | | | | | | | | | | | | | |
| Health Insurance | 6 | \$ 5,198 | \$ 31,188 | 6 | \$ 5,313 | \$ 31,878 | 8 | \$ 5,671 | \$ 45,368 | 9 | \$ 5,888 | \$ 52,992 | 9 | \$ 6,001 | \$ 54,009 |
| Retirement Plan--NC State | 0 | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Retirement Plan--Other | 6 | \$ 2,218 | \$ 13,308 | 6 | \$ 2,297 | \$ 13,782 | 8 | \$ 2,404 | \$ 19,232 | 9 | \$ 2,517 | \$ 22,653 | 9 | \$ 2,811 | \$ 25,299 |
| Life Insurance | 6 | \$ 63 | \$ 378 | 6 | \$ 70 | \$ 420 | 8 | \$ 73 | \$ 584 | 9 | \$ 81 | \$ 729 | 9 | \$ 89 | \$ 801 |
| Disability | 0 | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Medicare | 6 | \$ 700 | \$ 4,200 | 6 | \$ 735 | \$ 4,410 | 8 | \$ 750 | \$ 6,000 | 9 | \$ 791 | \$ 7,119 | 9 | \$ 843 | \$ 7,587 |
| Social Security | 6 | \$ 2,760 | \$ 16,560 | 6 | \$ 2,888 | \$ 17,328 | 8 | \$ 3,101 | \$ 24,808 | 9 | \$ 3,287 | \$ 29,583 | 9 | \$ 3,501 | \$ 31,509 |
| Dental Insurance | 6 | \$ 750 | \$ 4,500 | 6 | \$ 790 | \$ 4,740 | 8 | \$ 813 | \$ 6,504 | 9 | \$ 847 | \$ 7,623 | 9 | \$ 891 | \$ 8,019 |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Total Admin and Support Benefits: | | | \$ 70,134 | | | \$ 72,558 | | | \$ 102,496 | | | \$ 120,699 | | | \$ 127,224 |
| Instructional Personnel Benefits | | | | | | | | | | | | | | | |
| Health Insurance | 15 | \$ 5,198 | \$ 77,970 | 20 | \$ 5,313 | \$ 106,260 | 26 | \$ 5,671 | \$ 147,446 | 33 | \$ 5,888 | \$ 194,304 | 36 | \$ 6,001 | \$ 216,036 |
| Retirement Plan--NC State | 0 | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Retirement Plan--Other | 15 | \$ 2,218 | \$ 33,270 | 20 | \$ 2,297 | \$ 45,940 | 26 | \$ 2,404 | \$ 62,504 | 33 | \$ 2,517 | \$ 83,061 | 36 | \$ 2,811 | \$ 101,196 |
| Social Security | 15 | \$ 63 | \$ 945 | 20 | \$ 70 | \$ 1,400 | | \$ 73 | \$ - | 33 | \$ 81 | \$ 2,673 | 36 | \$ 89 | \$ 3,204 |
| Disability | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Medicare | 15 | \$ 700 | \$ 10,500 | 20 | \$ 735 | \$ 14,700 | 26 | \$ 750 | \$ 19,500 | 33 | \$ 791 | \$ 26,103 | 36 | \$ 843 | \$ 30,348 |
| Life Insurance | 15 | \$ 2,760 | \$ 41,400 | 20 | \$ 2,888 | \$ 57,760 | 26 | \$ 3,101 | \$ 80,626 | 33 | \$ 3,287 | \$ 108,471 | 36 | \$ 3,501 | \$ 126,036 |
| Dental Insurance | 15 | \$ 750 | \$ 11,250 | 20 | \$ 790 | \$ 15,800 | 26 | \$ 813 | \$ 21,138 | 33 | \$ 847 | \$ 27,951 | 36 | \$ 891 | \$ 32,076 |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| *** Edit text as needed. *** | | | \$ - | | | \$ - | | | \$ - | | | \$ - | | | \$ - |
| Total Instructional Personnel Benefits: | | | \$ 175,335 | | | \$ 241,860 | | | \$ 331,214 | | | \$ 442,563 | | | \$ 508,896 |
| Total Personnel Benefits: | | | \$ 245,469 | | | \$ 314,418 | | | \$ 433,710 | | | \$ 563,262 | | | \$ 636,120 |
| Total Admin & Support Personnel (Salary & Benefits): | 6 | | \$ 355,134 | 6 | | \$ 372,558 | 8 | | \$ 541,496 | 9 | | \$ 637,699.00 | 9 | | \$ 648,224 |
| Total Instructional Personnel (Salary & Benefits): | 15 | | \$ 825,335 | 21 | | \$ 1,178,860 | 27 | | \$ 1,604,214 | 34 | | \$ 2,084,563 | 37 | | \$ 2,377,896 |
| TOTAL PERSONNEL: | 21 | | \$ 1,180,469 | 27 | | \$ 1,551,418 | 35 | | \$ 2,145,710 | 43 | | \$ 2,722,262 | 46 | | \$ 3,026,120 |

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

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

| OPERATIONS BUDGET: Administrative and Support | | | |
|--|---------------|---------------|---------------|
| | Year 1 | Year 2 | Year 3 |
| Office | | | |
| Office Supplies | \$ 10,000.00 | \$ 20,000.00 | \$ 25,000.00 |
| Paper | \$ 4,000.00 | \$ 10,000.00 | \$ 12,000.00 |
| Computers & Software | \$ 4,000.00 | \$ 8,000.00 | \$ 8,000.00 |
| Communications & Telephone | \$ 8,000.00 | \$ 8,000.00 | \$ 8,000.00 |
| Copier leases | \$ 3,000.00 | \$ 6,000.00 | \$ 6,000.00 |
| Other | | | |
| *** Insert rows and edit text as needed. *** | | | |
| | | | |
| Management Company | | | |
| Contract Fees | | | |
| Other | | | |
| *** Insert rows and edit text as needed. *** | | | |
| | | | |
| Professional Contract | | | |
| Legal Counsel | \$ 3,000.00 | \$ 4,000.00 | \$ 5,000.00 |
| Student Accounting | | | |
| Financial | | | |
| Annual Audit | \$ 6,000.00 | \$ 6,500.00 | \$ 7,000.00 |
| *** Insert rows and edit text as needed. *** | | | |
| | | | |
| Facilities | | | |
| Facility Lease/Mortgage | \$ 150,000.00 | \$ 200,000.00 | \$ 200,000.00 |
| Maintenance | \$ 4,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| Custodial Supplies | \$ 10,000.00 | \$ 12,000.00 | \$ 14,000.00 |
| Hourly Custodian | \$ 15,000.00 | \$ 30,000.00 | \$ 30,000.00 |
| Insurance (pg19) | \$ 17,445.00 | \$ 18,050.00 | \$ 18,600.00 |
| Other | | | |
| *** Insert rows and edit text as needed. *** | | | |
| | | | |
| Utilities | | | |
| Electric | \$ 60,000.00 | \$ 65,000.00 | \$ 70,000.00 |
| Gas | | | |
| Water/Sewer | \$ 18,000.00 | \$ 23,000.00 | \$ 28,000.00 |
| Trash | \$ 17,000.00 | \$ 1,850.00 | \$ 2,000.00 |
| Other | | | |

*** Insert rows and edit text as needed. ***

| | | |
|--|--|--|
| | | |
| | | |

Transportation

| | | | |
|-------------------------|--------------|--------------|--------------|
| Buses | \$ 30,000.00 | \$ 50,000.00 | \$ 50,000.00 |
| Gas | \$ 20,000.00 | \$ 30,000.00 | \$ 40,000.00 |
| Oil/Tires & Maintenance | \$ 10,000.00 | \$ 20,000.00 | \$ 20,000.00 |
| Hourly Bus Driver(s) | \$ 15,000.00 | \$ 30,000.00 | \$ 30,000.00 |

*** Insert rows and edit text as needed. ***

| | | |
|--|--|--|
| | | |
| | | |

Other

| | | | |
|--|--------------|---------------|---------------|
| Marketing | \$ 3,000.00 | \$ 5,000.00 | \$ 5,000.00 |
| Child nutrition/hourly child nutrition staff | \$ 80,000.00 | \$ 120,000.00 | \$ 160,000.00 |
| Travel | \$ 2,000.00 | \$ 4,000.00 | \$ 6,000.00 |
| Board Expenditures | \$ 1,000.00 | \$ 5,000.00 | \$ 5,000.00 |

| | | |
|--|--|--|
| | | |
| | | |

Total Administrative & Support Operations: \$ 490,445.00 \$ 681,400.00 \$ 754,600.00

| OPERATIONS BUDGET: | | | |
|--|----------------------|----------------------|----------------------|
| Instructional | Year 1 | Year 2 | Year 3 |
| Classroom Technology | | | |
| Software | \$ 15,000.00 | \$ 25,000.00 | \$ 30,000.00 |
| Other | | | |
| *** Insert rows and edit text as needed. *** | | | |
| | | | |
| Instructional Contract | | | |
| Staff Development | \$ 20,000.00 | \$ 30,000.00 | \$ 40,000.00 |
| Curriculum & Assessment Development | \$ 20,000.00 | \$ 30,000.00 | \$ 40,000.00 |
| Coaching and Intervention Services | \$ 20,000.00 | \$ 30,000.00 | \$ 40,000.00 |
| Hourly Substitute(s) | \$ 5,000.00 | \$ 10,000.00 | \$ 10,000.00 |
| Books and Supplies | | | |
| Instructional Materials | \$ 15,000.00 | \$ 25,000.00 | \$ 30,000.00 |
| Curriculum/Texts | \$ 15,000.00 | \$ 25,000.00 | \$ 30,000.00 |
| Copy Paper | \$ 5,000.00 | \$ 8,000.00 | \$ 11,000.00 |
| Testing Supplies | \$ 1,000.00 | \$ 2,000.00 | \$ 3,000.00 |
| Other | | | |
| *** Insert rows and edit text as needed. *** | | | |
| | | | |
| Total Instructional Operations: | \$ 116,000.00 | \$ 185,000.00 | \$ 234,000.00 |
| TOTAL OPERATIONS: | \$ 606,445.00 | \$ 866,400.00 | \$ 988,600.00 |

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

| Year 4 | | Year 5 | |
|--------|------------|--------|------------|
| \$ | 30,000.00 | \$ | 30,000.00 |
| \$ | 14,000.00 | \$ | 16,000.00 |
| \$ | 8,000.00 | \$ | 8,000.00 |
| \$ | 8,000.00 | \$ | 8,000.00 |
| \$ | 9,000.00 | \$ | 9,000.00 |
| | | | |
| | | | |
| | | | |
| | | | |
| \$ | 6,000.00 | \$ | 7,000.00 |
| | | | |
| \$ | 7,500.00 | \$ | 8,000.00 |
| | | | |
| | | | |
| \$ | 200,000.00 | \$ | 200,000.00 |
| \$ | 5,000.00 | \$ | 5,000.00 |
| \$ | 16,000.00 | \$ | 18,000.00 |
| \$ | 30,000.00 | \$ | 30,000.00 |
| \$ | 19,115.00 | \$ | 193,500.00 |
| | | | |
| | | | |
| | | | |
| \$ | 75,000.00 | \$ | 78,000.00 |
| | | | |
| \$ | 33,000.00 | \$ | 35,000.00 |
| \$ | 2,150.00 | \$ | 2,300.00 |
| | | | |

| | |
|----------------------|------------------------|
| | |
| | |
| | |
| \$ 50,000.00 | \$ 50,000.00 |
| \$ 60,000.00 | \$ 70,000.00 |
| \$ 20,000.00 | \$ 20,000.00 |
| \$ 30,000.00 | \$ 30,000.00 |
| | |
| | |
| | |
| \$ 5,000.00 | \$ 5,000.00 |
| \$ 200,000.00 | \$ 200,000.00 |
| \$ 8,000.00 | \$ 8,000.00 |
| \$ 5,000.00 | \$ 5,000.00 |
| | |
| | |
| \$ 840,765.00 | \$ 1,035,800.00 |

| Year 4 | | Year 5 | |
|-----------|-------------------|-----------|-------------------|
| \$ | 35,000.00 | \$ | 40,000.00 |
| | | | |
| | | | |
| | | | |
| \$ | 50,000.00 | \$ | 60,000.00 |
| \$ | 50,000.00 | \$ | 60,000.00 |
| \$ | 50,000.00 | \$ | 60,000.00 |
| \$ | 10,000.00 | \$ | 10,000.00 |
| \$ | 35,000.00 | \$ | 40,000.00 |
| \$ | 35,000.00 | \$ | 40,000.00 |
| \$ | 14,000.00 | \$ | 17,000.00 |
| \$ | 4,000.00 | \$ | 5,000.00 |
| | | | |
| | | | |
| | | | |
| \$ | 283,000.00 | \$ | 332,000.00 |

| | | | |
|-----------|---------------------|-----------|---------------------|
| \$ | 1,123,765.00 | \$ | 1,367,800.00 |
|-----------|---------------------|-----------|---------------------|

Overall Budget

| SUMMARY | Logic | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|-----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Personnel | J | \$ 1,180,469.00 | \$ 1,551,418.00 | \$ 2,145,710.00 | \$ 2,722,262.00 | \$ 3,026,120.00 |
| Total Operations | M | \$ 606,445.00 | \$ 866,400.00 | \$ 988,600.00 | \$ 1,123,765.00 | \$ 1,367,800.00 |
| Total Expenditures | N = J + M | \$ 1,786,914.00 | \$ 2,417,818.00 | \$ 3,134,310.00 | \$ 3,846,027.00 | \$ 4,393,920.00 |
| Total Revenue | Z | \$ 1,847,808.43 | \$ 2,806,466.98 | \$ 3,765,125.53 | \$ 4,706,406.91 | \$ 5,177,047.60 |
| Surplus / (Deficit) | = Z - N | \$ 60,894.43 | \$ 388,648.98 | \$ 630,815.53 | \$ 860,379.91 | \$ 783,127.60 |

ENGLISH

Core Requirements

1. English I or Honors English I | Prerequisite: None
2. English II or Honors English II | Prerequisite: English I
3. English III or Honors English III | Prerequisite: English II
4. AP English Language and Composition (*in lieu of English III*)
 - a. Prerequisite: English II with an 'A' average or English II Honors with a 'B' average
5. English IV or Honors English IV* | Prerequisite: English III
6. Advanced Placement English Literature and Composition (*in lieu of English IV*)
 - a. Prerequisite: English III with an 'A' average or English III Honors with a 'B' average

**students may also qualify for concurrent enrollment for collegiate coursework as a collaborative decision of the student's parent, school leader and post-secondary institution*

English Elective Courses

1. Creative Writing | Prerequisite: Classification as a Sophomore, Junior, or Senior
2. Oral Tradition & Expression | Prerequisite: None

MATHEMATICS

Core Requirements

1. NC MATH
2. NC MATH II or Honors NC MATH II
 - a. Prerequisite: NC MATH I
3. NC MATH III or Honors NC MATH III
 - a. Prerequisite: NC MATH II/Honors NC MATH II
4. NC MATH IV*
 - a. Prerequisite: NC MATH III/Honors NC MATH III

**students may also qualify for concurrent enrollment for collegiate coursework as a collaborative decision of the student's parent, school leader and post-secondary institution*

Math Elective Courses

1. Pre-Calculus
 - a. Prerequisite: NC MATH III or Honors NC MATH III
2. Advanced Placement Calculus AB
 - a. Prerequisite: Pre-Calculus with a 'B' average
3. Advanced Placement Statistics
 - a. Prerequisite: Math III, IV or Pre-Calculus

SCIENCE

Core Requirements

1. Earth & Environmental Science
2. Physical Science
3. Biology or Honors Biology
4. Chemistry*

**students may also qualify for concurrent enrollment for collegiate coursework as a collaborative decision of the student's parent, school leader and post-secondary institution*

Science Elective Courses

1. Advanced Placement Environmental Science
 - a. Prerequisite: Biology and Chemistry with at least a grade of 'B'
2. Astronomy
 - a. Prerequisite: Classification as a Junior or Senior
3. Forensic Science
 - a. Prerequisite: Classification as a Junior or Senior
4. General Zoology
 - a. Prerequisite: Classification as a Junior or Senior

SOCIAL STUDIES

Core Requirements

1. World History: Global Issues and Patterns since 1200
2. Founding Principles of the United States and North Carolina: Civic Literacy
3. American History
 - a. Prerequisite: World History
4. Economics and Personal Finance Prerequisite: | World History

Social Studies Electives

1. Advanced Placement United States History | Prerequisite: World History and Founding Principles of the United States and North Carolina
2. Advanced Placement Human Geography | Prerequisite: World History and Founding Principles of the United States and North Carolina
3. Advanced Placement U.S. Government and Politics | Prerequisite: World History and Founding Principles of the United States and North Carolina
4. African History
5. Citizenship and Social Responsibility

PHYSICAL EDUCATION

Core Requirement – Health & Physical Education

Electives

1. Strength and Nutrition Training
2. Team Sports

WORLD LANGUAGES ELECTIVES

1. French
2. Mandarin
3. Spanish
4. Spanish II
5. Spanish III or AP Spanish
 - a. Prerequisite: Completion of Spanish II with at least a 'B' average

THE ARTS

1. Visual Art
2. Beginning Music
3. Marching Band
 - a. Prerequisite: Must be able to demonstrate significant progression in exploratory music from a K-8 program or successful completion of Beginning Music
4. Concert Band
 - a. Prerequisite: Must be able to demonstrate significant progression in exploratory music from a K-8 program or successful completion of Beginning Music

CAREER AND TECHNICAL EDUCATION

5. Landscaping and Horticulture
6. Construction
7. Entrepreneurship I
8. Entrepreneurship II – Business Development
 - a. Prerequisite: Must be a junior and demonstrate successful completion of Entrepreneurship I, or successfully earned promotion from the ASE K-8 entrepreneurship program

Alpha Schools of Excellence

Proposed High School English Track

ENGLISH

Required Course Sequence

Freshman – English I (1 credit)

Sophomore – English II (1 credit); prerequisite – English I

Junior – English III (1 credit); prerequisite – English II

Senior – English IV (1 credit); prerequisite – English III

Total: 4 credits

Course Descriptions:

English I/Honors English I

English I & Honors English I Prerequisite: None

English I students will study literature, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” excerpts from culturally relevant plays, and art from all genres to gain knowledge of culture, current events and themselves. They will gain the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English I, students will read and understand increasingly complex texts at or above the ninth grade reading range. Students are required to take the North Carolina Final Exam for English I.

English II/Honors English II

Prerequisite: English I

English II students will study literature, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” excerpts from culturally relevant plays and art from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East to come to a better understanding of world cultures, contemporary issues, and their world. They will further sharpen the reading and writing skills necessary to write, analyze and evaluate detailed arguments. By the end of English II, students will read and understand increasingly complex texts at or above the tenth grade reading range. Students in this course are required to take the North Carolina English II End of Course Exam.

English III/Honors English III

Prerequisite: English II

English III students will study literature, historical documents, informational texts, poetry, drama, biographical works, and art from the United States to gain a better understanding of the U.S. in terms of history, literature and culture. They will develop the complex literacy skills necessary to compile information from sources into a meaningful and well written original text. By the end of English III, students are expected to read and understand increasingly complex texts at or above the 11th grade reading range. Students in this course will be required to take the North Carolina Final Exam for English III.

English IV/Honors English IV

Prerequisite: English III

English IV students will study literature, historical documents, informational texts, poetry, drama, biographical works, U.S. documents “of historical and literary significance,” and art from Africa and Asia to better gain a basic understanding of the influence of their influence on world literature and culture. They will master the complex literacy skills necessary to gather and evaluate information into various kinds of original writing. By the end of English IV, students are expected to read and understand increasingly complex texts at or above the twelfth grade reading range. Students are required to take the North Carolina Final Exam for English IV

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00

\$1,000,000.00/occurrence



Cost (Quote)

\$1,717

\$3,057

\$450

\$3,700

\$332

\$8,189

\$13,885

Alpha Schools of Excellence is a non-profit organization established in 2021 in the State of North Carolina with the goal of bringing a high quality, public charter school to the Littleton community.

Our Founders:

- Dr. Mark & Mrs. April Davis
- 30 years of combined experience in education
- Certified teaching and administrative licenses in NC
- Attended Halifax County Schools (April)
- Parents of a bright, beautiful 2-year-old boy

Our Vision:

“The aim of Alpha Schools of Excellence is to stimulate the ambition of its students by providing high quality and caring learning environments that cater to the academic, social and emotional needs of learners and prepare them for the highest form of usefulness in a global society.”

- Follow Us on Facebook @ **Alpha Schools of Excellence**
- Join us for our virtual parent meeting and launch of our website! www.alphaschools.edu

When: Saturday, April 23, 2022 @ 11 a.m. - Noon

Zoom Link:

<https://us02web.zoom.us/j/82187921794?pwd=QWRmUkpqdDVTOHUxZ3F4QlFwU2xWUT09>

Email alphaschoolsofexcellence@gmail.com for FAQs and more information!

| Anticipated Racial/Ethnic Demographics (%) | % of Economically Disadvantaged Students | % of Students with Disabilities | % of English Language Learners |
|---|---|--|---------------------------------------|
| Black (60%) | 60% | 60% | 0 |
| White (30%) | 30% | 30% | 0 |
| Hispanic (6%) | 6% | 6% | 100% |
| Native American (2.5%) | 2.50% | 2.50% | 0 |
| Asian (1%) | 1% | 1% | 0 |
| Two or More (<1%) | <1% | <1% | 0 |



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

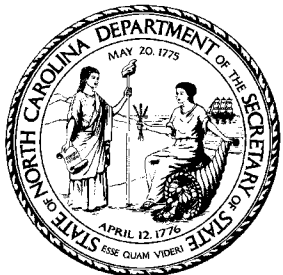
I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

ALPHA SCHOOLS OF EXCELLENCE

the original of which was filed in this office on the 18th day of June, 2021.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 18th day of June, 2021.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Alpha Schools of Excellence.

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

3. The name of the initial registered agent is: Dr. Mark Davis, II.

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

Number and Street: 735 Big Twig Lane

City: Durham State: NC Zip Code: 27703 County: Durham

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

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

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

| Name | Address |
|---------------------------|--|
| <u>Dr. Mark Davis, II</u> | <u>735 Big Twig Lane, Durham, NC 27703</u> |
| <u>April Davis</u> | <u>735 Big Twig Lane, Durham, NC 27703</u> |

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

a. The corporation will have members.

b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: (919) 759-1906

Number and Street: 735 Big Twig Lane

City: Durham State: NC Zip Code: 27703 County: Durham

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

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

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

| Name | Address | Title |
|--------------------|-------------------------------------|----------------|
| Dr. Mark Davis, II | 735 Big Twig Lane, Durham, NC 27703 | President |
| April Davis | 735 Big Twig Lane, Durham, NC 27703 | Vice President |

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

Privacy Redaction

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

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

This is the 2nd day of June, 2021.

Incorporator Business Entity Name

Dr. Mark Davis, II Digitally signed by Dr. Mark Davis, II
Date: 2021.06.02 11:29:07 -04'00'

Signature of Incorporator

Dr. Mark Davis, II - President

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

NOTES:

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

The Dissolution Clause

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

The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Alpha Schools of Excellence

2. Full name: April Davis

Home Address: 735 Big Twig Lane, Durham, NC 27703

Business Name and Address:

Telephone No.: 919-939-1625

E-mail address: aprilDavis1908@gmail.com

3. Brief educational and employment history.

Bachelor Degree – North Carolina Agricultural and Technical State University

Master of Education Degree – North Carolina State University

Served as a teacher for over 10 years, and for the past few years, an instructional coach and curriculum writer.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited to join the Alpha Schools of Excellence by its founder, Dr. Mark Davis. As a fellow educator, he and I share a passion for making a difference in the lives of young children. I believe in his vision and our team's ability to provide a high-quality education for students.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to ensure that students are getting to receive the best education possible and to make sure effective school staff are hired and high quality resources are being used. A board members aim to is to make sure the school's mission and vision are being upheld.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a school board previously, but I am an educator with 13 years of experience, and I have worked in many capacities such as teacher, school improvement chair, instructional coach, and district curriculum writer. I have also been a founding teacher at several schools, so I feel I have the knowledge and skills needed to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

I am an educator with 13 years of experience. I have worked as a teacher, instructional coach, district leader as well as school improvement chair and RTI case manager. I am a very organized, reliable, and a team player. I am very passionate about serving my community and ensuring that all get the education that they deserve.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Alpha Schools of Excellence develops global citizens in nurturing and academically challenging environments, who upon graduation are equipped with knowledge of self, passion for learning, and desire to be change agents in an ever-evolving society.
2. What is your understanding of the school's proposed educational program?
Alpha Schools of Excellence will be a pillar in the community that engages all stakeholders and improves the quality of life for all families by preparing all children, regardless of background, for post-secondary education and careers beyond high school. Alpha Schools of Excellence will effectively manage resources and employ the use of high-quality instruction that infuses culturally relevant pedagogy to ensure all learners become academically proficient or advanced as measured by the North Carolina Department of Public Instruction's assessment program, annual financial audits, parent and other key stakeholder feedback.
3. What do you believe to be the characteristics of a successful school?

A successful school (1) prepares its students for life as an adult, (2) ensures high academic performance as measured by state high-stakes testing programs, and (3) provides a loving and nurturing environment that develops the whole child and engages the families in the community it serves.

4. How will you know that the school is succeeding (or not) in its mission?
Alpha Schools of Excellence's governing board will play a central role in developing and implementing a strategic plan to ensure that its school is working towards attaining the organizational mission. This plan will include academic, operational, financial, and governance goals that will be systematically aligned to support student achievement and operational efficiency. These goals will be reviewed at monthly board meetings and progress towards goals will be monitored to ensure that Alpha Schools of Excellence are completing all tasks outlined in the strategic plan in a timely and efficient manner. The governing board will receive ongoing training to ensure effective management of the school and its staff. In addition, an outside organization will be hired to audit academic, operational, financial, and governance structures annually to ensure efficiency.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee all aspects of the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
In the first year of operation, Alpha Schools of Excellence will have erected a newly constructed or renovated state-of-the-art facility and would have achieved a grade of "B" or above by the North Carolina Department of Public Instruction.
3. How will you know at the end of five years of the school is successful?
The school will have a regional reputation for achieving academic, social, emotional, athletic and performing arts successes, the majority of staff will be highly qualified and possess an advanced degree, financial reserves will be intact and an overwhelming majority of students will be acknowledged as performing at or above grade level as measured by NC DPI state testing programs.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to ensure that (1) systemic controls are in place to effectively observe and rate the performance of the superintendent and all staff under his/her purview, (2) ensure adequate financial controls and stewardship of resources, and (3) maintain an active presence in the school community to stay abreast of any issues.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Depending on the type of activity, I would work collaboratively to take a stand against any type of unethical behavior and recuse myself from the board if unethical incidents

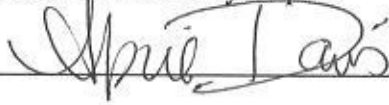
or practices persist. If warranted, I would alert the NC Department of Public Instruction's Office of Charter Schools or local law enforcement of specifics beyond my control.

*Please include the following with your Information Form
a *one page* resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, April Davis, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Alpha Schools of Excellence Charter School is true and correct in every respect.



Signature

Date

July 30, 2021



U.S. Department of Justice
 Federal Bureau of Investigation
Criminal Justice Information Services Division
 Clarksburg, WV 26306

DATE: 07-28-2021

APRIL DAVIS
 735 BIG TWIG LANE
 DURHAM, NC 27703

The Criminal Justice Information Services (CJIS) Division of the Federal Bureau of Investigation has completed the following fingerprint submission:

Subject Name

APRIL DAVIS

Search Completed Result

07-28-2021

E2021209000000240640

A SEARCH OF THE FINGERPRINTS PROVIDED BY THIS INDIVIDUAL HAS REVEALED NO PRIOR ARREST DATA AT THE FBI. THIS DOES NOT PRECLUDE FURTHER CRIMINAL HISTORY AT THE STATE OR LOCAL LEVEL.

Social Security number: XXX-XX-7351

The result of the above response is only effective for the date the submission was originally completed. For more updated information, please submit new fingerprints of the subject.

In order to protect Personally Identifiable Information, as of August 17, 2009, FBI policy has changed to no longer return the fingerprint cards. This form will serve as the FBI's official response.

This Identity History Summary (IdHS) is provided pursuant to 28 CFR 16.30-16.34 solely for you to conduct a personal review and/or obtain a change, correction, or updating of your record. **This IdHS is not provided for the purpose of licensing or employment or any other purpose enumerated in 28 CFR 20.33.**

Any questions may be addressed to the Customer Service Group at (304) 625-5590. You may also visit the Web site at www.fbi.gov for further instructions.

A handwritten signature in black ink, appearing to read "S.A. Rago", is located in the bottom right quadrant of the page.

Scott A. Rago
 Section Chief
 Biometric Services Section
 Criminal Justice Information
 Services Division

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, April Davis, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature April Davis Date July 30, 2021

I, _____, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

Alpha Schools of Excellence

2024 - 2025 School Calendar

| August 2024 | | | | | | |
|-------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| September 2024 | | | | | | |
|----------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| October 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | 20 | | | | |

| November 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| December 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| January 2025 | | | | | | |
|--------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| February 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

| March 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| April 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| May 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| June 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

| July 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| Su | M | Tu | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |



Holiday/School Closed



Teacher Workday (no school for students)



Half Day for Students (12:00 dismissal)



First and Last Day of School

Notes:

- 1) Each full instructional day will be 6.25 hours.
- 2) Each half day will be 2.75 instructional hours. Students will be dismissed at noon on half days. The remainder of the day will be professional development for staff.
- 3) The school year has a total 1041.5 instructional hours within 164 instructional days and 6 half days.
- 4) In accordance with the NC Calendar Law, if school must be closed due to inclement weather or emergency, this calendar will be updated.

April J. Davis

aprildavis1908@gmail.com

CAREER OBJECTIVE

I am a passionate and knowledgeable educator with 15 years of extensive experience as an instructional coach, curriculum and assessment writer, interventionist, and teacher. I seek to provide a dynamic educational experience for all stakeholders.

CORE COMPETENCIES

- ✓ Facilitating Effective Professional Development
- ✓ Teacher Coaching and Mentoring
- ✓ Planning Data-Driven Lessons and Units
- ✓ Curriculum Designing
- ✓ Disaggregating and Analyzing Data
- ✓ Developing Balanced Literacy Program

EDUCATION

Walden University, *currently attending*

Expected Degree: Doctor of Education - December 2022
Major in Curriculum, Instruction, and Assessment

North Carolina State University

Master of Education Degree - May 2012
Major in Curriculum and Instruction, K-12 Reading

North Carolina Agricultural and Technical State University

Bachelor of Science Degree - May 2008
Major in Elementary Education, Minor in Spanish

PROFESSIONAL EXPERIENCE

District Instructional Coach, 2020-present

Granville County Public Schools, Oxford, North Carolina

K-8th Instructional Coach and District Curriculum Specialist, 2019-2020

Varnett Public Charter School, Houston, TX – Southwest Campus

5th Grade Reading, Writing and Social Studies Teacher, 2018-2019

Houston Independent School District, Houston TX - Whidby Elementary School

5th Grade English Medium Teacher, 2017-2018

Abu Dhabi Education Council, Abu Dhabi, UAE - Al Salam School

Literacy Interventionist, 2016-2017

KIPP Houston Public Schools, Houston, TX - KIPP Legacy

3rd Grade Reading, Writing, and Social Studies Teacher, 2014-2016

Houston Independent School District, Houston TX - Hartsfield Elementary School

Literacy Interventionist, 2012- 2014

Wake County Schools, Raleigh NC - Walnut Creek Elementary School

First Grade Teacher, 2008-2012

Franklin County Schools, Youngsville NC - Long Mill Elementary School

CERTIFICATIONS

Reading Specialist (K-12 Reading), North Carolina Department of Public Education & Texas Education Agency

Elementary Education (K-6 Generalist), North Carolina Department of Public Education & Texas Education Agency

English as a Second Language (K-12 Supplemental), North Carolina Department of Public Education & Texas Education Agency

DISTINCTION

- ◆ HISD South Region SHINING STAR Awards for Snapshots 1, 2 and 3 and Mock STAAR - 2018-2019
- ◆ 72% of students passing 2019 STAAR - 5th Grade Reading
- ◆ ASPIRE Award Recipient – 2015
- ◆ EVAAS Rating: *Exceeds Expectation* - 2015/2016
- ◆ Advancing Improvement in Education (AIE) Conference Participant - 2015

PROFESSIONAL DEVELOPMENT

- ◆ HISD Data Driven Instructional Specialist Cohort - 2019
- ◆ Positive Behavior and Intervention Support (PBIS)
- ◆ Facilitative Leadership Cohort
- ◆ Teach Like a Champion
- ◆ Literacy by 3
- ◆ Restorative Practices

BYLAWS
OF
THE ALPHA SCHOOLS OF EXCELLENCE

ARTICLE I

Principal Office

SECTION 1

The principal office of THE ALPHA SCHOOLS OF EXCELLENCE (hereinafter the "Corporation") shall be located at 735 Big Twig Lane, Durham (Durham County), North Carolina 27703 or at such other place as the Board of Education may determine.

ARTICLE II

Purposes

SECTION 1

The purpose of the Corporation is to apply for, establish, and govern a charter school under North Carolina Charter School Statutes and to pursue related educational endeavors. The name of the charter school is ALPHA SCHOOLS OF EXCELLENCE, also known as "ASE."

ARTICLE III

Membership

SECTION 1

The Corporation shall have no members.

ARTICLE IV

Board of Education

SECTION 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Education (referred to herein as the "Board").

SECTION 2: Mission

The Mission of the Board of Education is to make policy decisions regarding the operation of the Corporation and to provide it with oversight rather than day-to-day management of operations.

SECTION 3: Number, Qualifications, Election and Tenure

a) The number of persons constituting the Board of Education who have voting authority shall be a minimum of three (3) and a maximum of eleven (11).

b) A person needs to be at least twenty-one (21) years old and in good standing to be qualified as a member of the board. Members of the board need not be residents of the State of North Carolina.

c) Election procedures to the Board of Education are outlined as follows:

- Nominations may be made by any Board member;
- Vote to be taken publicly by show of hands;
- A nominee is declared a member as long as he/she receives the votes of the majority of the Education.

d) Each member shall serve until he resigns, is removed, replaced or is otherwise unable to serve due to personal circumstance or death. Each initial member shall serve a five-year term, and any member elected thereafter shall serve a three-year term. In the event of a vacancy, a member will serve the remaining term of the member being replaced, and this will not be counted as his or her initial term.

e) The initial board of education shall be the individuals named in the resolution authorizing the adoption of these bylaws. They shall serve until the Board of Education, at its next regularly scheduled annual meeting, conducts elections to be held in accordance with these bylaws.

f) Any elected member may be removed, with or without cause, upon the vote of a majority of all of the Board of Education then in office.

g) Vacancies occurring in the Board of Education may be filled upon the vote of a majority of all of the Board members then in office.

h) Members shall not be compensated for their services as such, but the Board of Education may provide for the payment of expenses that are incurred by members in connection with the performance of their duties.

i) At any annual or special meeting, by action of a majority of the number of members then in office, the Board of Education may elect an Executive Committee consisting of the President (who shall serve as an ex-officio, non-voting member) and two or more other members. Subject to such restrictions and limitations as may be imposed from time to time by the Board of Education, the Executive Committee shall have and may exercise the full authority of the Board of Education in the management of the School, except that it shall have no authority as to the following matters: (a) distributions, as defined in the North Carolina Nonprofit Corporation Act; (b) the dissolution, merger or consolidation of the School, the amendment of the charter of the School, or the sale, lease or exchange of all or substantially all of the property of the School; (c) the designation of any committee of the Board of Education or the filling of vacancies in the Board of Education or in any such committee; (d) the amendment or repeal of the bylaws or the adoption of new bylaws; or (e) the amendment or repeal of any resolution of the Board of

Education which by its terms shall not be so amendable or repealable. The Executive Committee shall report to the Board of Education from time to time with respect to significant actions taken by it.

j) By action of a majority of the number of members then in office, the Board of Education may from time to time designate such other committees as in the judgment of the Board of Education may be necessary to carry out the objects and purposes of the School and may determine the duties and tenure of each such committee.

ARTICLE IV

Meetings of Members

SECTION 1: Regular Meetings

The Board of Education may provide, by resolution, the time and place, either within or without the State of North Carolina, for the holding of its annual meeting and any regularly scheduled meetings. The annual meeting shall be held at a time and place to be determined by the Board of Education.

SECTION 2: Special Meetings

Special meetings of the Board of Education may be called by or at the request of the Chair, the President, the Secretary-Treasurer or any two members. Such meetings may be held within or without the State of North Carolina.

SECTION 3: Notice of Meetings

Annual meetings and regular meetings of the Board of Education may be held with five (5) days prior notice. The person or persons calling a special meeting of the Board of Education shall give notice, at least 48 hours before the meeting. Notice under this provision may be given by any usual means of communication, including without limitation, personal notice, written notice and electronically communicated notices. Such notice need not specify the purpose for which the meeting is called.

SECTION 4: Waiver of Notice

Any member may waive any required notice before or after the date and time stated in the notice. Attendance at or participation by a member in a meeting shall constitute a waiver of notice of such meeting, unless the member at the beginning of the meeting (or promptly upon arrival) objects to holding the meeting or transacting any business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

SECTION 5: Quorum

One-half of the members in office shall constitute a quorum for the transaction of business at a board meeting of the Board of Education. One-half of the members of a committee of the Board of Education shall constitute a quorum for the transaction of business at a meeting of the committee.

SECTION 6: Manner of Acting

Except as otherwise provided by law, the Articles of Incorporation or these bylaws, the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the Board of Education.

SECTION 7: Conflict of Interest Transactions

A. Definition: "Conflict of interest transaction" means any transaction in which a member has a direct interest or an indirect interest. A member has a direct interest in a transaction if the member or a member of the director's immediate family has either a material financial interest in the transaction or a relationship with the other parties to the transaction that might reasonably be expected to affect his or her judgment. A member has an indirect interest in a transaction if either (i) another entity in which the member has a material financial interest or in which the member is a general partner is a party to the transaction, or (ii) another entity of which the member is also a member or is an officer or trustee is a party to the transaction and the transaction is of sufficient importance that it should be considered by the Board of Education of the School.

B. Special Requirements: A conflict of interest transaction is not voidable by the School solely because of a member's interest in the transaction if (1) the material facts of the transaction and the member's interest were disclosed or known to the Board of Education or a committee of the Board and the Board or Committee authorized, approved or ratified the transaction, or (2) the transaction was fair to the School.

C. Disclosure: A member who has a direct or indirect interest in any transaction presented to the Board of Education or any committee of the Board shall disclose his or her interest.

D. Approval: A conflict of interest transaction must be authorized, approved or ratified by the affirmative vote of a majority of the members (not less than two) on the Board of Education (or the appropriate committee) who have no direct or indirect interest in the transaction and to whom the material facts of the transaction and of any member's interest in the transaction were disclosed or known. If a majority of the members, who have no direct or indirect interest in the transaction vote to authorize, approve or ratify the transaction, a quorum is present for the purpose of taking such action. The presence of, or a vote cast by, a member with a direct or indirect interest in the transaction does not affect the validity of any action taken in accordance with this paragraph.

SECTION 8: Presumption of Assent

A member of the Board who is present at a meeting of the Board of Education or a committee of the Board of Education when corporate action is taken shall be deemed to have assented to the action taken unless the member objects at the beginning of the meeting (or promptly upon arrival) to holding it or transacting business at the meeting, the member's dissent or abstention from the action is entered in the minutes of the meeting, or the member files written notice of dissent or abstention with the presiding officer of the meeting before its adjournment or with the Board immediately after the adjournment of the meeting. The right of dissent or abstention is not available to a member who voted in favor of the action taken.

SECTION 9: Attendance by Telephone or Video Conference

The Board of Education may permit any or all members to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all members participating may simultaneously hear each other during the meeting. A member participating in a meeting by this means is deemed to be present in person at the meeting.

SECTION 10: Informal Action by Members

Action taken without a meeting is nevertheless Board action if written consent to the action in question, describing the action taken, is signed by all the members and filed with the minutes of the proceedings of the Board or filed with the corporate records, whether done before or after the action so taken. Such action shall be effective when the last member signs the consent, unless the consent specifies a different effective date. Consent may be given in writing or by electronic communication.

ARTICLE V

Officers

SECTION 1: Number

The officers of the Corporation shall consist of a President, Vice President, Secretary and Treasurer. The Board may designate and fill other officers as needed. Any two offices except for the office of President may be held by one person. No officer shall sign or execute any document in more than one capacity.

SECTION 2: Election, Term of Office and Qualifications

At its regular annual meeting, the Board shall organize and elect officers among its own members. A President shall be elected to serve for a period of one year. A Vice President shall be elected to serve for a period of one year. The Secretary shall be elected to serve for a period of one year. The President shall preside over the election of the vice president and secretary unless decided otherwise by majority of the Board members. Each officer shall remain a member of the board until death, resignation, retirements, removal, disqualification or until his or her successor is elected and qualified. Each officer shall be elected to serve a term of one (1) year.

SECTION 3: Subordinate Officers and Agents

The Board may appoint other officers or agents to chair committees or perform certain other duties. Each such officer or agent shall hold office for such period, have such authority, and perform such duties as the Board determines. The Board may delegate to any officer or agent the authority to appoint subordinate officers or agents and to prescribe their respective authorities or duties.

SECTION 4: Duties

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

SECTION 5: Removal

The persons who are officers pursuant to Section 1 of this Article may be removed by majority vote of the Board with or without cause. The persons who are officers or agents pursuant to Section 3 of this Article may be removed by majority vote of the Board.

SECTION 6: Resignations

Any officer may resign at any time by giving written notice to the President or the Secretary of the Board, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent. Any such resignation shall take effect at the time specified or if no time is specified, at the time the President or the Secretary receives such resignation.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these by-laws for regular appointments or elections to such offices. The Board may also reassign some or all of the duties of an absent officer as provided in Section 8 of this Article.

Section 8: Reassignment of Officer Duties

Should an office become vacant or should an officer of the Corporation be absent, or for any other reason the Board deems sufficient, the Board may reassign the duties of such officer to any other officer or to any member of the Board.

Section 9: Superintendent

The Board shall appoint the Superintendent by entering into a contract with a person to serve in that capacity. The contract shall specify the period of time for which the person is employed as Superintendent as well as his or her authority and duties. The Superintendent shall generally be responsible for the business and affairs of the Corporation and shall be authorized to hire and have control over its employees. In addition to the management of day-to-day operations of the Corporation, the Superintendent shall perform such other duties as are assigned by the Board. The Superintendent may be removed, with or without cause, by a majority vote of the Board.

Sections 10: President

The President shall be the principal person charged with supervising, organizing and managing the business of the Board and shall have the responsibility of conducting Board meetings. The President shall perform such other duties as are assigned by the Board.

Section 11: Vice President

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

Section 12: Secretary

The Secretary shall keep the minutes of the meetings of the Board and shall see that all notices are given in accordance with the provisions of these by-laws or as required by law. The Secretary shall also be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and shall see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of the Secretary, and shall perform such other duties and have such other authority as may be assigned by the Board.

Section 13: Treasurer

The Treasurer is responsible to manage the funds, receipts, disbursements and securities of the Corporation. The treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board. The treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board may determine.

ARTICLE VI

Indemnification

SECTION 1: Extent

In addition to the indemnification otherwise provided by law, the School shall indemnify and hold harmless its members and officers against liability and expenses, including reasonable attorneys' fees, incurred in connection with any action, suit, proceeding or claim arising out of their status as members or officers or their activities in any of such capabilities or in any capacity in which any of them is or was serving, at the School's request, in another corporation, School, joint venture, trust or other enterprise; provided, however, that the School shall not indemnify a member or officer against any liability or litigation expense that the member or officer may incur on account of activities that at the time taken were believed or known (or reasonably should have been known) by the member or officer to be clearly in conflict with the best interests of the School or if the member or officer received an improper personal benefit. The School shall also indemnify a member or officer for reasonable costs, expenses and attorneys' fees in connection with the enforcement of rights to indemnification granted herein, if it is determined in accordance with Section 2 of this Article that the director or officer is entitled to indemnification.

SECTION 2: Determination

Indemnification under Section 1 of this Article shall be paid by the School with respect to any action, suit, proceeding or claim only after a determination that the liability and/or litigation expenses for which indemnification is sought (a) were not incurred on account of activities which at the time taken were believed or known (or reasonably should have been known) by the person seeking indemnification to be clearly in conflict with the best interests of the School and (b) did not involve any transaction from which the person seeking indemnification derived an improper personal benefit. Such determination shall be made (i) by the affirmative vote of a majority (but not less than two) of the Education who were not parties to the action, suit or proceeding or against whom the claim was not asserted (“disinterested member”) even though less than a quorum, (ii) by independent legal counsel in a written opinion, or (iii) by a court of competent jurisdiction.

SECTION 3: Advanced Expenses

Expenses incurred by a member or officer in defending any action, suit, proceeding or claim may upon approval of a majority (but not less than two) of the disinterested members, even though less than a quorum, or, if there are less than two disinterested members, upon unanimous approval of the Board of Education, be paid by the School in advance of the final disposition of such action, suit, proceeding or claim upon receipt of an undertaking by or on behalf of the member or officer to repay such amount less it shall ultimately be determined that the member or officer is entitled to be indemnified against such expenses by the School.

SECTION 4: Reliance and Consideration

Any member or officer who at any time after the adoption of this Article VI series or has served in any of the aforesaid capacities for or on behalf of the School shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right shall insure to the benefit of the legal representatives of any such person and shall not be exclusive of any other rights to which such person may be entitled apart from the provision of this Article VI. No amendment, modification or repeal of this Article VI shall adversely affect the right of any member or officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification or repeal.

SECTION 5: Insurance

The School may purchase and maintain insurance on behalf of its members, officers, employees and agent and those persons who were serving at the request of the School as a member, officer, partner, trustee, employee, or agent of, or in some other capacity in, another corporation, School, joint venture, trust, employee benefit plan, or other enterprise against any liability asserted against or incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the School would have the power to indemnify against such liability under the provisions of this Article VI or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any member, officer, employee or agent made to or on behalf of a person entitled to indemnification under this Article VI shall relieve the School of its liability for indemnification provided for in this Article VI or otherwise to the extent of such payment, and no insurer shall have a right of subrogation against the School with respect to such payment.

ARTICLE VII

General Provisions

SECTION 1: Management of Corporate Funds

No funds received by donation, bequest or any other means shall be diverted from the use specified by the donor, testator or testatrix, unless said use is contrary to or in conflict with the purposes of the School. No funds shall be used for any purpose other than to effect the purposes of the School. Each officer and employee (or agent) having custody of School funds shall be covered by an appropriate fidelity bond. The School will designate a depository and establish policies on deposits and withdrawals of funds from such accounts by resolution at its initial meeting. Until the initial meeting is held, the President is authorized to establish an account with a bank or depository, with all funds of the Corporation deposited in the name of "ALPHA SCHOOLS OF EXCELLENCE." Withdrawals from such accounts shall be made only by check or similar order signed by the President and any other individuals as designated by the board of Education.

SECTION 2: Exempt Activities

Notwithstanding any other provision of these bylaws, no member, officer, employee or representative of this School shall take any action or carry any activity by or on behalf of the School not permitted to be taken or carried on by an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and its Regulations as they now exist, or as they may hereafter be amended.

SECTION 3: Fiscal Year

Unless otherwise ordered by the Board of Education, the fiscal year of the School shall be from July 1 to June 30.

SECTION 4: Amendments

These bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of a majority of the members then in office at any regular or a special meeting of the Board of Education.

SECTION 5: No Personal Liability

No member or officer of the School shall be liable or responsible for the debts or obligations of the School.

SECTION 6: Non-Discrimination

The School practices equal opportunity without regard to an individual's race, color, national origin, sex, or age in application of any policy, practice, rule, or regulation. It shall be the policy of the School to maintain a work environment in which all individuals treat each other with dignity and respect, which is free from all forms of intimidation, exploitation, and harassment. This policy shall apply to membership, boards, committees, staff, and services.

SECTION 7: Corporate Seal

The Corporate Seal shall be in such form as shall be approved by the Board.

SECTION 8: Books and Records

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

SECTION 9: Meeting Regulation

All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Roberts Rules of Order, it will serve as a guideline for the conduct of all meetings.

SECTION 10: Disposal of Assets

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

The undersigned persons certify the foregoing By-laws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

Adopted as of April 27, 2022

Alpha Schools of Excellence – Master Schedule

| | Pre-K (optional) | K | 1st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th | | | | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|----------------------------------|--|--|--|--|--|----------------------------------|------------------|-----------------|-----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 8:15-8:30 | Arrival | | | | | | | | | | | | | | | | | | | | | | | | |
| 8:30-8:45 | Morning Meeting/ Character Education | | | | | | | Seminar/ Character Education | | | | | | | | | | | | | | | | | |
| 8:45-9:00 | ELA/Writing 90 mins | ELA/Writing 90 mins | ELA/Writing 90 mins | ELA/Writing 90 mins | ELA/Writing 90 mins | ELA/Writing 90 mins | ELA/Writing 90 mins | ELAR/Writing 60 mins | Math 60 mins | Elective/ Intervention 60 mins | Core 1 Science 60 mins | Core 1 Social & Cultural Studies 60 mins | Elective B 60 mins | Core 1 English 60 mins | | | | | | | | | | | |
| 9:00-9:15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:15-9:30 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:30-9:45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9:45-10:00 | Math 60 mins | Elective/ Intervention 60 mins | Science 60 mins | Core 2 Social & Cultural Studies 60 mins | Elective B 60 mins | Core 1 English 60 mins | Core 2 Math 60 mins | | | | | | | | | | | | | | | | | | |
| 10:00-10:15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:15-10:30 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:30-10:45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10:45-11:00 | Lunch 30 mins | Art, Music, or Spanish 45 mins | Art, Music, or Spanish 45 mins | Art, Music, or Spanish 45 mins | Physical Education 60 mins | Physical Education 60 mins | Physical Education 60 mins | Elective/ Intervention 60 mins | Science 60 mins | Social & Cultural Studies 60 mins | Elective B 60 mins | Core 2 English 60 mins | Core 2 Math 60 mins | Elective A/ Intervention 60 mins | | | | | | | | | | | |
| 11:00-11:15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11:15-11:30 | Recess 15 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | Lunch 30 mins | | | | | | | | | | | |
| 11:30-11:45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11:45-12:00 | Art, Music, or Spanish 45 mins | Recess 15 mins | Math 90 mins | Math 90 mins | Math 90 mins | Recess 15 mins | Recess 15 mins | Recess 15 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins | Core 3 English 15 mins | Core 3 Math 15 mins | Elective A/ Intervention 45 mins | Core 3 Science 45 mins | | | | | | | | | | |
| 12:00-12:15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:15-12:30 | | | | | | | | | | | | Math 90 mins | Physical Education 60 mins | Physical Education 60 mins | Physical Education 60 mins | Math 90 mins | Math 90 mins | Math 90 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins | Lunch/Flex 45 mins |
| 12:30-12:45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12:45-1:00 | Science 60 mins | Social & Cultural Studies 60 mins | Physical Education 60 mins | Core 3 English 45 mins | Core 4 Math 60 mins | Elective A/ Intervention 15 mins | Core 3 Science 15 mins | | | | | | | | | | | | | | | | | | |
| 1:00-1:15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1:15-1:30 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1:30-1:45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1:45-2:00 | Physical Education 60 mins | Physical Education 60 mins | Physical Education 60 mins | Art, Music, or Spanish 45 mins | Art, Music, or Spanish 45 mins | Art, Music, or Spanish 45 mins | Social & Cultural Studies 60 mins | Physical Education 60 mins | ELAR/Writing 60 mins | Core 4 Math 60 mins | Elective A/ Intervention 60 mins | Core 3 Science 60 mins | Core 4 Social & Cultural Studies 60 mins | | | | | | | | | | | | |
| 2:00-2:15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2:15-2:30 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2:30-2:45 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2:45-3:00 | Science or Social & Cultural Studies 45 mins | Science or Social & Cultural Studies 45 mins | Science or Social & Cultural Studies 45 mins | Science or Social & Cultural Studies 45 mins | Science or Social & Cultural Studies 45 mins | Science or Social & Cultural Studies 45 mins | Science or Social & Cultural Studies 45 mins | Science or Social & Cultural Studies 45 mins | Physical Education 60 mins | ELAR/Writing 60 mins | Math 60 mins | Elective A/ Intervention 60 mins | Core 4 Science 60 mins | Core 4 Social & Cultural Studies 60 mins | Elective B 60 mins | | | | | | | | | | |
| 3:00-3:15 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3:15-3:30 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3:30-3:45 | | | | | | | | | | | | | | | | Dismissal | | | | | | | | | |

