

BCCA will provide rigorous competition within the public school district to stimulate continual improvement in all public schools. The school's location and namesake provide a positive role model for perseverance and motivation toward schooling.

BCCA has modeled its academic program and curriculum after other classical curriculum schools that are consistently among the top scoring schools in the nation. (Great Hearts Academies, Arizona). The classical approach challenges students with academic excellence and creates an atmosphere of exceptional academic growth.

K-8 on One Campus is not common in the Public School System.

The academic model creates a unique option in Mecklenburg County. Families in the community are provided with varied educational choices in the public sector.

Small Community Offers Parents a Different Option than Large Public Schools.

Many of the current public schools have large student populations. The intimate community and accountability created by the small student population at BCCA creates a different option. Parents and students are afforded the opportunity to choose a school which offers something completely unique when compared against the current options.

Expand the Capacity of the Public School System.

BCCA's enrollment capacity of ~700 students adds capacity to the local district. BCCA's focus on classical education will draw kids who are currently involved in home and private school back into the public school system. BCCA will be open to all students in Mecklenburg/Cabarrus County, and the classical approach combined with the K-8 model will draw some of these students back, thereby actually increasing public school enrollment.

Mitigate Educational Impact Created by Development of New Residential Dwellings.

As the northern part of Mecklenburg County continues to grow in population, BCCA offers additional enrollment capacity that will aid in mitigating the impact on the school system.

Bonnie E. Cone was a dedicated educator, motivator, and community leader who played an instrumental role in the vision and history of UNC Charlotte. She also inspired thousands of students by refusing to let them give up on their hopes of getting an education. Among them are many Charlotte businessmen who tell stories about Miss Cone talking them out of dropping out when the hours seemed long and the way ahead looked bleak. She wouldn't let us quit they say. She became president after its conversion to Charlotte College and served as Acting Chancellor during the college's transition to the four-year, state-supported UNC Charlotte in 1965. Bonnie Cone had a unique ability to deeply influence others and had a profound effect on students and colleagues. Therefore, the board of directors wants to honor her by naming the Classical Charter school after her. BCCA's site location reflects the school's intent to be influenced and work with the faculty of UNC Charlotte as well as the desire for some students to go there to attend the university as the possibly the first member of their family to attend college.

BCCA's English Language Arts curriculum sequence consists of Spalding phonics based Reading, Spelling and Vocabulary, along with Harvey's Grammar and Classical Writing, supplemented with Touchtone Great Books, Leveled Readers and Core Knowledge Writing. Grades K-5 focus is on the fundamentals and Grades 6-8 focus is on Literature composition.

<http://www.spalding.org/index.php?tname=program&p=commoncore>

Arizona State University (ASU) conducted a research study on the effectiveness of Spalding's The Writing Road to Reading in learning gains in reading skills in K-3 during 2006 - 2010. This was a four year study involving five experimental schools and six control schools with an average of 1,000 students and 47 teachers each year.

The results of the ASU research study concluded that students who used The Writing Road to Reading program "demonstrated higher and statistically significant learning". The Writing Road to Reading is an effective method for enhancing performance on critical early literacy skills.

Did you know?

Spalding Education International collaborated with Arizona State University during a four-year longitudinal study of the effectiveness of The Writing Road to Reading program. ASU Researchers summarized the study as follows:

"According to the year four results, students who used The Writing Road to Reading demonstrate higher and statistically significant learning as measured by DBELS. Since both the control groups and the experimental groups used detailed teacher guides evaluated by Arizona Department of Education for research-based reading components, theoretically, they should have produced similar results. This was not the case. The four-year findings strongly suggest that use of The Writing Road to Reading program is an effective method for enhancing performance on critical early literacy skills."

Why Spalding Works:

Read an [in-depth interview](#) by Linda Schrock Taylor with Dr. Mary North, former Director of Research and Curriculum.

Watch the "Reading and Loving It" 12 minute demonstration video to learn more about The Spalding Method. Filmed in an actual classroom. View [Spalding in action](#).

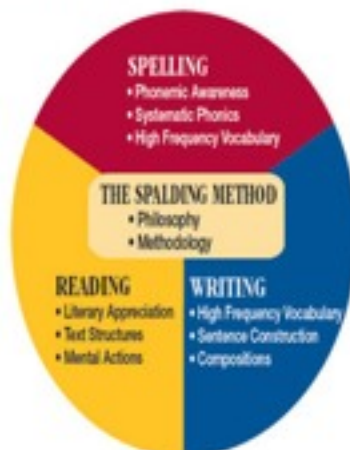
Did you know?

Spalding teaches handwriting because children who form their letters correctly are more likely to recognize them when reading text.

Common Core Standards

The purpose for language arts standards is to ensure that all students develop the language skills they need to lead productive and fulfilling lives. Standards define the knowledge, concepts and skills that students should be taught at every grade level. Ideally, these standards should be challenging so that students are encouraged to attain a high level of achievement.

The Writing Road to Reading is a total language arts program that includes instruction in spelling, writing, and reading. It integrates content, principles, and procedures that empower teachers and parents to be successful decision makers, equipping them with the ability to help all students learn to read and write.



Common Core Standards Correlations to Spalding Education Teacher Guides

First/Second Editions

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade

Third Editions

- Kindergarten
- First Grade
- Second Grade
- Third Grade

| Kindergarten Reading: Literature | | | | | |
|--|--|--------------|--|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| | 14, 15, 16, 17, 18, 20 | 1, 2 1, 2 | 32 | 2 | |
| RL. K.4 Ask and answer questions about unknown words in a text. | Reading: 19, 20 | 1, 2 | Reading: 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32 | 1 1, 2 2, 3 1, 2 1 2 1, 2 1 2 | Teacher's Guide: Text Structure, Delivering 70-73 Mental Actions, Delivering 74-77 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148 |
| RL. K.5 Recognize common types of texts. | Reading: 2, 3, 4, 5, 6 | 2, 4 2, 3 | Reading: 21, 22, 23, 24, 26, 27, 28, 29, 31, 32 | 2, 3 1, 2 1, 2 1 2 | Teacher's Guide: Text Structure, Delivering 70-73 Narrative Elements, Delivering 64-65 The Writing Road to Reading: Text Structure 136-138 Narrative Elements 133-135 |

| Kindergarten Reading: Literature | | | | | |
|--|---|--|--|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| RL. K.1 With prompting and support, ask and answer questions about key details in a text. | Reading: 1 | 2 | Reading: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32 | 1 1, 2, 3 2, 3 1, 2 1 1, 2 1 2 | Teacher's Guide: Text Structure, Delivering 70-73 Mental Actions, Delivering 74-77 |
| RL. K.2 With prompting and support, retell familiar stories, including key details. | | | Reading: 22, 26, 27, 28, 29, 31, 32 | 1 1, 2 1 2 | Teacher's Guide: Mental Actions, Delivering 74-77 |
| RL. K.3 With prompting and support, identify characters, settings, and major events in a story. | Reading: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 | 2 2, 3, 4 2, 4 1 1, 2 1, 2, 3 | Reading: 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31 | 1 1, 2, 3 1, 2 1 1, 2 1 | Teacher's Guide: Narrative Text Structure, Delivering 62-65, 70-73 |

| Kindergarten Reading: Literature | | | | | |
|--|--|--|---|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| RL. K.1 With prompting and support, ask and answer questions about key details in a text. | Reading: 1 | 2 | Reading: 20 21 22 23, 24 25 26, 27, 28, 29 31 32 | 1 1, 2, 3 2, 3 1, 2 1 1, 2 1 2 | Teacher's Guide: Text Structure, Delivering 70-73 Mental Actions, Delivering 74-77 |
| RL. K.2 With prompting and support, retell familiar stories, including key details. | | | Reading: 22 26, 27, 28, 29 31 32 | 1 1, 2 1 2 | Teacher's Guide: Mental Actions, Delivering 74-77 |
| RL. K.3 With prompting and support, identify characters, settings, and major events in a story. | Reading: 1 2 3, 4, 5 6 7, 8, 9, 10, 11 12, 13 | 2 2, 3, 4 2, 4 1 1, 2 1, 2, 3 | Reading: 20 21, 22 23, 24 25 26, 27, 28, 29 31 | 1 1, 2, 3 1, 2 1 1, 2 1 | Teacher's Guide: Narrative Text Structure, Delivering 62-65, 70-73 |

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| First Grade Reading: Literature | | | | | |
|---|--|----------------|--|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| RL. 1.1 Ask and answer questions about key details. | | | Reading: 20, 21 22 23, 24, 25, 26, 27 29, 30, 32 | 1, 2 2 1, 2 1 | Teacher's Guide: Text Structure, Delivering 76-79 Mental Actions, Delivering 80-83 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148 |
| RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | | Reading: 29, 30, 32 | 1, 2 | Teacher's Guide: Text Structure, Delivering 78 Mental Actions, Delivering 80-83 The Writing Road to Reading: Mental Actions 22-23, 141-148 |
| RL. 1.3 Describe characters, settings, and major events in a story, using key details. | Reading: 1 2, 3, 4, 5 7, 8, 9 | 2 1, 2 1 | Reading: 3, 5 6, 7 8 9 10 11, 12, 13 20, 21 | 1, 2 1, 3 1, 4 2, 3 1, 2 1 1, 2 | Teacher's Guide: Text Structure, Delivering 68, 76-79 Mental Actions, Delivering 80-83 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148 |

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April 2012

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| First Grade Reading : Literature | | | | | |
|--|--|---------------------------|---|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| | | | 22 23, 24, 25, 26 29, 30, 32 | 2 1, 2 1 | |
| RL. 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Reading: 6 7 8, 9 10 | 1, 2 2, 3 2 1, 2 | Reading: 3 9 10 11, 12, 13 20, 21 22 23, 24, 25, 26 32 | 1 4 3 2 1, 2 2 1, 2 1 | Teacher's Guide: Literary Appreciation, Delivering 65-67 The Writing Road to Reading: Literary Appreciation 130-133 |
| RL. 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text type. | Reading: 10 | 3 | Reading: 3 4 5, 6 7 8 9 16 20, 21, 23 24, 25, 26 | 3 1 2 2, 4 2, 3 1 3 1, 2 | Teacher's Guide: Text Structure, Delivering 76-79 Mental Actions, Delivering 80-83 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148 |

| Second Grade Reading : Literature | | | | | |
|--|--|--------------|---|--|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| | | | 23 24, 25 26 28, 29, 30, 31, 32 | 1 1, 2 1 | The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 141-148 |
| RL. 2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song. | Reading: 3, 4 5 | 2 3 | Reading: 2 6 7, 8, 9 10, 11 12, 13 14, 15 16, 17, 18, 19 20, 21, 22 23, 24, 25 26 28, 29, 30, 31, 32 | 2, 3 3 2 1, 2 2 1, 2 1, 3, 4 3 1, 3 1, 2 1 | Teacher's Guide: Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Literary Appreciation 130-133 |
| RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes | Reading: 2, 3, 4, 5 | 1, 2 | Reading: 2 3 4, 5, 6 7, 8, 9, 10 | 1, 2 3 1, 2 1 | Teacher's Guide: Text Structure, Delivering 74-77 Mental Actions, Delivering 78-81 |

| Third Grade Reading: Literature | | | | | |
|--|--|--------------|--|--|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Reading: 1, 2 3 | 1, 2 1 | Reading: 3 4 5 6 7, 8 9, 10 11, 12 13, 14 15 16 17, 18 19 20 24, 25, 26 27 28 29, 30, 31, 32 | 1, 2, 4 1, 2 1 1, 2 1 2 1 1, 2, 4 2, 4 1, 3, 5 5 4 1, 4 1 1, 5 4 1 | Teacher's Guide: Text Structure, Delivering 74-77 Mental Actions, Delivering 78-81 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 142-148 |
| RL. 3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed | | | Reading: 7, 16 20, 24, 25, 26, 27, 29, 30, 31, 32 | 2 1 | Teacher's Guide: Mental Actions, Delivering 76, 78-81 Literary Appreciation, Delivering 67-69 |

| Third Grade Reading: Literature | | | | | |
|--|--|------------------------------|--|---|---|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| through key details in the text. | | | | | The Writing Road to Reading: Mental Actions 22-23, 142-148 Literary Appreciation 130-133 |
| RL. 3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. | | | Reading: 4 5 6 7 8 12, 13, 14, 16, 24, 25, 26, 27, 29, 30, 31, 32 | 4 3 4 5 4 1 | Teacher's Guide: Mental Actions, Delivering 76, 78-81 Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Mental Actions 22-23, 142-148 Literary Appreciation 130-133 |
| RL. 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Reading: 1, 2 3 4 5 | 3 2, 3, 4 2, 3 1, 2 | Reading: 2, 3, 4 5 6 7 8, 10 11 12 13, 14 15 16 17, 18 | 4 3 4 5 4 2, 4 1, 3 1, 4 4 1, 5 5 | Teacher's Guide: Literary Appreciation, Delivering 67-69 Mental Actions, Delivering 78-80 The Writing Road to Reading: Literary Appreciation 130-133 Mental Actions 22-23, 141-148 |

| Fourth Grade Reading: Literature | | | | | |
|---|--|--------------|--|---|---|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*WRTR 6th Revised Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| RL. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | | Reading: 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 32 | 1, 2 1, 3 1, 2 1, 3 1 1, 3, 4 1, 3 1, 4 1, 3 1 | Teacher's Guide: Text Structure, Delivering 74-77 Mental Actions, Delivering 78-81 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 142-148 |
| RL. 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | | | Reading: 10 11, 12, 13, 14 15, 16, 17, 18, 19 20 21, 22 23, 24 25, 26, 27, | 1, 5 1, 3 1 1, 3, 4 1, 3 1, 4 1, 3 | Teacher's Guide: Mental Actions, Delivering 76, 78-81 Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Mental Actions 22-23, 142-148 Literary Appreciation 130-133 |

| Fourth Grade Reading: Literature | | | | | |
|--|--|------------------------------|---|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*WRTR 6th Revised Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| | | | 28, 29 30, 31 32 | 1, 3, 5 1 | |
| RL. 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. | Reading: 1, 2, 3 4 | 1, 2 1 | Reading: 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, 32 | 2, 4 1, 2, 4 1, 2, 4, 5 1, 3, 4, 5 1, 2, 3 1, 2, 3, 4 1, 5 1, 3, 4 1 1, 3, 4 1, 4 1, 3, 4 1, 3, 5 1, 3 | Teacher's Guide: Narrative Text Structure, Delivering 74-77 The Writing Road to Reading: Text Structure 21-22, 136-141 |
| RL. 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in | Reading: 1, 2 3 4 5 | 3 2, 3, 4 2, 3 1, 2 | Reading: 4, 5 6 7 8, 9 | 4 1, 2, 3 1, 3, 5 1, 2 | Teacher's Guide: Literary Appreciation, Delivering 67-69 Mental Actions, Delivering 78-80 The Writing Road to Reading: |

| Fifth Grade Reading: Literature | | | | | |
|--|--|--------------|--|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| RL. 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Reading: 1, 2 3 | 1, 2 1 | Reading: 3, 4 5 6, 7, 8 9 10 11, 12 13 14 15 16 18 19 20 21 22, 23 24 25, 26, 27, 28, 29, 30 31, 32 | 1, 2, 4 1, 2, 3, 4 1, 3, 4 1, 4, 5 1, 3 1, 3, 4, 6 2, 3 1, 4, 5, 7 1, 3, 4, 6 2, 3, 4, 5 3 1, 2, 3 1, 3, 4 1, 4, 5 1, 3, 4 1, 2, 3 1, 3, 4, 6 | Teacher's Guide: Text Structure, Delivering 74-77 Mental Actions, Delivering 78-81 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 142-148 |
| RL. 5.2 Determine a theme of a story, | | | Reading: 6 | 1, 3, 6 | Teacher's Guide: Mental Actions, Delivering 76, 78-81 |

| Sixth Grade Reading: Literature | | | | | |
|---|--|--------------|---|---|--|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*WRTR 6th Revised Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| RL. 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Reading: 1, 2 5 | 1, 2 1 | Reading: 2 3, 4 5 6 7 8 9 10, 11, 12 13, 14 15 16 20 21, 22 23, 24, 25, 26, 27 28, 29 30, 31, 32 | 1, 3 1, 2, 3, 4 3, 4 1, 3, 4, 5 1, 3, 4 1, 3 3 1 3, 4, 5 1, 3, 4 3, 4 2, 3 1, 3, 4, 5 1, 3, 4 1, 3, 4 | Teacher's Guide: Text Structure, Delivering 74-77 Mental Actions, Delivering 78-81 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 142-148 |
| RL. 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | | Reading: 5 6 7, 8 9 10, 11, 12 13 | 3 1, 3, 4 1, 3 3 1 3 | Teacher's Guide: Mental Actions, Delivering 76, 78-81 The Writing Road to Reading: Text Structure 21-22, 136-141 Mental Actions 22-23, 142-148 |

| Fifth Grade Reading: Literature | | | | | |
|---|--|--------------|--|---|---|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*The Writing Road to Reading Sixth Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | | | 7, 8 9 10, 11, 12 13 14 15 16 18 19 20 21 22, 23 24 25 26, 27, 28, 29, 30 31, 32 | 1, 3 1, 3, 4 1, 3 2 1, 3, 4 1, 3 2 3 1, 2 1, 3 1, 3, 4 1, 3 1, 2 1, 3 1, 3, 6 1, 3 | Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Mental Actions 22-23, 142-148 Literary Appreciation 130-133 |
| RL. 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. | | | Reading: 5 6 7 8 9 10 | 1, 2 1, 3 1, 3, 5 1, 3 1, 4 1, 3 | Teacher's Guide: Mental Actions, Delivering 76, 78-81 Literary Appreciation, Delivering 67-69 The Writing Road to Reading: Mental Actions 22-23, 142-148 Literary Appreciation 130-133 |

| Sixth Grade Reading: Literature | | | | | |
|---|--|--------------|---|--|---|
| Common Core Standards | Spalding Teacher's Guide Lesson Objectives | | | | Comments <i>*RRTR 6th Revised Edition</i> |
| | Days | Objective(s) | Weeks | Objective(s) | |
| | | | 14 15 16 20 21 22 23, 24, 25, 26, 27 28, 29 30, 31, 32 | 3, 4 1, 3 3 2 1, 3 1, 3, 4 1, 3 1 1, 3 | |
| RI. 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | | | Reading: 3 4 5 6 7 8 9 10, 11, 12 13 14 15 16 20 21 22 | 2, 3, 5, 6 1, 2, 4 3 1, 4 1, 3, 4 1, 3, 4, 6 3, 4, 6 1 3, 4, 5 4, 5, 6 1, 3, 4, 5 3, 4, 5 2, 3 1, 3, 4, 5 1, 4, 5, 6 | Teacher's Guide: Mental Actions, Delivering 76, 78-81 The Writing Road to Reading: Mental Actions 22-23, 142-148 |

Harvey's Grammar & Classical Writing

<http://classicalwriting.com/Harveys.htm>

The method of writing instruction taught by Harvey's Grammar Classical Writing echoes that of the classical world, and originates with Aristotle. It is comprised of Theory, Analysis and Imitation and Practice.

Great works of literature provide the best material for the student to learn and practice each of these components. Therefore, the models chosen are among the best of the Western tradition.

As the Classical Writing student progresses through the sequential exercises of follows a routine of Theory, Analysis and Imitation, and Practice at each level.

Theory

In each of the books, the student is first taught grammatical, logical, or rhetorical skills. Those skills are then practiced in analysis and imitation exercises. Finally the student applies those skills to his writing projects. Skills from earlier books are honed and added to in subsequent Classical Writing books.

Analysis and Imitation

| Typical Course of Study for Classical Writing | | | |
|---|-------------------------|--|--|
| <i>Grade Level</i> | <i>Basic Course</i> | <i>Content</i> | <i>Poetry/Fiction</i> |
| 2nd grade | <i>Primer</i> | Copywork, Narration, Nature Study, Picture Study | <i>read aloud often!</i> |
| 3rd & 4th grade | <i>Aesop</i> | Short Narratives | <i>read aloud often!</i> |
| 5th & 6th grade | <i>Homer</i> | Longer Narratives | <i>Poetry for Beginners</i> |
| 7th grade | <i>Diogenes: Maxim</i> | Expository Essays | <i>Intermediate Poetry</i> |
| 8th grade | <i>Diogenes: Chreia</i> | | |
| 9th grade | <i>Herodotus</i> | Argumentative Essays | <i>Advanced Poetry</i> <i>Shakespeare</i> |
| 10th grade | <i>Plutarch</i> | Descriptive Essays | |
| 11th & 12th grade | <i>Demosthenes</i> | Research Papers | |

Next, the student applies learned theory to the model in the analysis and imitation steps. Every sentence is studied word by word. Spelling, vocabulary, figures of speech, rhythm and arrangement of words is studied. Whole sentences and paragraphs are analyzed in logical progression of thought, literary content and the general style of the passage.

Once the student has completed analysis of a model, the next step is imitation. At the most basic level, imitation consists of copy work or dictation. As the student matures, imitation becomes more complex and involves following the content, organization, and/or style of literature. To imitate content, the student would borrow an author's subject matter, for example, by retelling the same fable, story or historical event in his own words. To imitate the organization or arrangement of a model, the student would study its outline and approach to the subject and then write a similar composition on a related topic.

Practice (Writing Projects)

Finally, the student must also learn how to create his own original and independent compositions. This requires practice. For a beginning student, much imitation is practice, and much practice is imitation -- the two meld into one another. But as the student gradually matures in his writing skills, his compositions become increasingly independent. Theory, analysis, and imitation arm the student with a battery of tools from

Classical Writing Scope and Sequence for Homer Core Book

| Grade | Workbook | Spelling/Vocabulary | Writing/Composition | Grammar | Models/Literature | Reading Comprehension/ Literary Analysis |
|-------|----------------|---|--|---|--|--|
| 5th | Homer A | <ul style="list-style-type: none"> dictionary skills for unfamiliar words vocabulary analysis: alphabetize, study spelling, parse, dictionary work, related definitions advanced vocabulary skills: usage notes, etymology, word lore, literary quotations word copia from synonyms | <ul style="list-style-type: none"> copybook dictation summary sentences for paragraphs preis hierarchical outlining scenes and acts what is a paragraph? types of paragraphs: descriptive, narrative, expository, persuasive | <ul style="list-style-type: none"> paring of nouns, verbs (linking verb, copula, and predicate), adjectives, verbals, pronouns, adjective elements, adverbial clauses, prepositions, infinitives, conjunctions, interjections. diagramming sentences from literature: words, phrases, and clauses, objects and complements, simple and compound sentences, prepositional phrases, indirect objects, participles and gerunds, appositives and relative clauses, adverbial clauses six sentence shuffle: paraphrase, synonym substitution, grammatical change, addition, subtraction, same diagram-new idea. verb tense changes | <ul style="list-style-type: none"> Iliad Odyssey Bible historical fiction historical narratives fairy and folk tales science accounts | <ul style="list-style-type: none"> reading aloud fluently and with expression author's emphasis and proportion in narratives narrative scenes Theon's six components of a scene: person, action, place, manner, time, and cause essentials and accidentals differences between fiction and non-fiction legends and myths historical fiction poetic truth credibility, clarity, and concision in narratives |
| 6th | Homer B | <ul style="list-style-type: none"> thesaurus skills Aristotle's ten categories | <ul style="list-style-type: none"> multi-scene stories telling a story in medias res telling a story backwards editing of a narrative with respect to: credibility, concision, and clarity invention, arrangement, style | | | |

Classical Writing Scope and Sequence for Diogenes Maxim, 7th Grade

| Vocabulary | Writing/Composition | Grammar | Models/Literature | Literary Analysis | Logic/Rhetoric |
|--|--|--|--|---|---|
| <ul style="list-style-type: none"> word analysis: spelling, part of speech, definition, etymology usage word lore literary quotations using vocabulary words synonyms noun declensions | <ul style="list-style-type: none"> commonplace book paraphrases, summary sentence outline, précis types of paragraphs: introductions, examples, encomia, cause, opposites, comparisons, testimonies, epilogue macro and micro editing protocols outline for ancient maxim essay mapping the ancient outline onto the modern outline thesis statement: content, arrangement, style choosing material/arguments for body paragraphs modern style requirements five paragraph essay outline and composition | <ul style="list-style-type: none"> continued parsing and diagramming punctuation traditions punctuation theory: end punctuation, comma and semicolon, minor punctuation marks nouns: properties-gender, case; noun clauses; complete parsing & diagramming of nouns; imitation & copia for nouns adjectives: classification of adjectives; comparing adjectives; adjective elements; parsing adjectives; imitation & copia for adjectives pronouns: types of pronouns; pronoun properties: person; parsing of pronouns; pronoun imitation work types of phrases and clauses sentence analysis and imitation: simple, complex, compound sentence combination | <ul style="list-style-type: none"> Aesop's Fables Benjamin Franklin's Autobiography Silence Dogood Letters by Benjamin Franklin Joseph Addison's <i>The Spectator</i> <i>In Praise of Folly</i> by Erasmus of Rotterdam <i>Merchant of Venice</i> by William Shakespeare (play) <i>Julius Caesar</i> by William Shakespeare (play) FDR's Pearl Harbor Speech Abraham Lincoln's Gettysburg Address | <ul style="list-style-type: none"> what is a maxim? literal maxim and metaphorical maxims essay reading & inspection adages in depth essay analysis: word-level, sentence-level, paragraph-level, global-level important, supportive, and digressive paragraphs | <ul style="list-style-type: none"> the three appeals: ethos, logos, pathos appeal to ethos: speaker's presentation of self, speaker's viewpoint, audience's viewpoint, knowledge, mood, attitude towards audience, attitude towards subject paragraph theory: encomia, cause, opposite, comparison, example, and testimony paragraphs ceremonial speeches forensic speeches deliberative speeches the five canons of rhetoric: an introduction (invention, arrangement, style, memory, delivery) |

Classical Writing Scope and Sequence for Diogenes Chreia, 8th grade

| Vocabulary | Writing/Composition | Grammar | Models/Literature | Literary Analysis | Logic/Rhetoric |
|--|---|---|---|--|---|
| <ul style="list-style-type: none"> word analysis: spelling, part of speech, definition, etymology usage word lore literary quotations using vocabulary words synonyms noun declensions | <ul style="list-style-type: none"> commonplace book paraphrases, summary sentence outline, precis types of paragraphs: introductions, examples, epilogues, encomia, cause, opposites, comparisons, testimonies macro and micro editing protocols mapping the ancient chreia outline onto the modern outline thesis statement; generating and polishing expository essay outline and composition arrangement of arguments topic sentences coherence in paragraph introduction in depth conclusion in depth timed essay modern style requirements imitation, quotations, and plagiarism citations | <ul style="list-style-type: none"> linking verbs, copulae, predicates verbs: voice (active, passive), mood (imperative, indicative, subjunctive, potential), 6 tenses, number, person (1., 2., 3.) noun case and verb conjugation inflection work adverb comparison parsing of adverbs and conjunctions simple, compound, and complex sentences types of phrases: appositive, adjective, adverbial, prepositional, infinitive, participial types of clauses: subject, predicate, relative, appositive, interrogative, adverbial syntax: phrase and clause analysis, subordination, coordination compound elements | <ul style="list-style-type: none"> St. Basil's Address to Young Men on the Right Use of Greek Literature Antigone by Sophocles (play) Seneca's Letters Utopia or Escape by Alexander Schmemmann Agamemnon by Aeschylus (play) Winston Churchill speeches Fellowship of the Ring by J. R. R. Tolkien Elements of Style by William Strunk, Jr. Kidnapped by Robert Louis Stevenson In Praise of Folly by Erasmus of Rotterdam | <ul style="list-style-type: none"> what is a chreia? types of chreia differentiating maxims and chreia in depth essay analysis: word-level, sentence-level, paragraph-level, global-level paragraph analysis: voice, mood, tense, person, sentence type, diction, style literary analysis by summary | <ul style="list-style-type: none"> special topics: judicial, ceremonial, deliberative appeal to ethos in more depth appeal to pathos in more depth encomia, cause, opposite, comparison, example, and testimony paragraphs analysis of encomia Aristotle's four causes ancient rhetorical arrangement rhetorical situation: audience, setting, and occasion similes analogies types of testimony ancient rhetorical arrangement |

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DISCOVER TOUCHSTONES

Critical Thinking



K-12
PROGRAMS



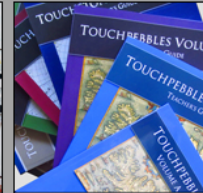
COLLEGE
PROGRAMS



COMMUNITY &
LEADERSHIP



PROFESSIONAL
DEVELOPMENT



START USING
TOUCHSTONES

Elementary School Volumes



Touchpebbles Volume A

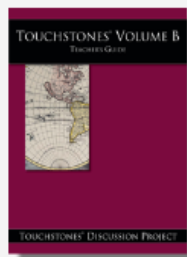


Touchpebbles Volume B

Middle School Volumes



Touchstones Volume A



Touchstones Volume B



Touchstones Volume C



*Where'd They Get
That Idea?*



*Courage to Care,
Building Community
through Service*

| Title: Touchpebbles Volume A | | Alignment to Sunshine State ELA Standards |
|------------------------------|---------------------------|---|
| Lesson Number | Lesson Title | http://etc.usf.edu/flstandards/la/new-pdfs/elp-4.pdf |
| Lesson 1 | A Different Kind of Class | LA.4.1.4.1 The student will recognize knowledge of spelling patterns |
| | | LA.4.1.4.2 The student will use structural analysis |
| | | LA.4.1.4.3 The student will use language structure to read multi-syllabic words in text |
| | | LA.4.1.5.1 The student will demonstrate the ability to read grade level text |
| | | LA.4.1.5.2 The student will adjust reading rate based on purpose, text difficulty, form, and style |
| | | LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly |
| | | LA.4.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text |
| | | LA.4.1.6.3 The student will use context clues to determine meanings of unfamiliar words |
| | | LA.4.1.6.4 The student will categorize key vocabulary and identify salient features |
| | | LA.4.1.6.5 The student will relate new vocabulary to familiar words |
| | | LA.4.1.6.6 The student will identify "shades of meaning" in related words (e.g., blaring, loud) |
| | | LA.4.1.6.7 The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words |
| | | LA.4.1.6.8 The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words |
| | | LA.4.1.6.9 The student will determine the correct meaning of words with multiple meanings in context |
| | | LA.4.1.7.2 The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text |
| | | LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing |
| | | LA.4.1.7.4 The student will identify cause-and-effect relationships in text |
| | | LA.4.1.7.5 The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text |
| | | LA.4.1.7.6 The student will identify themes or topics across a variety of fiction and nonfiction selections |
| | | LA.4.1.7.7 The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems) |
| | | LA.4.1.7.8 The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources |
| | | LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media |
| | | LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction |
| | | LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme |
| | | LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts) |
| | | LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects |
| | | LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present |

| Title: Touchstones Volume A | | Touchstones Volume A Alignment to Sunshine State ELA Standards |
|-----------------------------|-----------------------|--|
| Lesson Number | Lesson Title | http://etc.usf.edu/standards/la/new-pdfs/eip-6.pdf |
| Lesson 1 | The Orientation Class | An appropriate alignment is not available for this lesson. |
| Lesson 2 | Money Makes Care | <p>LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.</p> <p>LA.6.1.6.1 The student will use new vocabulary that is introduced and taught directly</p> <p>LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text</p> <p>LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words</p> <p>LA.6.1.6.4 The student will categorize key vocabulary and identify salient features</p> <p>LA.6.1.6.5 The student will relate new vocabulary to familiar words</p> <p>LA.6.1.6.6 The student will distinguish denotative and connotative meanings of words</p> <p>LA.6.1.6.7 The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words</p> <p>LA.6.1.6.8 The student will identify advanced word/phrase relationships and their meanings</p> <p>LA.6.1.6.9 The student will determine the correct meaning of words with multiple meanings in context</p> <p>LA.6.1.6.11 The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant)</p> <p>LA.6.1.7.1 The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection</p> <p>LA.6.1.7.2 The student will analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;</p> <p>LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details</p> <p>LA.6.1.7.4 The student will identify cause-and-effect relationships in text</p> <p>LA.6.1.7.5 The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text</p> <p>LA.6.1.7.6 The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections</p> <p>LA.6.1.7.7 The student will compare and contrast elements in multiple texts</p> <p>LA.6.1.7.8 The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p> <p>LA.6.2.1.1 The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes</p> <p>LA.6.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, characterdevelopment, rising/falling action, conflict/resolution, and theme in a variety of fiction;</p> |

Bonnie Cone Charter Academy - 2018/2019

180 Day Students / Staff Calendar

| July 2018 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| August 2018 | | | | | | |
|-------------|-----|-----|------|------|------|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15NT | 16NT | 17NT | 18 |
| 19 | 20R | 21R | 22R | 23W | 24W | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| September 2018 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3H | 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 | | | | | |

| October 2018 | | | | | | |
|--------------|-----|-----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29W | 30W | 31 | | | |

| November 2018 | | | | | | |
|---------------|-----|----|-----|-----|-----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12H | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21A | 22H | 23H | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

| December 2018 | | | | | | |
|---------------|-----|-----|-----|-----|-----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21W | 22 |
| 23 | 24H | 25H | 26A | 27A | 28A | 29 |
| 30 | 31A | | | | | |

First Day
August 27, 2018

Last Day
June 11, 2019

August
August 15-17, New Teacher Workdays
August 20-22, Required Teacher Workdays
August 23-24, Teacher Workdays
August 27, First Day of School

September
September 3, Labor Day

October
October 26, End of Quarter
October 29-30, Teacher Workday

November
November 12, Veterans Day
November 21, Annual Leave
November 22-23, Thanksgiving Holiday

December
December 21, Teacher Workday
December 24-25, Christmas
December 26-28, Annual Leave
December 31, Annual Leave

January
January 1, New Years Day
January 18, End of Quarter
January 21, Martin Luther King Day
January 22, Teacher Workday

February
February 18, Teacher Workday

March
March 27, End of Quarter
March 28-29, Teacher Workday

April
April 19, Easter
April 22-26, Annual Leave

May
May 27, Memorial Day

June
June 11, End of Quarter
June 6, Required Teacher Workday
June 7, Teacher Workday
June 8, Annual Leave

Inclement Weather Days

January 22
February 18
March 28-29
April 24-26

Calendar Key:

- First/Last Day of School
- A Annual Leave
- H Holiday
- End of Quarter
- i Inclement Weather
- NT New Teacher Workday
- W Teacher Workday
- R Required Teacher Workday

| January 2019 | | | | | | |
|--------------|-----|------|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1H | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21H | 22Wi | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| February 2019 | | | | | | |
|---------------|------|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18Wi | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

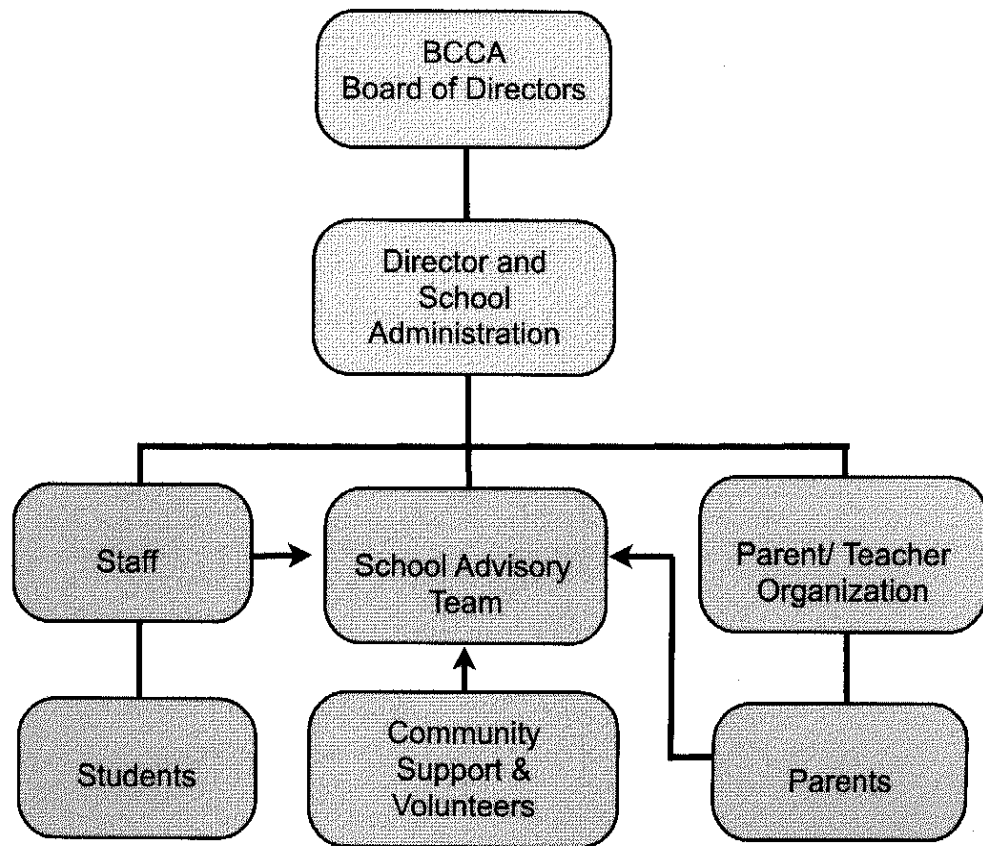
| March 2019 | | | | | | |
|------------|----|----|----|------|------|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28Wi | 29Wi | 30 |
| 31 | | | | | | |

| April 2019 | | | | | | |
|------------|-----|-----|------|------|------|----|
| S | M | T | W | T | F | S |
| | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19H | 20 |
| 21 | 22A | 23A | 24Ai | 25Ai | 26Ai | 27 |
| 28 | 29 | 30 | | | | |

| May 2019 | | | | | | |
|----------|----|-----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27H | 28 | 29 | 30 | 31 |

| June 2019 | | | | | | |
|-----------|----|----|-----|-----|-----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12R | 13R | 14W | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

Bonnie Cone Classical Academy



C2013 308 00440

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: Bonnie Cone Academy, Inc
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: Leigh Brown
4. The street address and county of the initial registered agent's office of the corporation is:
 Number and Street: 4711 Myers Lane
 City: Harrisburg State: NC Zip Code: 28075 County: Cabarrus
 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:
Leigh Brown, 4711 Myers Lane, Harrisburg NC 28075

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: 704.507.5500

Number and Street: 4711 Myers Lane

City: Harrisburg State: NC Zip Code: 28075 County: Cabarrus

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: _____

Privacy Redaction

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

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

This is the 1 day of November, 2013.



(Optional – Incorporator Business Entity Name)

Leigh T Brown
Digitally signed by Leigh T Brown
DN: cn=Leigh T Brown, o=RE/MAX Executive Realty,
ou, email=leigh@leighsells.com, c=US
Date: 2013.11.01 11:28:01 -0500

Signature of Incorporator

Leigh Brown *Incorporator*

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.

Bonnie Cone Academy, Inc.
ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Operation for Approved Tax-Exempt Purpose

Bonnie Cone Academy, Inc. will operate a public charter school, as authorized by part 6A of Article 16 of Chapter 115C of the North Carolina General Statutes, for charitable purposes within the meaning of Section 55A-1-40(4) of the North Carolina General Statutes and for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 as amended.

Dissolution of Assets

Upon dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner or to such organizations organized and operated solely for charitable, religious, educational or scientific purposes. Said organizations shall, at the time, qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code. Any such assets not so disposed shall be disposed of by the Superior Court of Rutherford County, North Carolina, exclusively for such purposes or to such organizations as the Court shall deem appropriate and lawful.

Indemnification Provision

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act as it exists or may hereafter be amended, no person who is serving or who has served as a director of the Corporation shall be personally liable for monetary damages for breach of any duty as a director. No amendment to these Articles of Incorporation Nonprofit Corporation inconsistent with this indemnification provision shall reduce or eliminate the protection granted herein with respect to any matter that occurred prior to such amendment.

BYLAWS
Of
Bonnie Cone Classical Academy, Inc.

Proposed September 22, 2015

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BYLAWS
Of
Bonnie Cone Classical Charter Academy, Inc.

Article 1 Organization

Section 1.1 Name. The name of the Corporation shall be Bonnie Cone Classical Academy, Inc. (hereinafter referred to as the "Corporation").

Section 1.2 Principal Office. The principal address of the Corporation shall be designated by the Board of Directors.

Section 1.3 Registered Office. The registered office of the Corporation shall designated by the Board of Directors.

Section 1.4 Registered Agent. The Corporation's registered agent shall be named by the Board of Directors.

Section 1.5 Management. The business and affairs of the Corporation shall be managed by the Board of Directors.

Section 1.6 Tax Status. The Corporation is organized under the North Carolina Nonprofit Corporation Act, Chapter 55A of the North Carolina General Statutes, and shall operate and apply for tax exempt status as qualifying therefor under Section 501(c)(3) of the Internal Revenue Code of 1986.

Article 2 - Objectives and Purpose

Section 2.1 Objectives. The Corporation is organized for the purpose of establishing and operating a Charter School under the Charter School Act of 1996, as codified in Part 6A of Article 16 of Chapter 115 of the North Carolina General Statutes .

Section 2.2 Purpose. The Corporation shall establish and operate a charter school and provide related educational services using a Classical program and structure.

Article 3 - Directors

Section 3.1 Initial Board of Directors. The initial members of the Board of Directors shall be appointed by the Incorporator and shall serve for terms of one (1), two (2), or three (3) years, as determined by the Incorporator.

Section 3.2 Number and Term. The Board shall be made up of not less than five (5) and no more than eleven (11) members. Each member shall serve for a term of three (3) years and

may serve successive terms. The term of a member shall extend from the date of his or her appointment until the third subsequent annual meeting of the Board of Directors.

Section 3.3 Appointment. A Director shall be appointed at the Annual Meeting to fill the seat of the members whose terms expire at that meeting. If for any reason a member is not appointed at an Annual Meeting to fill the seat of a member whose term expired, that member shall continue to serve until a successor is duly appointed. An additional member may be added to the Board at any Regular Meeting. Members shall be appointed or removed from the Board by a two-thirds (2/3) vote at any Regular or Annual Meeting, a quorum being present and voting.

Section 3.4 Chairperson and Vice-Chairperson. At each Annual Meeting, the Board shall choose by majority vote, a Chairperson to preside at meetings for the ensuing year and Vice-Chairperson to preside in the absence of Chairperson. In the absence of both the Chairperson and Vice-Chairperson at a meeting where a quorum is present, a majority of members present may designate a member to preside at the meeting.

Section 3.5 Quorum The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation. A lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. In the event that a quorum fails to assemble for three consecutive meetings called in accordance with the reasonable notice provisions herein, the Directors present at the third meeting shall constitute a quorum. Directors shall be considered present if the Directors call simultaneously hear and communicate verbally with one another through any means of communication deemed appropriate by the Chairperson of the Board.

Article 4 - Meetings

Section 4.1 Meeting Policy. The Corporation is a Public Body as defined in Article 33C of Chapter 143 of North Carolina General Statutes. All meetings of the Board of Directors shall be held and conducted in compliance therewith.

Section 4.2 Annual Meetings. The Regular Meeting held in the month of May each year shall be designated the Annual Meeting of the Board of Directors.

Section 4.3 Regular Meetings. The Board of Directors shall hold Regular Meetings on the second Tuesday of each calendar month except June, July, and August. Regular Meetings shall be held at the Principal Address of the Corporation at a time specified by the Board of Directors.

Section 4.4 Special Meetings. Special meetings may be held at any time on the call of the Chairperson or by three (3) directors. Notice of the time, place and object of such meetings

shall be given to the members and the public in such manner as the Chairperson of the Board of Directors may order and as required by the Meeting Policy.

Article 5 - Committees

Section 5.1 Executive and Other Committees. The Board of Directors may designate committees for any purpose it deems appropriate. Any committee authorized to conduct business on behalf of the Corporation shall be composed entirely of Board members. The membership of any committee without authority to conduct business on behalf of the Corporation shall include at least one Board Member. Other members shall be designated and removed by the Chairperson of the Board or by a vote of the Board present at any Board meeting.

Section 5.2 Committee Meetings. All committees shall schedule, give notice of, hold and conduct their meetings in compliance with the Board of Directors Meeting Policy, section 4.1 of these Bylaws.

Article 6 - Indemnification

Section 6.1 Indemnification. Any person who serves at any time as a member of the Board of Directors of the Corporation shall have a right to be indemnified by the Corporation to the fullest extent permitted by law against any and all expenses, including reasonable attorney's fees, actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of the Corporation, arising out of his or her status as such Board member, or his or her status as an officer, employee or agent of the Corporation.

Section 6.2 Scope. The right to indemnification under this Article shall extend to service on any committee, commission, council, task force or other body or agency on behalf of this Corporation. Such service includes, but is not limited to, service at the request of the Corporation, as a director, officer, partner, trustee, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan. The right to indemnification under this Article shall include any liability incurred by him or her, including without limitation, satisfaction of any judgment, money decree, fine, including but not limited to, any excise tax assessed with respect to an employee benefit plan, penalty or settlement, for which he or she may have become liable in connection with any covered action, suit or proceeding.

Article 7 - Officers

Section 7.1 Officers. The officers of the Corporation shall consist of the Chairperson, Vice-Chairperson, Head of School, Secretary, and Treasurer. The Head of School shall not be a

member of the Board of Directors. The Secretary, and Treasurer may be, but are not required to be Members of the Board of Directors.

Section 7.2 Chairperson. The Chairperson shall establish the agenda for each meeting of the Board of Directors, preside at all meetings, and have those powers generally held by the Chief Executive of a public not for profit corporation. The Chairperson shall execute all contracts, deeds, bills of sale, and other commitments on behalf of the Corporation except when and to the extent the Board of Directors shall specifically authorize another officer to execute any such undertaking.

Section 7.3 Vice-Chairperson. The Vice-Chairperson shall preside at all meetings in the absence of the Chairperson. In the event of the resignation, death, or permanent disability of the Chairperson, the Vice-Chairperson shall succeed to and hold the office of Chairperson until the next Annual Meeting. In the event of an extended absence or other temporary disability of the Chairperson, the Vice-Chairperson shall in addition to presiding at meetings, exercise those powers of the Chairperson as may be necessary and the Board may direct.

Section 7.4 The Head of School. The Head of School shall be the Chief Operating Officer of the Corporation in charge of the education program, hiring and firing all personnel, and all daily operations of the Corporation in conformity with the policies of the Corporation. The Head of School shall be an employee of and answerable to the Board of Directors. The Head of School shall attend all meetings of the Board of Directors. The Head of School will serve at the will and pleasure of the Board of Directors.

Section 7.5 The Secretary. The Secretary shall keep the minutes and records of the Corporation, and be responsible for the proper safeguarding, maintenance and filing of any and all corporate books, reports, and certificates as required by any local, federal, or state statutes, or regulation. The Secretary shall give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which all be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary.

Section 7.6 The Treasurer. The Treasurer shall be the Chief Financial Officer of the Corporation. The Treasurer shall have overall authority regarding the oversight, custody and management of the monies, assets, property and or securities of the corporation. The Treasurer shall be responsible for determining that the Corporation complies with all accounting and auditing guidelines required of the Corporation or recommend to the Corporation and approved by the Board of Directors . The Treasurer shall render, or delegate to an appointed representative to render, a written account of the finances of the Corporation to the Board of Directors at each Regular Meeting. The Treasurer shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

Article 8 - Conflicts of Interest

Section 8.1 Procedure. If a matter comes before the Board which places a Director in a conflict between the interests of the Corporation and the direct or indirect interests of the Director, the Director's family or business, the Director with the conflict shall be prohibited from participating in the discussion and vote on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Act, NCGS 55A-8-31.

Section 8.2 Policy. The Corporation shall adopt a comprehensive Conflict of Interest Policy.

Section 8.3 Statement. Each Member of the Board of Directors shall annually execute a statement acknowledging the Corporations Conflict of Interest Policy. The individuals statements shall disclose and conflicts known to exist.

Article 9 - Contracts, Loans, Checks and Deposits

Section 9.1 Contracts. The Board by majority vote may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 9.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issue din its name unless authorized by a resolution approved by a majority vote of the Board. Such authority may be general or confined to specific instances.

Section 9.3 Checks and Drafts. All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officers or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution approved by the Board.

Section 9.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depositories as the majority of the Board may select.

Article 10 - General Provisions

Section 10.1 Waiver of Notice. Whenever any notice is required under the provisions of the North Carolina Nonprofit Corporation Act, or under the provision of the Articles of Incorporation or by the by-laws of the Corporation, a waiver thereof in writing signed by the person or person entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Section 10.2 Fiscal Year. The fiscal year of the Corporation shall end on the 30th day of June in each year.

Section 10.3 Amendments. These by-laws may be amended, restated or repealed and new by-laws may be adopted by the affirmative vote of two-thirds (2/3) of the Board at any regular or special meeting; provided, however, that the Board shall have received notice of the proposed changes thirty days in advance of said meeting.

BYLAWS
Of
Bonnie Cone Classical Academy, Inc.

Proposed September 22, 2015

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BYLAWS
Of
Bonnie Cone Classical Charter Academy, Inc.

Article 1 Organization

Section 1.1 Name. The name of the Corporation shall be Bonnie Cone Classical Academy, Inc. (hereinafter referred to as the "Corporation").

Section 1.2 Principal Office. The principal address of the Corporation shall be designated by the Board of Directors.

Section 1.3 Registered Office. The registered office of the Corporation shall designated by the Board of Directors.

Section 1.4 Registered Agent. The Corporation's registered agent shall be named by the Board of Directors.

Section 1.5 Management. The business and affairs of the Corporation shall be managed by the Board of Directors.

Section 1.6 Tax Status. The Corporation is organized under the North Carolina Nonprofit Corporation Act, Chapter 55A of the North Carolina General Statutes, and shall operate and apply for tax exempt status as qualifying therefor under Section 501(c)(3) of the Internal Revenue Code of 1986.

Article 2 - Objectives and Purpose

Section 2.1 Objectives. The Corporation is organized for the purpose of establishing and operating a Charter School under the Charter School Act of 1996, as codified in Part 6A of Article 16 of Chapter 115 of the North Carolina General Statutes .

Section 2.2 Purpose. The Corporation shall establish and operate a charter school and provide related educational services using a Classical program and structure.

Article 3 - Directors

Section 3.1 Initial Board of Directors. The initial members of the Board of Directors shall be appointed by the Incorporator and shall serve for terms of one (1), two (2), or three (3) years, as determined by the Incorporator.

Section 3.2 Number and Term. The Board shall be made up of not less than five (5) and no more than eleven (11) members. Each member shall serve for a term of three (3) years and

may serve successive terms. The term of a member shall extend from the date of his or her appointment until the third subsequent annual meeting of the Board of Directors.

Section 3.3 Appointment. A Director shall be appointed at the Annual Meeting to fill the seat of the members whose terms expire at that meeting. If for any reason a member is not appointed at an Annual Meeting to fill the seat of a member whose term expired, that member shall continue to serve until a successor is duly appointed. An additional member may be added to the Board at any Regular Meeting. Members shall be appointed or removed from the Board by a two-thirds (2/3) vote at any Regular or Annual Meeting, a quorum being present and voting.

Section 3.4 Chairperson and Vice-Chairperson. At each Annual Meeting, the Board shall choose by majority vote, a Chairperson to preside at meetings for the ensuing year and Vice-Chairperson to preside in the absence of Chairperson. In the absence of both the Chairperson and Vice-Chairperson at a meeting where a quorum is present, a majority of members present may designate a member to preside at the meeting.

Section 3.5 Quorum The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation. A lesser number may reschedule a meeting, and the Corporation shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. In the event that a quorum fails to assemble for three consecutive meetings called in accordance with the reasonable notice provisions herein, the Directors present at the third meeting shall constitute a quorum. Directors shall be considered present if the Directors call simultaneously hear and communicate verbally with one another through any means of communication deemed appropriate by the Chairperson of the Board.

Article 4 - Meetings

Section 4.1 Meeting Policy. The Corporation is a Public Body as defined in Article 33C of Chapter 143 of North Carolina General Statutes. All meetings of the Board of Directors shall be held and conducted in compliance therewith.

Section 4.2 Annual Meetings. The Regular Meeting held in the month of May each year shall be designated the Annual Meeting of the Board of Directors.

Section 4.3 Regular Meetings. The Board of Directors shall hold Regular Meetings on the second Tuesday of each calendar month except June, July, and August. Regular Meetings shall be held at the Principal Address of the Corporation at a time specified by the Board of Directors.

Section 4.4 Special Meetings. Special meetings may be held at any time on the call of the Chairperson or by three (3) directors. Notice of the time, place and object of such meetings

shall be given to the members and the public in such manner as the Chairperson of the Board of Directors may order and as required by the Meeting Policy.

Article 5 - Committees

Section 5.1 Executive and Other Committees. The Board of Directors may designate committees for any purpose it deems appropriate. Any committee authorized to conduct business on behalf of the Corporation shall be composed entirely of Board members. The membership of any committee without authority to conduct business on behalf of the Corporation shall include at least one Board Member. Other members shall be designated and removed by the Chairperson of the Board or by a vote of the Board present at any Board meeting.

Section 5.2 Committee Meetings. All committees shall schedule, give notice of, hold and conduct their meetings in compliance with the Board of Directors Meeting Policy, section 4.1 of these Bylaws.

Article 6 - Indemnification

Section 6.1 Indemnification. Any person who serves at any time as a member of the Board of Directors of the Corporation shall have a right to be indemnified by the Corporation to the fullest extent permitted by law against any and all expenses, including reasonable attorney's fees, actually and necessarily incurred by him or her in connection with any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and whether or not brought by or on behalf of the Corporation, arising out of his or her status as such Board member, or his or her status as an officer, employee or agent of the Corporation.

Section 6.2 Scope. The right to indemnification under this Article shall extend to service on any committee, commission, council, task force or other body or agency on behalf of this Corporation. Such service includes, but is not limited to, service at the request of the Corporation, as a director, officer, partner, trustee, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan. The right to indemnification under this Article shall include any liability incurred by him or her, including without limitation, satisfaction of any judgment, money decree, fine, including but not limited to, any excise tax assessed with respect to an employee benefit plan, penalty or settlement, for which he or she may have become liable in connection with any covered action, suit or proceeding.

Article 7 - Officers

Section 7.1 Officers. The officers of the Corporation shall consist of the Chairperson, Vice-Chairperson, Head of School, Secretary, and Treasurer. The Head of School shall not be a

member of the Board of Directors. The Secretary, and Treasurer may be, but are not required to be Members of the Board of Directors.

Section 7.2 Chairperson. The Chairperson shall establish the agenda for each meeting of the Board of Directors, preside at all meetings, and have those powers generally held by the Chief Executive of a public not for profit corporation. The Chairperson shall execute all contracts, deeds, bills of sale, and other commitments on behalf of the Corporation except when and to the extent the Board of Directors shall specifically authorize another officer to execute any such undertaking.

Section 7.3 Vice-Chairperson. The Vice-Chairperson shall preside at all meetings in the absence of the Chairperson. In the event of the resignation, death, or permanent disability of the Chairperson, the Vice-Chairperson shall succeed to and hold the office of Chairperson until the next Annual Meeting. In the event of an extended absence or other temporary disability of the Chairperson, the Vice-Chairperson shall in addition to presiding at meetings, exercise those powers of the Chairperson as may be necessary and the Board may direct.

Section 7.4 The Head of School. The Head of School shall be the Chief Operating Officer of the Corporation in charge of the education program, hiring and firing all personnel, and all daily operations of the Corporation in conformity with the policies of the Corporation. The Head of School shall be an employee of and answerable to the Board of Directors. The Head of School shall attend all meetings of the Board of Directors. The Head of School will serve at the will and pleasure of the Board of Directors.

Section 7.5 The Secretary. The Secretary shall keep the minutes and records of the Corporation, and be responsible for the proper safeguarding, maintenance and filing of any and all corporate books, reports, and certificates as required by any local, federal, or state statutes, or regulation. The Secretary shall give and serve all notices to Directors of the Corporation, maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communications which all be addressed to the Secretary of the Corporation, attend to all correspondence of the Corporation and exercise all duties incident to the office of Secretary.

Section 7.6 The Treasurer. The Treasurer shall be the Chief Financial Officer of the Corporation. The Treasurer shall have overall authority regarding the oversight, custody and management of the monies, assets, property and or securities of the corporation. The Treasurer shall be responsible for determining that the Corporation complies with all accounting and auditing guidelines required of the Corporation or recommend to the Corporation and approved by the Board of Directors . The Treasurer shall render, or delegate to an appointed representative to render, a written account of the finances of the Corporation to the Board of Directors at each Regular Meeting. The Treasurer shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

Article 8 - Conflicts of Interest

Section 8.1 Procedure. If a matter comes before the Board which places a Director in a conflict between the interests of the Corporation and the direct or indirect interests of the Director, the Director's family or business, the Director with the conflict shall be prohibited from participating in the discussion and vote on the particular matter. In addition, the Corporation shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Act, NCGS 55A-8-31.

Section 8.2 Policy. The Corporation shall adopt a comprehensive Conflict of Interest Policy.

Section 8.3 Statement. Each Member of the Board of Directors shall annually execute a statement acknowledging the Corporations Conflict of Interest Policy. The individuals statements shall disclose and conflicts known to exist.

Article 9 - Contracts, Loans, Checks and Deposits

Section 9.1 Contracts. The Board by majority vote may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 9.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issue din its name unless authorized by a resolution approved by a majority vote of the Board. Such authority may be general or confined to specific instances.

Section 9.3 Checks and Drafts. All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officers or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution approved by the Board.

Section 9.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depositories as the majority of the Board may select.

Article 10 - General Provisions

Section 10.1 Waiver of Notice. Whenever any notice is required under the provisions of the North Carolina Nonprofit Corporation Act, or under the provision of the Articles of Incorporation or by the by-laws of the Corporation, a waiver thereof in writing signed by the person or person entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Section 10.2 Fiscal Year. The fiscal year of the Corporation shall end on the 30th day of June in each year.

Section 10.3 Amendments. These by-laws may be amended, restated or repealed and new by-laws may be adopted by the affirmative vote of two-thirds (2/3) of the Board at any regular or special meeting; provided, however, that the Board shall have received notice of the proposed changes thirty days in advance of said meeting.

Appendix V:

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: Kimberly A. Herrick
- Date of Review: ~~8/20/15~~ 5/13/15 (and again 9/23/15)
- Signature of Board Members Present (Add Signature Lines as Needed):

- Louise Barron
- Martin F. DeCataly
- Stephanie Newbrough
- William Mills
- Judy Rasso
- _____
- _____

having attended but not present to sign

- ❖ 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: Courtney Malone, CPA
- Date of Review: 9/23/15
- Signature of Board Members Present (Add Signature Lines as Needed):

- Louise Barron
- Martin F. DeCataly
- Stephanie Newbrough
- William Mills
- Judy Rasso
- _____
- _____

not present to sign

❖ 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):

- _____
- _____
- _____
- _____
- _____
- _____

We will not use a management company

❖ 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: Louise Malone, CPA
- Name of the Selected Financial Service Provider: _____
- Date of Review: 9/23/15 again 9/23/15
- Signature of Board Members Present (Add Signature Lines as Needed):

- Louise Bacon
- Martin J. McElathy
- Stephanie Newbrooke
- William Mills
- Judy Rust

not present to sign

We have interviewed 3 CPAs identified in our application. One will be selected soon.

❖ 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: Eddie Goodall
- Name of the Selected PowerSchool Service Provider: NC Charter School Association
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- Louise Bacon
- Martin J. McElathy
- Stephanie Newbrooke
- Judy Rust
- William Mills

not present to sign

Two other Board members will review a debrief on this material soon

Certification

I, Louise Bacon, 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 _____ Charter School is true and correct in every respect.

Louise Bacon
Signature

9/21/15
Date

INSURANCE SUMMARY PREPARED FOR:

Bonnie Cone Classical Academy

PRESENTED BY:

Van Popering Insurance

Insurance with a Twist

Account Executive: Thomas Van Popering
Address: 8318 Pineville Matthews Road, Suite 272
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Tom@VPInsure.com
Policy Term: To Be Determined



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

| | |
|----------------|---|
| Named Insured: | Bonnie Cone Classical Academy |
| Company Name: | Great American Insurance Group (AM Best rating: A+XV) |
| | |
| Policy Term: | TBD |
| Street Address | University Area |

| Limits | Property Description | Deductible | Co-Ins | Valuation |
|------------|----------------------------|------------|--------|-----------|
| \$ 100,000 | Business Personal Property | \$ 5,000 | 80% | RC |
| \$ 50,000 | Property of Others | \$ 5,000 | 80% | RC |

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

| | |
|----------------|---|
| Named Insured: | Bonnie Cone Classical Academy |
| Company Name: | Great American Insurance Group (AM Best rating: A+XV) |
| Policy Term: | TBD |

| | | | |
|----------------------|---|--|--|
| Coverage Written On: | <input checked="" type="checkbox"/> Occurrence Form <input type="checkbox"/> Claims Made Form | | |
| | Retro: | | |
| LIMITS | COVERAGE DESCRIPTION | | |
| \$ 1,000,000 | Each Occurrence - Bodily Injury and Property Damage | | |
| \$ 2,000,000 | General Aggregate | | |
| \$ 1,000,000 | Products and Completed Operations Aggregate | | |
| \$ 1,000,000 | Personal and Advertising Injury | | |
| \$ 100,000 | Damage to Rented Premises (each occurrence) | | |
| \$ 5,000 | Medical Expense (any one person) | | |

HIRED AND NON-OWNED AUTO COVERAGE

| | | |
|----|---------------|-----------------------------|
| | LIMITS | COVERAGE DESCRIPTION |
| \$ | 1,000,000 | Each Occurrence |

UMBRELLA

| | | | | |
|----|---------------|-----------------------------|----|-------------------|
| | LIMITS | COVERAGE DESCRIPTION | | DEDUCTIBLE |
| \$ | 1,000,000 | Umbrella Coverage | \$ | 10,000 |

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

(S) GROSS SALES - PER \$1,000/SALES
(P) PAYROLL - PER \$1,000/PAYROLL

(A) AREA - PER 1,000/SQ. FT.
(Q) TOTAL COST - PER \$1,000/COST

(M) ADMISSIONS - PER 1,000/ADM
(U) UNIT - PER UNIT (1) OIBER

| Loc | Classification | Class Code | Premium Basis |
|-----|-------------------|------------|---------------|
| 001 | SCHOOLS – Charter | 47476 | |

PROFESSIONAL LIABILITY

| | |
|----------------|---|
| Named Insured: | Bonnie Cone Classical Academy |
| Company Name: | Great American Insurance Group (AM Best rating: A+XV) |
| | |
| Policy Term: | TBD |

| LIMITS | | COVERAGES |
|--------|-----------|--|
| \$ | 1,000,000 | Educator's Liability (per claim limit) |
| \$ | 2,000,000 | Policy Aggregate |
| \$ | 1,000,000 | Directors and Officers Liability |

COMMERCIAL EQUIPMENT BREAKDOWN

| | | |
|----------------|--------------------------------|------------------------|
| Named Insured: | Bonnie Cone Classical Academy | |
| Company Name: | Great American Insurance Group | (AM Best rating: A+XV) |
| Policy Term: | TBD | |

Equipment Breakdown Coverages:

| | | |
|------------------------------|----|----------|
| Equipment Breakdown | \$ | INCLUDED |
| Property Damage | \$ | INCLUDED |
| Off Premises Property Damage | \$ | INCLUDED |
| Business Income | \$ | INCLUDED |
| Extra Expense | \$ | INCLUDED |
| Service Interruption | \$ | 50,000 |
| Contingent Business Income | \$ | 25,000 |
| Perishable Goods | \$ | 50,000 |
| Data Restoration | \$ | 250,000 |
| Demolition | \$ | 500,000 |
| Ordinance or Law | \$ | 500,000 |
| Expediting Expense | \$ | 25,000 |
| Hazardous Substance | \$ | 50,000 |
| Newly Acquired Locations | \$ | INCLUDED |
| Green | \$ | INCLUDED |
| Mold | \$ | 15,000 |

Other Conditions:

- Extended Period of Restoration Days 90
- Newly Acquired Location Days 90

Deductible: \$ 500

WORKERS' COMPENSATION POLICY

| | |
|----------------|---|
| Named Insured: | Bonnie Cone Classical Academy |
| Company Name: | Employers Preferred Insurance Company (AM Best rating A-) |
| Policy Term: | TBD |

| Limits | | <u>Coverage Description</u> |
|--------|-------------|--|
| | As Required | Workers' Compensation |
| \$ | 500,000 | Employer's Liability - Each Accident |
| \$ | 500,000 | Employer's Liability - Disease - Policy Limit |
| \$ | 500,000 | Employer's Liability - Disease - Each Employee |

Workers' Compensation Rating Basis

| Loc | Code | Classification | Est. Payroll | Rates |
|-----|------|--|--------------|-------|
| All | 8868 | SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL | 590,797 | 0.58 |
| All | 9101 | SCHOOL-ALL OTHER EMPLOYEES | 27,500 | 3.90 |

COMMERCIAL AUTOMOBILE COVERAGE

| | |
|----------------|---|
| Named Insured: | Bonnie Cone Classical Academy |
| Company Name: | Great American Insurance Group (AM Best rating: A+XV) |
| | |
| Policy Term: | TBD |

| | Limits | Coverage Description |
|----|-----------|---|
| \$ | 1,000,000 | Combined Single Limit - Bodily Injury and Property Damage |
| \$ | 1,000,000 | Uninsured Motorists |
| \$ | 1,000,000 | Underinsured Motorists |
| \$ | 5,000 | Medical Payments (each insured) |

Physical Damage - See Auto Schedule Below

Includes: Non-Owned Auto Liability
 Hired Auto Liability

COMMERCIAL AUTOMOBILE SCHEDULE

| Vch # | Year | Vehicle Make Vehicle Model Serial Number | Liab | Med Pay | PIP | UM | UIM | Specified Causes of Loss or Comprehensive | Collision Deductible |
|-------|------|--|------|------------|-----|----|-----|---|-------------------------|
| 0001 | | | X | X | | X | X | [] Specified Causes [X] Comprehensive \$ 500 Ded | \$500 |
| 0002 | | | X | X | | X | X | [] Specified Causes [X] Comprehensive \$ 500 Ded | \$500 |

STUDENT ACCIDENT POLICY

| | |
|----------------|---|
| Named Insured: | Bonnie Cone Classical Academy |
| Company Name: | United States Fire Insurance Company (AM Best rating: A+XV) |
| | |
| Policy Term: | TBD |

Number of eligible students:

- 280

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR

Bonnie Cone Classical Academy

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES TO LOSS THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE--- This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE--- This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program--- A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed--- All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

| | | | |
|-----------|--|----|----------|
| 1. | Workers Compensation- Employers Preferred Insurance Company | \$ | 4,478.00 |
| | | | |
| 2. | Business Property - Great American Ins, Co. | | |
| | <u>Property</u> | \$ | 1,672.00 |
| | <u>General Liability</u> | \$ | 3,390.00 |
| | <u>Equipment Breakdown</u> | \$ | 66.00 |
| | | | |
| | | | |
| 3. | Umbrella - Great American Ins, Co. | \$ | 850.00 |
| | | | |
| 4. | Commercial Auto - Great American Ins, Co. | \$ | 1,100.00 |
| | | | |
| 5. | Student Accident Policy - Great American Ins, Co. | \$ | 395.00 |
| 6. | Fidelity Bond - \$250,000 - The Hanover | \$ | 625.00 |

Appendix F:

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: Bonnie Cone Classical Academy
2. Full name: William Lee Mills, III

Home Address: 49 Means Avenue SE, Concord, NC 28025

Business Name and Address: Mills Law, P. A.

Telephone No.: 704-782-3315

E-mail address: William@MillsLaw.net

3. Brief educational and employment history.

BA Philosophy & Physics, UNC-CH, JD Wake Forrest, Licensed 1980. Associate Hartsell, Hartsell, and Mills, P.A 1980 – 1983, Mills Law, P. A. or its predecessors 1983 to present

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?

Marty McCarthy recruited me based on his prior association with me when I served as a member of the Board of Directors of the Epiphany School of Charlotte. My father was a protégé and admirer of Miss Bonnie Cone. I studied Accounting at UNC-C during the summer while attending law school. These and other associations with UNC-C and my acquaintance with Mr. McCarty led to my interest in BCCA.

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

Boards of Public Charter Schools have responsibilities beyond those of boards of for profit corporations, non-profit corporations, and private schools. Boards of Public

Charter Schools have obligations to the State and the public analogous to the obligations of Public School Boards. Within the limits of the law, the board establishes policies to be implemented by its employee, the Head of 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 have served on the boards of two private schools, The Cannon School in Concord, and The Epiphany School of Charlotte. My service on The Cannon School Board lasted 9 years and included its transition from Cabarrus Academy housed in a former residence on Union Street in downtown Concord to its relocation to its present campus, name change, and inauguration of an Upper School.

I have served on the Boards of two sizable operating charities The Masonic Home for Children at Oxford and the Masonic and Eastern Star Home of North Carolina. In addition I am a long term adviser to the Board of Directors of the North Carolina Masonic Foundation, a 501 c 3 foundation that supports the two previously named charities and other charitable activities promoted by the Grand Lodge of North Carolina.

8. Describe the specific knowledge and experience that you would bring to the board.
Knowledge: Law Degree, Training in Accounting, Knowledge of Tax Law including IRC 501(c)(3) and 170. Experience: Service on private school boards, service on charity boards, representation of charities, and representation of municipal corporations

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
BCCA's mission is to teach students to be critical thinkers in all areas of their lives by knowing when to use the appropriate classical curriculum tools of learning.
2. What is your understanding of the school's proposed educational program?
The classical education model is well defined and understood by professionals in the field of education. It is based on the proven traditions of Western Civilization. I am not a professional educator. I have read and understood descriptions of the classical education model and can evaluate a program developed by professional educators and determine whether it adheres to the classical model.
3. What do you believe to be the characteristics of a successful school?
In the context of BCCA successful implementation of a well designed program based on the classical model. With respect to students enrolled in BCCA inspiring in them a life long thirst for knowledge and endowing them with the tools to learn and think critically.
4. How will you know that the school is succeeding (or not) in its mission?
Through the application of appropriate metrics to measure the performance of students and faculty.

Governance

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

The Board establishes policies, hires the Head of the School, assists the the Head of the School in preparation of a budget, adopts the budget, reviews and monitors financial performance, gives direction and support to the Head of the School, provides the public the opportunity to comment on school policies, and conducts hearing on disputes that are not resolved at the administrative level.

2. How will you know if the school is successful at the end of the first year of operation?
Comparing its actual financial results to its budget for the year and evaluating measures of student and faculty.
3. How will you know at the end of five years of the schools is successful?
In addition to financial performance measures the five year time frame will allow the board to judge whether the school is accepted by the community by comparing applications year to year. Measures of student and teacher performance may also be compared year to year to revel positive or negative trends. Solid financial performance, growing acceptance, and steady to positive performance evaluations indicate success,
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Sound budget planning, adoption of appropriate policies, selection of the right Head of the School, and support of the Head of the School to achieve the school's mission are the Board's contribution to success.
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?
Removal of Board Members when necessary is a difficult but necessary task. I have more experience than I would wish on anyone in removing individuals from positions of responsibility and prestige. Each situation is different. Sometimes wise counsel will lead to an appropriate and timely resignation. Sometimes more decisive steps are required.

*Please include the following with your Information Form

- a one page resume
- criminal background 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.

Certification

I, William L Mills, III, 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 Bonnie Cone Classical Academy, Charter School is true and correct in every respect.

Signature

9/12/16
Date

William Lee Mills, III-

Born: July 20, 1954, Cabarrus Memorial Hospital, Concord, North Carolina

EDUCATION:

McCallie School, Chattanooga, TN., Class of 1972.

B. A. Degree, philosophy and physics, University of North Carolina at Chapel Hill, class of 1977.
Juris Doctor, Wake Forest University School of Law, class of 1980, Law Review, Moot Court Board, and International Order of Barristers.

PROFESSIONAL:

Licensed to practice and practicing attorney in Concord, NC since 1980.

Certified Specialist in Estate Planning and Probate Law, North Carolina State Board of Legal Specialization, November 15, 1989.

North Carolina Board of Law Examiners Select Drafting Committee

Phi Alpha Delta Legal Fraternity

CHURCH, SCHOOL, AND CIVIC ORGANIZATIONS:

First Baptist Church, 200 Branchview Drive, Concord, NC, Deacon, Assistant Treasurer, Member and Owners Representative Building Committees

Citizens Advisory Council for Jackson Training School, Member

Cabarrus Academy during relocation and transition to The Cannon School, Board of Directors, Member

The Epiphany School of Charlotte, Board of Directors, Member

Concord Rotary Club, Member and Director

Union Street Corp., Board of Directors, Member

Cabarrus Stanly County Salvation Army, Advisory Board, Member and President 2016-

Boys Scout Troop 154, All Saints Episcopal Church, Assistant Scoutmaster

MASONIC:

Lodge Service Commission, Chairman

Grand Lodge A. F. & A. M. of North Carolina, Officer, 1991 to 2000

Past Deputy Grand Master of the Grand Lodge A. F. & A. M. of North Carolina

Member Board of Directors Masonic Home for Children at Oxford 1997-2001

Member Board of Directors Masonic and Eastern Star Home of North Carolina 1997-2001

Advisor to the Board of Directors of the North Carolina Masonic Foundation 2001-

PAPERS AND PRESENTATIONS:

IRS 1031/1033 Rules from the Landowner's Side, Southeastern Electric Exchange, May 28, 1992

Wills and Trusts: Pirouetting Around the Pitfalls, NC District 19A Bar, December 20, 1996

When Anybody's Rights are Threatened, Everybody's Rights are Threatened, Philalethes, December 2001

The Power to Destroy: A Call to Restore the Masonic Model for Social Welfare, Philalethes, December 2002

Drafting and Executing a Trust and Impact of the 2001 Act, National Business Institute, Continuing Education Program, 2004

Ethics and Estate Planning, National Business Institute, Continuing Education Program, 2007

Fundamental Principles of Will Drafting and Using Living Trusts and Powers of Attorney as Estate Planning, National Business Institute, Continuing Education Program, 2007

Charitable Planning and Ethical Issues in Estate Planning, National Business Institute, Continuing Education Program, 2011

Trust Overview and Drafting the Trust, National Business Institute, Continuing Education Program, 2013

The Paralegal's Guide to Trusts, National Business Institute, Continuing Education Program, 2013

Ethics and Probate Litigation, National Business Institute, Continuing Education Program, 2014

Appendix G:

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.

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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:

Bonnie Cone Classical Academy

2. Full name:

Dr. Louise Damon Baucom

Home Address: 4423 Wycombe Court, Charlotte, NC 28226

Business Name and Address:

Telephone No.: 704-542-0848

E-mail address: louise.baucom@gmail.com

3. Brief educational and employment history.

Taught elementary school for 10 years in NC and SC. Taught education methods courses and supervised student teachers at UNC Charlotte for 27 years in the College of Education. Most recently was a Title I tutor for Charlotte-Mecklenburg schools for 3 years. Hold a Ph.D. in Elementary Education from USC and a M.Ed. in Special Education from College of Charleston.

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: **XX**

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? **Marty McCarthy asked me to join his vision of a charter school with the mission of a classical academy in the university area of Charlotte. I am encouraged by this approach to education which utilizes the Core Knowledge curriculum within the classical model and has a very positive track record with student success. I am a strong proponent of the notion that "one size does not fit all" and charter schools offer numerous choices. I am a product and strong supporter of the public schools and worked in teacher training in NC for over 25 years.**

6. What is your understanding of the appropriate role of a public charter school board member?
To serve as the leadership source that provides the overall vision, direction and accountability for public education at the local level.
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 previously served on a steering committee, then the start-up board of Trinity Episcopal School 13 years ago in Charlotte. While serving as a board member of the K-8 school I learned a great deal about the governance and finance of a school. These are two vital areas relevant to serving on a charter school board.**
8. Describe the specific knowledge and experience that you would bring to the board.
My career of almost 40 years has been at some level of education, specifically elementary teaching and teacher preparation at the college level. I have trained and evaluated teachers in NC for over 25 years. I have knowledge and expertise of subject area instruction and methodology, classroom management, teacher expectations, and student motivation. I have worked directly with at-risk students for the past 3 years. I am also familiar with ELL and EC students' needs as well as 504 plans and IEP's.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
BCCA's mission is to teach students to be critical thinkers in all areas of their lives by knowing when to use the appropriate classical curriculum tools of learning.
Guiding beliefs:
- ▬ Students learn best when instruction ensures they are active, self-directed, inquisitive learners and researchers.**
 - ▬ Students learn best when instruction provides students with the opportunity to tackle authentic problems;**
 - ▬ Students learn best when instruction provides students with opportunities to use their skills appropriately within and across disciplines**
 - ▬ Students learn best when instruction ensures they have equal opportunities to work alone and to reflect on their learning, to work cooperatively and collaboratively in realistic settings**
 - ▬ Students learn best when their assessments are varied and allow them to become willing and productive thinkers**
2. What is your understanding of the school's proposed educational program?
Bonnie Cone Classical Academy will promote a rigorous academic program fostering intellectual curiosity, critical thinking, virtuous character building and a lifelong passion for learning. BCCA holds knowledge acquisition in high regard, and designs instruction around "big ideas" that research suggests helps students understand and organize factual knowledge in a meaningful framework.
3. What do you believe to be the characteristics of a successful school?
Parental involvement, frequent and honest communication, student-centered instruction, a mentoring program, positive attitudes of staff and principal/director, teamwork amongst faculty, and on-going professional development.

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

As a board, we would keep revisiting the SMART goals and measures written in the charter for BCCA. Measurement is then a well-informed assessment of success or failure in achieving the goal.

Governance

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

To oversee the hiring of personnel, budget formation and dispersal, and the general practices of the school; to review each calendar year that the staff is carrying out the school's mission & purpose; to establish fundraising and grant-writing opportunities.

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

Check to see that the school has lived up to its goals and measures of success in academics, governance, and business matters. These goals and measures are set forth in the application or a 3-5 year plan to regularly evaluate these areas to check for continuous growth expectations.

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

Feedback from parents, students, and staff and if the demand for the school's program is expanding or in demand. There will be consistent data collected and disaggregated to determine the stability of the financial performance of the school and its ability to attract and retain quality staff.

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

****regular monthly attendance by board members**

****all actions must have the school's mission at its core**

****hire a competent, well-experienced director who is passionate about the goals of the school**

****engage family members and the community in school projects, performances, communications to strengthen all components of the curriculum**

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 ask for an investigation of the allegations to make sure the situation at hand is true. Then I would work collaboratively with other board members to remove the board member(s). Then, implement safeguards so that the infraction wouldn't occur again.

*Please include the following with your Information Form

- a ***one page*** resume
- criminal background 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.

Certification

I, Louise D. Baucom _____, 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 _____ Charter School is true and correct in every respect.

Signature *Louise D. Baucom*

Date September 7, 2015



Carolina Connections Inc dba Unique Background Solutions

PO Box 1604
Mt. Airy, NC 27030
Phone #: (336) 786-7030
Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte ,NC 28226
704-763-0065

Information Provided Applicant Name: BAUCOM, LOUISE DAMON
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-1251
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Ordered By: aramey, 9/16/2015 10:58:50 AM Eastern Order #: 209676
Statewide Criminal NC

Records Searched Felony/Misdemeanor
Years Checked 9/16/2015

No Record Found! No Record Found!

Statewide Criminal Searches should not be construed as complete searches due to the lag time in reporting from the County level to State level. Most state level reports are derived from that state gathering information with various methods, therefore developing a limited database which may contain errors. Reporting times can vary from a few days to months depending on the County / State combination. In some cases they may never be reported from one level to the next. The most complete searches are the physical visits to the County Courthouse of the records.

Entered by: AR
Comments:

- End of Report -

Completed 9/16/2015 11:03:57 AM
Date:
Received 9/16/2015 11:04:12 AM
Date:
Printed 9/13/2016 1:43:27 PM , aramey
Date:

Information Provided Applicant Name: BAUCOM, LOUISE DAMON
Order Date: 9/16/2015 10:58:50 AM Eastern Order #: 209676

AIM2COPS

REPORT INFORMATION

FIRST NAME: LOUISE

DOB: 10/20/xxxx

LAST NAME: BAUCOM

SSN: xxx-xx-1251

ALERT: SSN IS PRESUMED TO BE VALID. Issued in MD - Issued In Year
1968-1969

CRIMINAL INFORMATION

NO RECORDS FOUND IN NATIONAL CRIMINAL AND SEX
OFFENDER DATABASES

ADDRESS INFORMATION

FIRST NAME: LOUISE DAMON

ADDRESS: 4423 WYCOMBE CT
CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 07/1993

LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

FIRST NAME: LOUISE

ADDRESS: 4423 WYCOMBE CT
CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 07/1993

LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

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CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 07/1993

LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

FIRST NAME: LOUISE DAMON

ADDRESS: 6313 SAINT JOHN LN
CHARLOTTE, NC 28210

FIRST MONTH/YEAR: 01/1985

LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1994

FIRST NAME: LOUISE

ADDRESS: 6313 SAINT JOHN LN
CHARLOTTE, NC 28210

FIRST MONTH/YEAR: 01/1985

LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1994

FIRST NAME: LOUISE DAMON

ADDRESS: 106 QUEEN ANNE CT
COLUMBIA, SC 29210

FIRST MONTH/YEAR: 08/1984

LAST NAME: BAUCOM

COUNTY: LEXINGTON

LAST MONTH/YEAR: 08/1984

FIRST NAME: LOUISE

ADDRESS: 106 QUEEN ANNE CT
COLUMBIA, SC 29210

FIRST MONTH/YEAR: 08/1984

LAST NAME: BAUCOM

COUNTY: LEXINGTON

LAST MONTH/YEAR: 08/1984

DISCLAIMER SOURCE: Fair Credit Reporting Act

DISCLAIMER TITLE: Permissible Purpose

The federal Fair Credit Reporting Act imposes criminal penalties-including a fine, up to two years in prison, or both against anyone who knowingly and willfully obtains information on a consumer from a consumer reporting agency under false pretenses, and other penalties for anyone who obtains such information without a permissible purpose.

NOTE: This search should not be your sole source of criminal information. It should be used in conjunction with county / state criminal checks. Not all states have information available and data can vary from state to state. Most state level reports are derived from that state gathering information through various methods, therefore developing a limited database which may contain errors.

Entered by: AUT
Comments:

Completed Date: 9/16/2015 11:04:03 AM
Received Date: 9/16/2015 11:04:12 AM
Printed Date: 9/13/2016 1:43:27 PM, **aliles**

The N.C. Administrative Office of the Courts (AOC) Disclaimer: The official custodian of all official court records for each county in North Carolina is the clerk of superior court of that county. The North Carolina Administrative Office of the Courts is not the official custodian of any case record and provides only copies of data entered by the clerks. To verify a record's accuracy, contact the clerk of the county of record.

Carolina Connections Inc. dba Unique Background Solutions is not responsible for the accuracy of information contained in public records from which we obtain information. The information provided will be an accurate account of information of record and available as of the time of the search. Unique Background Solutions is not responsible for the accuracy of information reported to it from references, witnesses, current and / or previous employers, education institutions, credit bureaus, federal and / or state agencies unless Unique Background Solutions has been asked to authenticate and / or corroborate the information. Human error in compiling this report is possible and it should not be the sole determination in evaluating this applicant.



Carolina Connections Inc dba Unique Background Solutions

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Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte ,NC 28226
704-763-0065

Information Provided Applicant Name: BAUCOM, LOUISE DAMON
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-1251
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Ordered By: aramey, 9/16/2015 10:58:50 AM Eastern Order #: 209676
Statewide Criminal NC

Records Searched Felony/Misdemeanor
Years Checked 9/16/2015

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Statewide Criminal Searches should not be construed as complete searches due to the lag time in reporting from the County level to State level. Most state level reports are derived from that state gathering information with various methods, therefore developing a limited database which may contain errors. Reporting times can vary from a few days to months depending on the County / State combination. In some cases they may never be reported from one level to the next. The most complete searches are the physical visits to the County Courthouse of the records.

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Information Provided Applicant Name: BAUCOM, LOUISE DAMON
Order Date: 9/16/2015 10:58:50 AM Eastern Order #: 209676

AIM2COPS

REPORT INFORMATION

FIRST NAME: LOUISE

DOB: 10/20/xxxx

LAST NAME: BAUCOM

SSN: xxx-xx-1251

ALERT: SSN IS PRESUMED TO BE VALID. Issued in MD - Issued In Year
1968-1969

CRIMINAL INFORMATION

NO RECORDS FOUND IN NATIONAL CRIMINAL AND SEX
OFFENDER DATABASES

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FIRST MONTH/YEAR: 07/1993

LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

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CHARLOTTE, NC 28226

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COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

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LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1994

FIRST NAME: LOUISE

ADDRESS: 6313 SAINT JOHN LN
CHARLOTTE, NC 28210

FIRST MONTH/YEAR: 01/1985

LAST NAME: BAUCOM

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1994

FIRST NAME: LOUISE DAMON

ADDRESS: 106 QUEEN ANNE CT
COLUMBIA, SC 29210

FIRST MONTH/YEAR: 08/1984

LAST NAME: BAUCOM

COUNTY: LEXINGTON

LAST MONTH/YEAR: 08/1984

FIRST NAME: LOUISE

ADDRESS: 106 QUEEN ANNE CT
COLUMBIA, SC 29210

FIRST MONTH/YEAR: 08/1984

LAST NAME: BAUCOM

COUNTY: LEXINGTON

LAST MONTH/YEAR: 08/1984

DISCLAIMER SOURCE: Fair Credit Reporting Act

DISCLAIMER TITLE: Permissible Purpose

The federal Fair Credit Reporting Act imposes criminal penalties-including a fine, up to two years in prison, or both against anyone who knowingly and willfully obtains information on a consumer from a consumer reporting agency under false pretenses, and other penalties for anyone who obtains such information without a permissible purpose.

NOTE: This search should not be your sole source of criminal information. It should be used in conjunction with county / state criminal checks. Not all states have information available and data can vary from state to state. Most state level reports are derived from that state gathering information through various methods, therefore developing a limited database which may contain errors.

Entered by: AUT
Comments:

Completed Date: 9/16/2015 11:04:03 AM
Received Date: 9/16/2015 11:04:12 AM
Printed Date: 9/13/2016 1:43:27 PM, **aliles**

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Carolina Connections Inc dba Unique Background Solutions

PO Box 1604
Mt. Airy, NC 27030
Phone #: (336) 786-7030
Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte ,NC 28226
704-763-0065

Information Provided

Applicant Name: HILTZ,LYNNE BRADLEY
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-0000
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Ordered By: aliles, 9/25/2015 10:09:04 AM Eastern

Order #:211979

Statewide Criminal

NC

Records Searched Felony/Misdemeanor
Years Checked 9/25/2015

No Record Found!

No Record Found!

Statewide Criminal Searches should not be construed as complete searches due to the lag time in reporting from the County level to State level. Most state level reports are derived from that state gathering information with various methods, therefore developing a limited database which may contain errors. Reporting times can vary from a few days to months depending on the County / State combination. In some cases they may never be reported from one level to the next. The most complete searches are the physical visits to the County Courthouse of the records.

Entered by: agl
Comments:

- End of Report -

Completed 9/25/2015 10:11:09 AM
Date:
Received 9/25/2015 10:11:47 AM
Date:
Printed 9/13/2016 1:45:44 PM , aliles
Date:

Information Provided

Applicant Name: HILTZ,LYNNE BRADLEY

Order Date: 9/25/2015 10:09:04 AM Eastern

Order #: 211979

AIM2COPS

REPORT INFORMATION

FIRST NAME: LYNNE

LAST NAME: HILTZ

DOB: 8/3/xxxx

SSN: xxx-xx-

ALERT:

CRIMINAL INFORMATION

NO RECORDS FOUND IN NATIONAL CRIMINAL AND SEX
OFFENDER DATABASES

ADDRESS INFORMATION

DISCLAIMER SOURCE: Fair Credit Reporting Act

DISCLAIMER TITLE: Permissible Purpose

The federal Fair Credit Reporting Act imposes criminal penalties-including a fine, up to two years in prison, or both against anyone who knowingly and willfully obtains information on a consumer from a consumer reporting agency under false pretenses, and other penalties for anyone who obtains such information without a permissible purpose.

NOTE: This search should not be your sole source of criminal information. It should be used in conjunction with county / state criminal checks. Not all states have information available and data can vary from state to state. Most state level reports are derived from that state gathering information through various methods, therefore developing a limited database which may contain errors.

Entered by: AUT

Comments:

Completed Date: 9/25/2015 10:11:05 AM

Received Date: 9/25/2015 10:11:47 AM

Printed Date: 9/13/2016 1:45:44 PM,aliles

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Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte ,NC 28226
704-763-0065

Information Provided Applicant Name: MCCARTHY,MARTIN FRANKLIN
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-5657
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Ordered By: aliles, 9/15/2015 2:46:04 PM Eastern Order #:209473
Statewide Criminal NC

Records Searched Felony/Misdemeanor
Years Checked 9/15/2015

No Record Found! No Record Found!

Statewide Criminal Searches should not be construed as complete searches due to the lag time in reporting from the County level to State level. Most state level reports are derived from that state gathering information with various methods, therefore developing a limited database which may contain errors. Reporting times can vary from a few days to months depending on the County / State combination. In some cases they may never be reported from one level to the next. The most complete searches are the physical visits to the County Courthouse of the records.

Entered by: PB
Comments:

- End of Report -

Completed 9/15/2015 2:50:55 PM
Date:
Received 9/16/2015 12:03:24 PM
Date:
Printed 9/13/2016 1:42:03 PM , dboyles
Date:

Information Provided Applicant Name: MCCARTHY,MARTIN FRANKLIN

Order Date: 9/15/2015 2:46:04 PM Eastern Order #: 209473

AIM2COPS

REPORT INFORMATION

FIRST NAME: MARTIN

DOB: 10/8/XXXX

LAST NAME: MCCARTHY

SSN: XXX-XX-5657

ALERT: SSN IS PRESUMED TO BE VALID. ISSUED IN DC - ISSUED IN YEAR 1965-1966

CRIMINAL INFORMATION

NO RECORDS FOUND IN NATIONAL CRIMINAL AND SEX OFFENDER DATABASES

ADDRESS INFORMATION

FIRST NAME: MARTIN FRANKLIN

ADDRESS: 4205 QUAIL HUNT LN
CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 08/1995

LAST NAME: MCCARTHY

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

FIRST NAME: MARTY

ADDRESS: 4205 QUAIL HUNT LN
CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 08/1995

LAST NAME: MCCARTHY

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

FIRST NAME: MARTIN

ADDRESS: 4205 QUAIL HUNT LN
CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 08/1995

LAST NAME: MC

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

FIRST NAME: MARTY FRANKLIN

ADDRESS: 4205 QUAIL HUNT LN
CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 08/1995

LAST NAME: MCCARTHY

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

FIRST NAME: MARTIN

ADDRESS: 4205 QUAIL HUNT LN
CHARLOTTE, NC 28226

FIRST MONTH/YEAR: 08/1995

LAST NAME: MC

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 08/2015

FIRST NAME: MARTIN FRANKLIN

ADDRESS: 8482 CATAWBA COVE DR
BELMONT, NC 28012

FIRST MONTH/YEAR: 11/2010

LAST NAME: MCCARTHY

COUNTY: GASTON

LAST MONTH/YEAR: 12/2014

FIRST NAME: MARTY

ADDRESS: 8482 CATAWBA COVE DR
BELMONT, NC 28012

FIRST MONTH/YEAR: 11/2010

LAST NAME: MCCARTHY

COUNTY: GASTON

LAST MONTH/YEAR: 12/2014

FIRST NAME: MARTIN
ADDRESS: 8482 CATAWBA COVE DR
BELMONT, NC 28012
FIRST MONTH/YEAR: 11/2010

LAST NAME: MC
COUNTY: GASTON
LAST MONTH/YEAR: 12/2014

FIRST NAME: MARTIN FRANKLIN
ADDRESS: 9507 HEATHER SPRING DR
HENRICO, VA 23238
FIRST MONTH/YEAR: 04/1987

LAST NAME: MCCARTHY
COUNTY: HENRICO
LAST MONTH/YEAR: 06/1995

FIRST NAME: MARTY
ADDRESS: 9507 HEATHER SPRING DR
HENRICO, VA 23238
FIRST MONTH/YEAR: 04/1987

LAST NAME: MCCARTHY
COUNTY: HENRICO
LAST MONTH/YEAR: 06/1995

FIRST NAME: MARTIN
ADDRESS: 9507 HEATHER SPRING DR
HENRICO, VA 23238
FIRST MONTH/YEAR: 04/1987

LAST NAME: MC
COUNTY: HENRICO
LAST MONTH/YEAR: 06/1995

FIRST NAME: MARTIN FRANKLIN
ADDRESS: 2501 EDENBROOK DR
HENRICO, VA 23228
FIRST MONTH/YEAR: 09/1985

LAST NAME: MCCARTHY
COUNTY: HENRICO
LAST MONTH/YEAR: 09/1986

FIRST NAME: MARTY
ADDRESS: 2501 EDENBROOK DR
HENRICO, VA 23228
FIRST MONTH/YEAR: 09/1985

LAST NAME: MCCARTHY
COUNTY: HENRICO
LAST MONTH/YEAR: 09/1986

FIRST NAME: MARTIN
ADDRESS: 2501 EDENBROOK DR
HENRICO, VA 23228
FIRST MONTH/YEAR: 09/1985

LAST NAME: MC
COUNTY: HENRICO
LAST MONTH/YEAR: 09/1986

DISCLAIMER SOURCE: FAIR CREDIT REPORTING ACT

DISCLAIMER TITLE: PERMISSIBLE PURPOSE

THE FEDERAL FAIR CREDIT REPORTING ACT IMPOSES CRIMINAL PENALTIES-INCLUDING A FINE, UP TO TWO YEARS IN PRISON, OR BOTH AGAINST ANYONE WHO KNOWINGLY AND WILLFULLY OBTAINS INFORMATION ON A CONSUMER FROM A CONSUMER REPORTING AGENCY UNDER FALSE PRETENSES, AND OTHER PENALTIES FOR ANYONE WHO OBTAINS SUCH INFORMATION WITHOUT A PERMISSIBLE PURPOSE.

NOTE: THIS SEARCH SHOULD NOT BE YOUR SOLE SOURCE OF CRIMINAL INFORMATION. IT SHOULD BE USED IN CONJUNCTION WITH COUNTY / STATE CRIMINAL CHECKS. NOT ALL STATES HAVE INFORMATION AVAILABLE AND DATA CAN VARY FROM STATE TO STATE. MOST STATE LEVEL REPORTS ARE DERIVED FROM THAT STATE GATHERING INFORMATION THROUGH VARIOUS METHODS, THEREFORE DEVELOPING A LIMITED DATABASE WHICH MAY CONTAIN ERRORS.

Entered by: gmedina
Comments:

Completed Date: 9/15/2015 2:47:53 PM
Received Date: 9/16/2015 12:03:24 PM
Printed Date: 9/13/2016 1:42:03 PM,aliles

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Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte, NC 28226
704-763-0065

Information Provided Applicant Name: MILLS,WILLIAM LEE
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-6910
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Order By: aramey, 9/16/2015 10:55:29 AM Eastern Order #: 209675

State Criminal Report NC

Record Searched FELONY/MISDEMEANOR Year Checked Minimum of 10 years

PUBLIC RECORD FOUND!

Case Number 2007CR 052802 Date filed 08/19/07
County CABARRUS

Charge 1
Offense RESISTING PUBLIC OFFICER. CONVICTED
CHARGE: RESISTING PUBLIC OFFICER. Offense Date: 08/19/07
CONVICTED STATUTE: 14-223
Classification MISDEMEANOR
Disposition JUDGE (TRIAL BY JUDGE OR GUILTY
PLEA BEFORE JUDGE AT DISTRICT Disposition Date: 12/19/07
LEVEL. GUILTY
Penalty COURT COSTS: 120.00. FINE AMOUNT:
00050.00. PAID: YES. SENTENCE TYPE: C
Confirmed by NAME AND DOB
Charge Comments PLEA: GUILTY TO LESSER. CITATION
NUMBER: C8257145

Comments DEFENDANT ADDRESS: 45 CHURCH
STREET CONCORD NC 280250000; RACE:
W; SEX: M

Statewide Criminal Searches should not be construed as complete searches due to the lag time in reporting from the County level to State level. Most state level reports are derived from that state gathering information with various methods, therefore developing a limited database which may contain errors. Reporting times can vary from a few days to months depending on the County / State

combination. In some cases they may never be reported from one level to the next. The most complete searches are the physical visits to the County Courthouse of the records.

Alert: N

- End of Report -

Completed Date: 9/16/2015 11:08:13 AM
Received Date: 9/16/2015 11:08:22 AM
Printed Date: 9/13/2016 1:42:45 PM, **aliles**

Information Provided Applicant Name: **MILLS,WILLIAM LEE**

Order Date: **9/16/2015 10:55:29 AM** Eastern

Order #: 209675

AIM2COPS

REPORT INFORMATION

FIRST NAME: WILLIAM
DOB: 7/20/xxxx

LAST NAME: MILLS
SSN: xxx-xx-6910

ALERT: SSN IS PRESUMED TO BE VALID. Issued in NC - Issued In Year
1963-1963

CRIMINAL INFORMATION

POSSIBLE CASE(S) LOCATED. RECOMMEND COUNTY
SEARCH(ES) IN THESE LOCATIONS:

CASE NUMBER: 2007CR 052802

JURISDICTION: NC AOC

OFFENDER INFO

NAME: MILLS,WILLIAM LEE III

DOB: 07/20/1954

SSN:

GENDER: MALE

RACE: WHITE

STATUS:

EYE COLOR: UNKNOWN

HAIR COLOR:

WEIGHT: 000

HEIGHT: 000

ADDRESS: 45 CHURCH ST ,CONCORD NC 28025

CASE NUMBER: 2007CR 052802

COMMENTS: Local ID Number:WMWML-120 Driver ' s Lic: NC/03499486 Case#: 2007CR 052802

OFFENSE 1

FILING DATE: 08/19/2007

ARREST DATE:

JURISDICTION: CABARRUS, NC

FIPS: 37025, NC

OFFENSESEVERITY: MISDEMEANOR

STATUTE NUMBER: 14-223

OFFENSE DESCRIPTION: RESISTING PUBLIC OFFICER

DISPOSITION: GUILTY

DISPOSITION DATE: 12/19/2007

COMMENTS: Statute:14-223 Fine:\$50 Misdemeanor Citation#:C8257145

CASE NUMBER: GT10005081-00 RICHMOND GENERAL

JURISDICTION: VA GENERAL DISTRICT COURT

OFFENDER INFO

NAME: MILES,WILLIAM JR

DOB: 07/20/0000

SSN:

GENDER: MALE

RACE: WHITE

STATUS:

EYE COLOR: UNKNOWN

HAIR COLOR:

WEIGHT: 000

HEIGHT: 000

ADDRESS: ,RICHMOND VA 23225

CASE NUMBER: GT10005081-00 RICHMOND GENERAL

COMMENTS: Case#: GT10005081-00 RICHMOND GENERAL DISTRICT / TRAFFIC

OFFENSE 1

FILING DATE: 02/12/2010

ARREST DATE: 02/08/2010

JURISDICTION: COMMONWEALTH OF VA, VA

FIPS: , VA

OFFENSESEVERITY: MISDEMEANOR

STATUTE NUMBER: A.46.2-896

OFFENSE DESCRIPTION: HIT & RUN

DISPOSITION: CASE FILED

DISPOSITION DATE: 07/15/2010

COMMENTS: MISDEMEANOR Class: 1 Statute: A.46.2-896

ADDRESS INFORMATION

FIRST NAME: WILLIAM LEE

LAST NAME: MILLS

ADDRESS: 49 MEANS AVE SE
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 08/2012

LAST MONTH/YEAR: 07/2015

FIRST NAME: WILLIAM

LAST NAME: MILLS

ADDRESS: 49 MEANS AVE SE
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 08/2012

LAST MONTH/YEAR: 07/2015

FIRST NAME: WILLIAM

LAST NAME: MILLS

ADDRESS: 49 MEANS AVE SE
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 08/2012

LAST MONTH/YEAR: 07/2015

FIRST NAME: WILLIAM LEE

LAST NAME: MILLS

ADDRESS: 49 MEANS AVE SE
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 08/2012

LAST MONTH/YEAR: 07/2015

FIRST NAME: WILLIAM LEE

LAST NAME: MILLS

ADDRESS: 49 MEANS AVE SE
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 08/2012

LAST MONTH/YEAR: 07/2015

FIRST NAME: WILLIAM LEE
ADDRESS: 528 PO BOX
CONCORD, NC 28026
FIRST MONTH/YEAR: 02/1986

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 09/2015

FIRST NAME: WILLIAM
ADDRESS: 528 PO BOX
CONCORD, NC 28026
FIRST MONTH/YEAR: 02/1986

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 09/2015

FIRST NAME: WILLIAM
ADDRESS: 528 PO BOX
CONCORD, NC 28026
FIRST MONTH/YEAR: 02/1986

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 09/2015

FIRST NAME: TYMICK D
ADDRESS: 4637 MILL VILLAGE RD
RALEIGH, NC 27612
FIRST MONTH/YEAR: 06/2011

LAST NAME: LASENBURG
COUNTY: WAKE
LAST MONTH/YEAR: 03/2015

FIRST NAME: WILLIAM LEE
ADDRESS: 143 GLENDALE AVE SE
CONCORD, NC 28025
FIRST MONTH/YEAR: 11/1987

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 11/2014

FIRST NAME: WILLIAM
ADDRESS: 143 GLENDALE AVE SE
CONCORD, NC 28025
FIRST MONTH/YEAR: 11/1987

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 11/2014

FIRST NAME: WILLIAM
ADDRESS: 143 GLENDALE AVE SE
CONCORD, NC 28025
FIRST MONTH/YEAR: 11/1987

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 11/2014

FIRST NAME: WILLIAM LEE
ADDRESS: 45 CHURCH ST S
CONCORD, NC 28025
FIRST MONTH/YEAR: 01/1986

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 07/2012

FIRST NAME: WILLIAM
ADDRESS: 45 CHURCH ST S
CONCORD, NC 28025
FIRST MONTH/YEAR: 01/1986

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 07/2012

FIRST NAME: WILLIAM
ADDRESS: 45 CHURCH ST S
CONCORD, NC 28025
FIRST MONTH/YEAR: 01/1986

LAST NAME: MILLS
COUNTY: CABARRUS
LAST MONTH/YEAR: 07/2012

FIRST NAME: WILLIAM LEE

LAST NAME: MILLS

ADDRESS: 2974 HIGHWAY 73 E
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 11/1992

LAST MONTH/YEAR: 12/2001

FIRST NAME: WILLIAM

LAST NAME: MILLS

ADDRESS: 2974 HIGHWAY 73 E
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 11/1992

LAST MONTH/YEAR: 12/2001

FIRST NAME: WILLIAM

LAST NAME: MILLS

ADDRESS: 2974 HIGHWAY 73 E
CONCORD, NC 28025

COUNTY: CABARRUS

FIRST MONTH/YEAR: 11/1992

LAST MONTH/YEAR: 12/2001

DISCLAIMER SOURCE: NCAOC

DISCLAIMER TITLE: The N.C. Administrative Office of
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DISCLAIMER SOURCE: NCAOC

DISCLAIMER TITLE: The N.C. Administrative Office of
the Courts (AOC) Disclaimer:

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DISCLAIMER SOURCE: Fair Credit Reporting Act

DISCLAIMER TITLE: Permissible Purpose

The federal Fair Credit Reporting Act imposes criminal penalties-including a fine, up to two years in prison, or both against anyone who knowingly and willfully obtains information on a consumer from a consumer reporting agency under false pretenses, and other penalties for anyone who obtains such information without a permissible purpose.

NOTE: This search should not be your sole source of criminal information. It should be used in conjunction with county / state criminal checks. Not all states have information available and data can vary from state to state. Most state level reports are derived from that state gathering information through various methods, therefore developing a limited database which may contain errors.

Entered by: aramey

Comments:

Completed Date: 9/16/2015 11:07:59 AM

Received Date: 9/16/2015 11:08:22 AM

Printed Date: 9/13/2016 1:42:46 PM,aliles

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Carolina Connections Inc dba Unique Background Solutions

PO Box 1604
Mt. Airy, NC 27030
Phone #: (336) 786-7030
Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte ,NC 28226
704-763-0065

Information Provided Applicant Name: NEWBROUGH,STEPHANIE IRENE
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-2859
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Ordered By: mabarnes, 9/18/2015 4:19:00 PM Eastern Order #:210542
Statewide Criminal NC

Records Searched Felony/Misdemeanor
Years Checked 9/18/2015

No Record Found! No Record Found!

Statewide Criminal Searches should not be construed as complete searches due to the lag time in reporting from the County level to State level. Most state level reports are derived from that state gathering information with various methods, therefore developing a limited database which may contain errors. Reporting times can vary from a few days to months depending on the County / State combination. In some cases they may never be reported from one level to the next. The most complete searches are the physical visits to the County Courthouse of the records.

Entered by: PB
Comments:

- End of Report -

Completed 9/18/2015 4:19:38 PM
Date:
Received 9/18/2015 4:20:03 PM
Date:
Printed 9/13/2016 1:44:05 PM , mabarnes
Date:

Information Provided Applicant Name: NEWBROUGH,STEPHANIE IRENE
Order Date: 9/18/2015 4:19:00 PM Eastern Order #: 210542

AIM2COPS

REPORT INFORMATION

FIRST NAME: STEPHANIE

LAST NAME: NEWBROUGH

DOB: 5/7/xxxx

SSN: xxx-xx-2859

ALERT: SSN IS PRESUMED TO BE VALID. Issued in WV - Issued In Year
1983-1984

CRIMINAL INFORMATION

NO RECORDS FOUND IN NATIONAL CRIMINAL AND SEX
OFFENDER DATABASES

ADDRESS INFORMATION

FIRST NAME: STEPHANIE IRENE

LAST NAME: NEWBROUGH

ADDRESS: 154 OAK HAVEN PL NW
CONCORD, NC 28027

COUNTY: CABARRUS

FIRST MONTH/YEAR: 02/2006

LAST MONTH/YEAR: 09/2015

FIRST NAME: STEPHANIE IRENE

LAST NAME: NEWBROUGH

ADDRESS: 9530 GROVE HILL DR 401
CHARLOTTE, NC 28262

COUNTY: MECKLENBURG

FIRST MONTH/YEAR: 01/2007

LAST MONTH/YEAR: 01/2007

FIRST NAME: STEPHANIE IRENE

LAST NAME: NEWBROUGH

ADDRESS: 9530 GROVE CREST LN 401
CHARLOTTE, NC 28262

COUNTY: MECKLENBURG

FIRST MONTH/YEAR: 11/2005

LAST MONTH/YEAR: 06/2006

FIRST NAME: STEPHANIE IRENE

LAST NAME: NEWBROUGH

ADDRESS: 244 PO BOX
WEST LIBERTY, WV 26074

COUNTY: OHIO

FIRST MONTH/YEAR: 07/2003

LAST MONTH/YEAR: 02/2006

FIRST NAME: STEPHANIE IRENE

LAST NAME: NEWBROUGH

ADDRESS: 206 MEADOWOOD DR
NEW CUMBERLAND, WV 26047

COUNTY: HANCOCK

FIRST MONTH/YEAR: 04/2001

LAST MONTH/YEAR: 12/2004

DISCLAIMER SOURCE: Fair Credit Reporting Act

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Comments:

Completed Date: 9/18/2015 4:19:32 PM
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Carolina Connections Inc dba Unique Background Solutions

PO Box 1604
Mt. Airy, NC 27030
Phone #: (336) 786-7030
Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte ,NC 28226
704-763-0065

Information Provided Applicant Name: RUSSO,MARY JULIA BARBEE
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-1452
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Ordered By: aliles, 9/21/2015 11:35:13 AM Eastern Order #:210837
Statewide Criminal NC

Records Searched Felony/Misdemeanor
Years Checked 9/21/2015

No Record Found! No Record Found!

Statewide Criminal Searches should not be construed as complete searches due to the lag time in reporting from the County level to State level. Most state level reports are derived from that state gathering information with various methods, therefore developing a limited database which may contain errors. Reporting times can vary from a few days to months depending on the County / State combination. In some cases they may never be reported from one level to the next. The most complete searches are the physical visits to the County Courthouse of the records.

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- End of Report -

Completed 9/21/2015 2:21:18 PM
Date:
Received 9/21/2015 2:21:45 PM
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Date:

Information Provided Applicant Name: RUSSO,MARY JULIA BARBEE

Order Date: 9/21/2015 11:35:13 AM Eastern Order #: 210837

AIM2COPS

REPORT INFORMATION

FIRST NAME: MARY JULIA
DOB: 1/12/XXXX

LAST NAME: RUSSO
SSN: XXX-XX-1452

ALERT: SSN IS PRESUMED TO BE VALID. ISSUED IN NC - ISSUED IN
YEAR 1961-1962

CRIMINAL INFORMATION

NO RECORDS FOUND IN NATIONAL CRIMINAL AND SEX
OFFENDER DATABASES

ADDRESS INFORMATION

FIRST NAME: JULIA BARBEE
ADDRESS: 6336 WAKEHURST RD
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 02/2004

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 08/2015

FIRST NAME: JUDY
ADDRESS: 6336 WAKEHURST RD
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 02/2004

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 08/2015

FIRST NAME: LOU
ADDRESS: 6336 WAKEHURST RD
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 02/2004

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 08/2015

FIRST NAME: LOU
ADDRESS: 6336 WAKEHURST RD
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 02/2004

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 08/2015

FIRST NAME: JUDY BARBEE
ADDRESS: 6336 WAKEHURST RD
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 02/2004

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 08/2015

FIRST NAME: LOU DEAN
ADDRESS: 6336 WAKEHURST RD
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FIRST MONTH/YEAR: 02/2004

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 08/2015

FIRST NAME: LOU J
ADDRESS: 6336 WAKEHURST RD
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FIRST MONTH/YEAR: 02/2004

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 08/2015

FIRST NAME: JULIA BARBEE
ADDRESS: 5233 CHEDWORTH DR
CHARLOTTE, NC 28210
FIRST MONTH/YEAR: 08/2001

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: JUDY
ADDRESS: 5233 CHEDWORTH DR
CHARLOTTE, NC 28210
FIRST MONTH/YEAR: 08/2001

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: LOU
ADDRESS: 5233 CHEDWORTH DR
CHARLOTTE, NC 28210
FIRST MONTH/YEAR: 08/2001

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: LOU
ADDRESS: 5233 CHEDWORTH DR
CHARLOTTE, NC 28210
FIRST MONTH/YEAR: 08/2001

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: JULIA BARBEE
ADDRESS: 1919 WANDERING WAY DR D
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 03/1973

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: JUDY
ADDRESS: 1919 WANDERING WAY DR D
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 03/1973

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: LOU
ADDRESS: 1919 WANDERING WAY DR D
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 03/1973

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: LOU
ADDRESS: 1919 WANDERING WAY DR D
CHARLOTTE, NC 28226
FIRST MONTH/YEAR: 03/1973

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 01/2011

FIRST NAME: JULIA BARBEE
ADDRESS: 6619 WATER MILL CT
CHARLOTTE, NC 28215
FIRST MONTH/YEAR: 09/1999

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 12/2002

FIRST NAME: JUDY
ADDRESS: 6619 WATER MILL CT
CHARLOTTE, NC 28215
FIRST MONTH/YEAR: 09/1999

LAST NAME: RUSSO
COUNTY: MECKLENBURG
LAST MONTH/YEAR: 12/2002

FIRST NAME: LOU

LAST NAME: RUSSO

ADDRESS: 6619 WATER MILL CT
CHARLOTTE, NC 28215

FIRST MONTH/YEAR: 09/1999

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/2002

FIRST NAME: LOU

ADDRESS: 6619 WATER MILL CT
CHARLOTTE, NC 28215

FIRST MONTH/YEAR: 09/1999

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/2002

FIRST NAME: JULIA BARBEE

ADDRESS: 2901 PROVIDENCE RD
CHARLOTTE, NC 28211

FIRST MONTH/YEAR: 05/1989

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1996

FIRST NAME: JUDY

ADDRESS: 2901 PROVIDENCE RD
CHARLOTTE, NC 28211

FIRST MONTH/YEAR: 05/1989

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1996

FIRST NAME: LOU

ADDRESS: 2901 PROVIDENCE RD
CHARLOTTE, NC 28211

FIRST MONTH/YEAR: 05/1989

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1996

FIRST NAME: LOU

ADDRESS: 2901 PROVIDENCE RD
CHARLOTTE, NC 28211

FIRST MONTH/YEAR: 05/1989

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1996

FIRST NAME: JULIA BARBEE

ADDRESS: 6845 FAIRVIEW RD
CHARLOTTE, NC 28210

FIRST MONTH/YEAR: 09/1987

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1988

FIRST NAME: JUDY

ADDRESS: 6845 FAIRVIEW RD
CHARLOTTE, NC 28210

FIRST MONTH/YEAR: 09/1987

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1988

FIRST NAME: LOU

ADDRESS: 6845 FAIRVIEW RD
CHARLOTTE, NC 28210

FIRST MONTH/YEAR: 09/1987

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1988

FIRST NAME: LOU

ADDRESS: 6845 FAIRVIEW RD
CHARLOTTE, NC 28210

FIRST MONTH/YEAR: 09/1987

LAST NAME: RUSSO

COUNTY: MECKLENBURG

LAST MONTH/YEAR: 12/1988

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Comments:

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NORTH CAROLINA CHARTER SCHOOL APPLICATION

Bonnie Cone Classical Academy

Public charter schools opening the fall of 2018

Due 5:00 pm EST, September 19, 2016

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

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

CHARTER SCHOOL 2016 Application Process

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

APPLICATION DUE DATE/TIME

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

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

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

APPLICATION SPECIFICATIONS

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

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

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Bonnie Cone Classical Academy

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

Name of non-profit organization under which charter will be organized or operated: *Bonnie Cone Classical Academy*

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

Name of contact person: *Martin F. McCarthy*

Title/Relationship to nonprofit: *Board member*

Mailing address: 4205 Quail Hunt Lane
Charlotte NC 28226

Primary telephone: 704-763-0065 Alternative telephone: 704-543-8561

E-Mail address: *mfm108@aol.com*

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No: X

Yes:

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

No: X

Yes:

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

No: X

Yes:

Acceleration

Yes:

No: X

What is the name of the nonprofit organization that governs this charter school? *Bonnie Cone Classical Academy*

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

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2018 Month August

Will this school operate on a year round schedule?

No :

Yes: X

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

| Academic School Year | Grade Levels | Total Projected Student Enrollment |
|-----------------------------|---------------------|---|
| First Year | K,01,02 | 207 |
| Second Year | K,01,02,03 | 276 |
| Third Year | K,01,02,03,04 | 345 |
| Fourth Year | K,01,02,03,04,05 | 414 |
| Fifth Year | K,01,02,03,04,05,06 | 483 |

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

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

bonnieconeclassical
Signature

Chairperson
Title

bonnieconeclassical
Printed Name

09/19/2016
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

Bonnie Cone Classical Academy (BCCA) will equip students with the tools of learning to think critically, reason effectively, and communicate persuasively through the rigors of a classical education.

Clearly describe the mission of the proposed charter school:

The mission of BCCA is to inspire each student to think critically, communicate effectively and achieve academic excellence by providing academic choice. The mission is to align the curriculum development in sequential and related stages (grammar: K-5; Logic: 5-8 & Rhetoric) to that of a child's brain development, to produce curious, literate young adults with continually developing intelligence. The mission uses history as its organizing principle, touching the life experience of all persons.

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

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

BCCA student demographics will closely reflect that of Charlotte-Mecklenburg Schools (CMS) which currently serve nearly 150,000 students (42% African America, 32% Caucasian, 18% Hispanic, 5% Asian, 3% Native American or multiracial). We anticipate that CMS demographics of 50% being economically disadvantaged will be the same for BCCA. We will locate the school in an area near UNCC that has broad access to the minority communities Charlotte region. BCCA will seek students in the Mecklenburg/Cabarrus area and will grow from K-2 to K-8 by its seventh year. CMS students represent enormous diversity and our school will strive to reflect this. We expect students from wide ranging backgrounds and we have selected curriculum and supplemental programming that recognizes the diverse learning abilities that attend this expectation.

The UNCC area is unique in that it is a large, well respected University, that is not surrounded by a high performing public school district. Through the stages and sequencing of classical education (each stage of a child's life development has learning foci that differ and are best worked with through the sequential stages of development: K-5 focuses on concrete thinking, whereas 6-8 focuses on conceptual thinking). While this is well proven, we note that each subject also has its own grammar, logic and

rhetoric. So, for example, in the early years of a child's education it is more logical to focus on the grammar of the subject. In the middle school years it is appropriate to focus more on the logic of the subject. In this method learning is staged, cumulative, sequential, spiraling, and ever deepening. In this model of education children learn how to learn since they become more deeply proficient by the time they finish high school with all the tools of learning (each subject has its own grammar, logic and rhetoric, and they learn how to work with this). Essentially we address the learning deficit by utilizing a proven method that aligns with the brain development of the student and equips them with the tools for learning.

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

BCCA's total projected enrollment of 207 students in year one, is comprised of 69 students per grade level which represents less than 1% of the grade level enrollment throughout the CMS system. The local LEA has a student population nearing 150,000. Relevant to this is the recently published United Nations Population study that projects Charlotte to be the fastest growing large city in America for the next two decades. As a consequence demand for choices will grow even more evident. With the CMS population continuing to grow, we expect our percentage of enrollment to diminish relative to the local LEA.

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

BCCA will look to the past to provide an academic program of future success for its students through a classical curriculum. The classical curriculum structure was founded by the Greeks around ~2500 years ago (and even dates back to the Egyptians), and continues to enjoy refining development in the renewing movement of Classical in America. The Greeks believed a student had to be strong in mind and body in order to be a viable and contributing citizen to their democracy. The basic approach of their educational system, we have come to learn, as it is practiced in contemporary schools, is to provide instruction that is compatible with the development of the brain. The curriculum is organized in to three sequential and related stages, commonly known as: grammar, logic, and rhetoric (or the what, the how, and the why). In the grammar phase (K-5) the young mind is presented with the "what" such as the facts of the alphabet, numbers, cities and states. The middle school years introduces logic, or the focus on "how". For example the student learns about the human body and its related structure - the skeleton, associated ligaments, arteries, vessels, organs, and how the body accomplishes movement. In the final phase, the rhetoric component introduces the notion of "why". Why did the human body develop as it did?

Grammar instruction is taught prescriptively incorporating the use of diagramming to incorporate a visual picture of the rules of language. Students learn vocabulary by studying the knowledge of the origin and meaning of words emphasizing Latin and Greek roots. Latin provides the basis for over half of our English words. Its complex grammar allows students to gain a critical knowledge of the English sentence structure. Knowledge of Latin is a bridge to all romance languages. Additional

characteristics defining literacy instruction are frequent and there is intensive use of dictionaries, along with reading and memorization of selections from classical literature.

Each lesson across all subject areas begins with key content area vocabulary that introduces students to new words critical to their understanding of the lesson, while reviewing vocabulary learned in previous years. Coupled with instruction in Latin and Greek roots, students are able to apply background knowledge and root word knowledge to discover the meaning of words.

Access to important and timeless works of literature is a key component of a classical education. One further component of literacy is a wide reading of the "Great Books" of the Western tradition. While students are encouraged to read many types of literature independently, the study of these classical works is done in a forum where overarching questions of each work allow the student to begin to explore depth and meaning to the great questions of life. Regardless of ability students come to understand and learn much about humanity by reading the writings of the greatest thinkers and writers of the Western tradition.

The trivium found in the classical curriculum applies in nearly every educational sphere because it accounts for the entire range of what education is supposed to do: the learner must grasp information, acquire it intellectually, and use it purposefully. To master any subject is to learn its language. The trivium integrates the theoretical and the practical, tying together facts, arguments, and real world applications.

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

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

The Six Legislative Purposes of a Charter School are:

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

1. BCCA will create new professional opportunities for teachers, including ownership of the learning program at the school site. At the end of the school year, administrators and faculty will complete a survey of the current learning programs in place and the professional development provided through the year. In addition there is a professional development needs assessment by administrators and faculty at both the beginning and the end of the school year. These results are analyzed along with student academic performance to update the professional development plan. If there is a discerned need for further professional development during the course of the academic year, the plan will be revised to include in-service training. The faculty members are the primary owners of the School's learning program. Faculty members in a particular core area meet periodically to assess how students are progressing and whether there are needs for curriculum modification. Recommendations are brought forward to the faculty for discussion and vote. Any approved revisions are then presented to the Administration for implementation.

2. Accountability will be a continual monitoring process through teacher observation and in class assignments. Highly qualified teachers are the best gauge regarding the growth and learning of each student. As teachers collect assignments and track progress on a daily basis, they are the first to notice when a problem emerges. They provide the intervention necessary when they see that the student is beginning to struggle. Our administrative team is in continual communication with teachers offering necessary support or guidance.

3. BCCA offers a small community to parents and students which stands out as an option for optimizing student/teacher relationships. In contrast, many of the traditional public schools have large student populations. The intimate community and accountability created by the smaller nature of the BCCA enrollment create an option some families want.

4. Classical education is language focused and learning is accomplished through written and spoken words. Subjects are aligned so that different disciplines speak to each other and students are able to make connections between them. The challenge of finding links between various fields of study is accomplished by using history to organize learning. This begins with the ancients and progresses to the moderns in history, science, literature, art and music. Classical education is knowledge centered. The mind is trained to collect and analyze information, and to draw conclusions based on that information. The teachers meet as grade level teams to discuss student achievement and growth along with the pacing of the curriculum. Grade level team leaders guide these meetings and report any concerns or questions to the Administration. The faculty also meet as subject area teams. These teams help to assure the consistency, sequencing and alignment of the curriculum. They also have opportunity to discuss student achievement and report any appropriate concerns to the Administration.

5. The classical curriculum is a proven track record of success for lower level learners. The curriculum is designed with differentiation in mind and lends itself to individualized instruction and to closing the gaps in learning. The assessments are built into the curriculum and provide formal assessment of the student. Coupled with the use of informal assessment

throughout the year, teachers can consistently monitor the growth of individual students. Students needing assistance will be supported by caring teachers, peer tutors, and expanded after school tutoring program and assistance in other subjects by utilizing reading in the content area techniques.

6. BCCA offers a school where students in the district can attend for their entire K-8 career. This school model creates an atmosphere of academic excellence through a consistent K-8 design.

Goals for the Proposed Charter School:

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

English/Language Arts -- Academic Improvement: By the end of the 2021-22 school year 80% of our students will be in the "meeting or exceeding" categories in Reading as shown on grade level data in fluency, comprehension and vocabulary.

Kindergarten, first and second grades will determine student achievement in the area of reading by using the following assessments: STAR, PALS, and or BAS (K uses Early Literacy Assessment in place of BAS such as DIBELS). Targets are Year 1 = 70%; Year 2 = 75%; Year 3 = 80%.

Mathematics -- Academic Improvement:

By year 3, 85% of students will be proficient at computation and problem solving at their grade level as measured on state tests and district benchmarks. Math targets each year include 65% will be proficient in computation and problem solving in Year 1; 75% will be proficient in Year 2; and 85% will be proficient in Year 3. Also, 60% of special education students, 65% of English language learners and 70% of minority students will be proficient by Year 5.

Professional Development Growth Goal:

Each school year BCCA will increase the professional staff development for charter identified instruction and learning support programs. The first and second year of operation will provide systematic professional development programs based on a written continuum that ensures all instructional staff have early and ongoing access for implementation of charter identified instructional and learning support programs. By year five, leadership demonstrates a commitment to increasing teacher instruction and providing individualized supports for staff such as instruction, mentoring and coaching programs to ensure that charter identified instructional and learning support programs are implemented. This will be implemented by the following strategies.

Evidence: Charter agreement; Professional development continuum; Collaboration calendar; Board approved budget; Leadership classroom observation log(s) with notes on areas of needed improvement and identification of school resources to address need; Accreditation external report.

Financial Goal:

BCCA's Board of Directors is responsible for ensuring that the school has adequate resources and that they are managed with fiscal integrity and discipline. The Board, in partnership with the school administration, will establish an annual fiscal plan in the first year of operation. There will be a budget administrator who will manage daily expenditures and publish a monthly variance report. This will provide the basis to ensure that the funds are managed in line the budgeted allowances. The Board will also ensure that accountability and responsibility are understood and will be monitored.

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

The governing Board will know that BCCA is working toward attaining their mission by:

Academic: The Board will examine annual academic scores and reports and monitor NWEA MAP results to make certain the school is meeting targeted growth and proficiency. the Board will examine the Professional Development Program to ensure that the school's instructional staff is being supported in their charge to carry out the mission of the school.

Governance: The Board will perform an Annual self-evaluation and will undergo annual training to ensure that Board meetings are conducted regularly and in accordance with the Charter Bylaws / Articles of Incorporation/ State statute. In addition, the Board will require a monthly operations update from the Head of School highlighting the progress of certain administrative or committee projects and assignments. The Board will conduct an evaluation of the Head of School on an annual basis. Lastly, the Board will establish and monitor a multi-year strategic plan, modifying as necessary and measuring progress.

Financial: The Board will monitor all financial transactions through the required accounting system via a set of monthly financial and transaction reports. The Board will compare current spending and revenue flow with the annual budget and identify any potential for overspending and take action to mitigate the negative effects of budget variances. The Board will also review the annual budget with the independent auditor to identify areas for increased efficiencies and improvements in financial management, thereby ensuring sufficient resources to support the school's core curriculum and mission.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

BCCA will provide students in K-8th grades with a high quality, sequential, rigorous, and comprehensive classical education intertwined with the Common Core guidelines. A Classical Education is based on the concept of the trivium, or "three roads," which speaks to the structure of every subject and discipline. The trivium model describes three stages grammar, logic, and rhetoric which follow the developmental growth of children from their ability to memorize information to giving a name to everything in their world to becoming argumentative, looking at the big picture, and expressing thoughts and opinions.

Anytime a person learns something new they naturally progress through these stages of learning. As new information is acquired, an individual begins to process it logically and make judgments. These stages are performed at all ages and by all learners. Classical Education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligences. BCCA will focus on teaching methodology that enhances learning opportunities including direct instruction, cooperative learning, and inductive instruction. To enhance learning in the middle school years, students begin to synthesize and evaluate new learning through teacher modeling, Socratic circles, reflection and task structuring. Design Thinking is based on resolving real-life cases through group analysis and brainstorming. Mind Maps are a common technique for exploring self-learning.

Research shows that inquiry-based instruction has considerable advantages in the classroom. Students in regular and special education classrooms have the opportunity to develop problem-solving and reasoning skills through concrete, hands-on science activities that make up inquiry-based instruction. The National Science Education Standards advocate the use of inquiry teaching, using such methods as posing questions, examining data, planning investigations, collecting and interpreting data, and

proposing explanations (Varma et al., 2009).

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 basic learning environment will be classroom-based with class sizes of 22-23 in the K-2 and 23-25 in the 3-8th. BCCA's elementary school's basic learning environment will be a safe, positive, and clean atmosphere to learn, explore, and reach their individual potential. The faculty and staff are driven by a moral and ethical imperative to create a learning environment where teachers can teach and students can learn. We believe that all students want a rigorous and structured educational experience. By fully developing the mind, body and spirit of the students, they will become better citizens, better consumers, and more productive citizens in the community in which they live.

On a typical elementary school day, morning hours will be devoted to reading, language, and math, with integrated content from the sciences and social studies when meaningful. Active engagement in learning will be encouraged with best instructional practices to make learning interesting and exciting. Social studies and science will be explicitly taught and integrated with the reading, language arts, or math. Writing will be an important component of English/Language Arts, and skills will be applied across the curriculum. Hands-on, interactive learning will be encouraged across all subject areas as appropriate. Recess and special-area classes such as art, music, foreign language, physical education, and/or media offer subject learning and enrichment opportunities for the whole child, and support and enrich the Core Knowledge curriculum. Students may participate in after school activities such as sports, clubs or tutoring.

The 6-8 grade typical Reading Block for middle school students may include approximately 30 minutes of teacher-led reading from classical literature with the teacher and students taking turns reading aloud. During the last 20 minutes the students tie previous knowledge to the newly read material and make connections across the curriculum. The remaining time is spent with a teacher-led discussion (Socratic method) with students practicing rhetoric and logic. Learning to form opinions from reading classical literature and learning how to support those ideas along with rigorous high school/college prep, inquiry, collaboration, organization, and reading to support academic growth are relevant parts of the reading block.

Provide a synopsis of the planned curriculum, including:

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

population, and North Carolina Accountability Model.

Research shows that primary reading instruction in grades K-3 is vitally important to future successes in the area of reading. However, good research-based practices shows that reading instruction must continue after the primary grades as text and content increase in difficulty. The idea that all teachers are "reading teachers" is more than a mantra, its a necessity. The Spalding Reading program equips students with the explicit basic skills they need at the elementary level to be able to succeed at the middle and high school levels. When academic literacy skills are taught, explicit instruction should be

provided. Explicit instruction involves direct teaching including teacher modeling, guided student practice with feedback, and independent student practice (Marchand- Martella & Martella, 2013; National Institute for Literacy [NIFL], 2007). Biancarosa and Snow (2006) and Kosanovich et al.(2010) list explicit instruction as the chief way to promote student learning. This systematic instructional process provides a framework for the gradual transfer of responsibility for student learning from the teacher to the student as the student becomes increasingly successful(Marchand-Martella & Martella, 2013). Each step of comprehension (i.e. strategies, monitoring and metacognition, teacher modeling, scaffolding, and apprenticeship)requires the use of explicit instruction by teachers in order to be successfully implemented by readers (Biancarosa & Snow, 2006). The key to explicit instruction is ongoing interaction and communication between the students and the teacher (Rupley, Blair, & Nichols, 2009). Only then can students learn to comprehend, understand, and interact with written text. Spalding puts great emphasis on word study and fluency early on as deficits in word study negatively impact students' comprehension, vocabulary, and fluency (NIFL, 2007). Once achievement in word study has been achieved, instruction is augmented to finely integrate grammar and syntax, creative and organizational composition skills, and vocabulary development, which points out the relevance to that which the student already knows. Roots, prefixes, suffixes, homophones and homographs, antonyms, synonyms and graphic organizers to provide for a high-expectation, skills-based, complete language arts method designed to accompany any the vocabulary-rich literature of the Core Knowledge curriculum.The curriculum aligns with U.S standards, but there are major differences in the delivery compared to standard American teaching methods. Traditionally about 30 math concepts can be covered in one year using a spiral approach that introduces concepts and revisits them with added complexity. This method does not expect mastery, leaving some students bored when a concept is revisited, and moving on before its fully grasped by other students. If a concept is not fully internalized, its understandably difficult for a student (or his teacher) to pick up exactly where his progress laststood. In contrast, Singapore Math covers 10-14 concepts a year, stays with each 2-3 weeks, and expects mastery before introducing a new lesson. Singapore Math understands that there are multiple learning styles and ELL students will benefit from the programs clear and simple explanations of math concepts. With fewer topics and more time to thoroughly learn those topics, the programs detailed instruction, questions, problem solving, and visual and hands-on aids (blocks, cards and bar charts) ensure that students master the material. BCCA uses the Core Knowledge Sequence, as its guiding curriculum in core academic areas K-8 while aligning with the NC Accountability Model. The Core Knowledge Sequence, partnered with Spalding, Singapore and FOSS meets or exceeds the guidelines set forth by the NC Accountability Model. If

an exact alignment does not exist, BCCA's administration and teachers will create or supplement the curriculum to ensure alignment.

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

Teachers will use direct questions to help students understanding of problems and solutions (The Socratic Method). Teachers will use primary source documents such as letters, diaries and memoirs in order to bring history to life and provide insight and understanding to historical events. Classical virtues of self-command and self-sacrifice will be integrated throughout the curriculum in all grades. Standards of excellence represented in citizenship, cooperation, courage, honesty, integrity, perseverance, respect and responsibility as the guiding standards of behavior will be displayed throughout the school. Students will be taught study skills such as time management, note-taking, organizing, memory techniques, outlining and research methods.

These methods and more will help provide students with a rigorous and comprehensive education that challenges them to excel in both learning and character. For those students with major deficiencies due to a weak education or other reasons, the classroom teacher along with support staff will implement remediation strategies which may include additional tutoring and modified assignments for the purpose of bringing the student to grade level. Parents will also be involved in the remedial strategies.

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

The goal of assessments at BCCA is not to point out what a student does not know, but to encourage each student to learn, while providing each student with as many opportunities as possible to demonstrate improvement. The student learning is assessed in all core subjects as each student progresses from Kindergarten through the 8th grade. The internal assessment system is a comprehensive set of assessments, both formative and summative to capture as many aspects of each students learning as possible. The effectiveness of the curriculum is measured by the student achievement of the specific measurable objectives for the first year of operation. Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for BCCA are achieved from year to year. This information is shared with students, teachers, parents and administrators.

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

proposed mission and education plan.

BCCA will use a traditional calendar type. The decision to utilize the traditional calendar was arrived at (and to our surprise) after our May Board meeting in which we reviewed the research on the subject from one of our teachers and the strongest advocate for a year round calendar. Accordingly, we decided to utilize the traditional calendar. The proposed calendar has been designed to provide students with the opportunity to learn content included in the school's curriculum while also providing instructional staff with the support and professional development time that they need to grow as teachers. The calendar meets the number of hours and days required by the state for a complete school year. The calendar reflects the school's commitment to academic excellence by including 185 instructional days, or 1,025 hours of instruction. When possible, BCCAs calendar will be aligned with the local LEA's calendar to accommodate families who may have students in more than one school. The start date will be no earlier than the Monday closest to August 26 and end date no later than the Friday closest to June 11. The local board will designate two workdays on which teachers may take accumulated vacation leave. This calendar, which outlines both the learning opportunity for students as well as the professional development opportunity for teachers, is intended to align with our mission of placing each student on the path to college readiness and support the school as it works to build the desire for life-long learning using framework of the classical curriculum.

Special Programs and "At-Risk" Students

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

The classical curriculum has a proven track record of success for lower level learners. The curriculum is designed with differentiation in mind and lends itself to individualized instruction and to closing the gaps between high and low level achievers. The assessments are built into the curriculum and provide formal assessment of the student. Coupled with the use of informal assessments throughout the year, teachers can constantly monitor the growth of individual students. Students needing assistance will be supported by caring teachers, peer tutors, an expanded tutoring plan after school and assistance in other subjects by utilizing reading in the content area techniques and aides.

Both the Spalding program and Singapore Math are designed to meet the individual needs of all students. spalding is a multi-sensory program that assesses where students are functioning, and offers highly targeted instruction in all grades, K-8, as needed. It has been used in the past to both prevent and correct learning disorders. It was patterned after the Orton-Gillingham model of reading instruction for students who may be dyslexic. Skills are presented in a specific order with opportunities for repetition. Students are assessed continually to determine mastery of skills.

Additionally, the effectiveness of the ESE program will be monitored and evaluated by providing and requiring participation of the EC teachers, and

the general education teachers in professional development opportunities, that focus on writing successful IEPs, the use of research based instructional strategies for special education students, implementing accommodations in the general education classroom, and modeling how to analyze the effectiveness of student goals. This will assist each ESE teacher and any other staff member who assists in servicing special education students in understanding how to track the progress of their students.

Singapore Math is effective in addressing individual student needs as well. It lends itself to differentiation because of the three stages of learning contained in the materials: concrete, pictorial, and abstract. Students are continually assessed, so teachers know which students are ready to move throughout the stages. Students at the more concrete level are allowed to stay at that stage longer, with tools such as manipulatives, to assist in learning.

Planned services that will be provided as procedural safeguards to serve the needs of the exceptional students who enter below grade level include: Students will be mainstreamed into regular education classes. Those EC students who require extra attention will be pulled out for specialized instruction by a certified EC teacher, reading and/or math specialist. The amount of pullout will be determined by their Individualized Education Plan (IEP), as will the specific skill and content area to be remedied. Consultation and collaboration will be provided for those students who can succeed without the assistance of pullout but need extensive monitoring. A speech therapist will either be on staff, or contracted out, depending on the number of students requiring speech therapy as per their IEPs. Physical and occupational therapy will be contracted out as needed. Instructional materials and learning seminars will be made available to parents, family members and other volunteer tutors so they will know the best methodology to use with learning disabled or exceptional disabilities children. Weekly consultations with teachers will be held to ensure that appropriate modifications are occurring during instructional activities and teachers are providing the appropriate test modifications. A tutoring schedule will be provided for study skills and/or frustrations in the classroom. Professional development opportunities will focus on writing successful IEPs, the use of research-based instructional strategies for exceptional students, and implementing accommodations in the classroom.

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

Learner (ELL) students, including the following:

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

All students enrolling in BCCA are given a registration packet that includes the Home Language Survey (HLS). The parents response to the survey will indicate whether their child is a potential ELL student. These students will be screened within ten days of entry into the school for aural/oral language proficiency. Ballard & Tighe assessment materials will be used to determine Listening, Speaking, Reading and Writing proficiency.

(<http://www.ballardtighe.com/>). BCCA will use other methods of identifying ELL learners such as teacher observations and interviews, achievement tests, review of student records, parent information, student course grades, and alternative assessments such as the cloze procedure or dictation. ELL students who

enter the school with an IEP will be placed in the appropriate level of subjects in the mainstream classroom. Singapore Math has been used very successfully with students who are English Language Learners due to its pictorial stage (in between concrete and abstract). Spalding Reading program begins at the students speech and oral comprehension levels. It allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts or information in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved. This method serves ELL students in a well-sequenced manner. The core content teachers will implement the strategies delineated on the standardized lesson plan as well as ongoing professional development will equip the teachers to understand the types of issues that their ELL student may be facing as they adjust to a new country. Students will have access to intensive reading and math classes, a paraprofessional to provide support, and the after school tutoring class for one-on-one or small group sessions.

Students must be kept in the ELL program only as long as needed for them to develop adequate English skills to allow them to meaningfully participate in regular instruction. Students who may be eligible for exiting the ELL program should be tested with an objective assessment that has been validated for this purpose. Students are tested annually at the end of the year unless a teacher or parent requests another time of the year. BCCA will monitor the academic performance of former ELL students for two years following their exit from the program to make sure they can meaningfully participate in the regular educational program.

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

BCCA will identify gifted students and provide them additional challenge in their educational program. All second grade students who are educated primarily in a BCCA general education classroom will be screened with a nationally-normed aptitude test (at 87% or higher) and the Talent Development Identification Rubric (overall score of 12) to be eligible for further screening. For third through eighth grades, a classroom teacher, parent, family advocate, and/or counselor may refer a student who exhibits extraordinary strengths in academic performance. In order to be identified, an accumulation of 12 points on the Talent Development Identification Rubric must be accumulated using age-composite scores from a nationally-normed aptitude test or an NC End-of-year assessment. The Talent Development School-Based Committee will be comprised of the TD Catalyst teacher or an Academic Facilitator, a classroom teacher(s), a counselor and/or an administrator. Each gifted child will have a custom Gifted Educational Plan which notes areas of present academic performance, a defined set of

goals, instructional objectives, specific services required, objectives and evaluation procedures. Flexible groupings will be used in third grade and higher to accommodate students' needs and interests. Teachers will practice modeling thinking strategies, posing higher level thinking questions, expanding on students' ideas or suggestions, and explicitly pointing out rules and relationships. Enhanced lesson plans will require teachers to use best researched strategies (which concluded that these strategies work well for ALL students) such as inquiry-based learning, differentiating the process, product or learning environment, learning contracts, tiered assignments at various levels of complexity, depth and abstractness, and enrichment strategies such as learning centers or mentorships. The Gifted Educational Plan is developed with parental participation. The

Gifted Educational Plan is periodically reviewed and modified appropriately per the students academic performance. The School has faculty with Gifted certification to ensure the Gifted Educational Plan is meeting the needs of the student. Advanced classes are offered in middle school to allow for accelerated learning. The Schools classical curriculum employs curriculum components that provide various levels of academic challenge such as Singapore Mathematics and Core Knowledge American History, World History, Geography, Science, Music and Art. BCCA will develop a written AIG school plan reflecting best practices and be aligned with BCCA's strategic plan. It will be written in accordance with state legislation and SBE policy, which is approved by the school's board and will be sent to SBE/DPI for review and comment. The TD school-based committee will monitor and evaluate the gifted program by matching the specific curriculum objectives to the standardized tests, performance-based tasks, and portfolio approaches. Students may advance more than one grade based on review of performance and ability criteria. Students may be advanced in one subject area and accommodated flexibly by advanced curricular placement. Monthly committee meetings will be held to review formative data and that the gifted program is in compliance with state standards (currently under revision). Quantitative and qualitative data will be collected and compiled. That disaggregated data will be presented to BCCA's board on a yearly basis.

Exceptional Children

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

Identification and Records

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

- a) *Requesting Records from previous schools*
- b) *Record Confidentiality (on site)*
- c) *Record Compliance (on site)*

1. As part of the enrollment process, parents will be asked about any services their child received at a previous school or any diagnosis that may affect the child's learning. BCCA will request all student records including all academics, IEPs, 504s, and psychological test results from the previous school. BCCA will comply with all federal and state guidelines concerning the education of students with disabilities including the Individuals with Disabilities Act (IDEA) and section 504 of the Rehabilitation Act.

2. In compliance with the federal Child Find mandate, BCCA will identify and evaluate all students who either have or are suspected of having a need for special education services. BCCA will document the students data in order to demonstrate well-delivered, scientific, research-based instruction and interventions addressing the identified area(s) of concern and delivered by qualified personnel in the general education setting. These interventions will be based on the Response to Intervention (RtI) process. If interventions at Tier III of the RtI process are not working, an IEP team is formed that must include the general education teacher, EC teacher, administration, psychologist, parents, and anyone else pertinent to the team (speech pathologist, guidance counselor, reading specialist, student if appropriate). The team needs to agree that further testing and an IEP may be needed for this student. Once parental consent for testing is obtained, BCCA will ensure that the initial evaluation is completed within 60 school days (cumulative). When all testing is completed, another meeting of the team will take place to determine eligibility based on the results of the psychologists formative assessments. Placement of the student in EC services will be in the least restrictive environment. All communication and correspondence between BCCA and parents will adhere to the protection and privacy guidelines found in the Family Education Rights and Privacy Act (FERPA).

3.a) Within 30 days of enrollment at BCCA, records will be requested from the students previous school including: all academics, attendance records, IEPs and supporting documents, and/or 504 accommodation plans.

3.b) All student records at BCCA will be kept confidential in accordance with the

FERPA and IDEA mandates. Files will be kept in a locked facility and authorized personnel will be granted access to said records.

3.c) All required student records will be prepared, retained, and disposed of in compliance with federal and state statutes.

Exceptional Children's Education Programming

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

1. BCCA will comply with IDEA and provide accommodations and services for any exceptional child based on the child's IEP. All exceptional students will be educated in the least restrictive environment but will have an EC resource room available for pull-out, one-on-one instruction, or to allow

for other services. Highly qualified and certified EC teachers will be on staff at BCCA.

2. BCCA will provide each student with a disability a free appropriate public education (FAPE) in the least restrictive environment. The school will provide a special education program with a variety of services designed to meet the needs of all students. BCCA will follow the inclusion model unless the severity of the disability warrants otherwise. Placement will be in accordance with LRE provisions. A speech/language therapist will either be on staff or contracted out. Physical and occupational therapy will be contracted as needed.

3. EC teachers will monitor students with disabilities in accordance with the goals specified on the IEP. Updates will be made to parents via quarterly progress reports. EC teachers will collaborate with classroom teachers to ensure student progress. IEPs will be reviewed annually with a re-evaluation every 3 years.

4. Speech /Language pathology, audiology services, interpreting services, psychological services, physical and occupational therapy will be provided as needed using contracted companies with qualified providers.

Student Performance Standards

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

1. BCCA is committed to creating an environment of learning which will allow each student to attain at least one year of academic growth of the Common Core State Standards and the NC Accountability Model standards each school year. Our goal is to challenge students at all levels of learning while sustaining measured growth throughout the academic year. Through ongoing professional development and continued training, our teachers will be constantly learning new methods for helping their students succeed and implementing these new learning strategies for all their students.

2. BCCA will administer all NC mandated tests to ensure proper student growth.

Other non-curriculum assessments may include but are not limited to:

- *Scholastic Reading Inventory (grades 2-8; beginning and end of year)
- * Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-3)
- *Diagnostic Assessment of Reading (DAR) (K-5)
- *Student projects, class work, presentations, and on-going portfolios
- *Teacher-developed pre- and post-assessments
- *Spalding Writing Road to Reading assessments
- *Singapore Math Assessments

3. Students will be promoted based on classroom performance, EOY assessment results, attendance, and teacher recommendations. A team that includes

teachers, parents, administration, and anyone else deemed appropriate will make decisions regarding retention. Students with disabilities following the general education curriculum must meet the state or district level of performance for student progress unless the students IEP team has determined that the student should follow a modified curriculum aligned with exceptional student education course requirements. BCCA will use a quarterly reporting schedule that will coincide with Parent-Teacher conferences. All student grades will be reported using an online grade book assessment tool.

4. BCCA will begin with grades K-2 and add subsequent grades each year. As grade/courses are added, teachers and administrators will ensure course alignment with state guidelines. Promotion requirements will be monitored using assessments, attendance records, and teacher input. BCCA will seek qualified volunteers to work with "At Risk" students. Tutoring will be coordinated with the classroom teacher and the volunteer. Student progress will be monitored to determine the effectiveness of the interventions and the need to use new strategies.

Student Conduct:

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

Be sure to include:

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

BCCA places a strong emphasis on virtue and the building of character in all students. BCCAs goal is to create a safe, respectful and responsible environment where learning takes place. Discipline policies and procedures are designed to provide guidance and direction on responsible and acceptable behavior. The discipline model is designed to teach students appropriate behavior, attitude and response in all situations and develop a sense of self-governance. The schools teachers and administrators will set the tone on virtuous behavior. Virtuous behavior will also be reinforced in the classroom during instruction when appropriate. Classroom Management: <http://www.dailyteachingtools.com/champsclassroom-management.html> BCCA utilizes elements of researched-based methods and techniques based on the CHAMPS model. This model is designed to create an instructional environment in which students are responsible, motivated and highly engaged in assigned specific tasks. Key elements of the CHAMPS method include:

Conversation: Can students converse during this activity? About what? With whom? For how long?

Help: How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

Activity: What is the expected end product of this activity? What is the task or objective?

Movement: For what reasons can students get out of their seats during this

activity? Do they need permission to do so?

Participation: What behavior shows that students are participating or not participating?

Success: There are no questions for this one. When CHAMPs expectations are met, students will be successful.

New teachers will receive an Induction in practices and procedures that lead to a positive classroom environment. A new teacher will also be assigned to an experienced mentor teacher to receive support and training on best practices. Also, throughout the school year there will be periodic Teacher Learning Communities to gain from the experience of others.

Student Discipline Philosophy - The Schools goals of discipline are to:

Maintain a highly effective learning environment where students focus on gaining knowledge with as minimum distractions possible. Utilize the need of discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual character education. Reinforce the Schools commitment to treating all students with fairness, respect, and equality.

BCCA will follow the District's Code of Conduct for discipline, suspension, dismissal and recommendation for expulsion. At the beginning of the school year, each student and parent will receive the School's Student Code of Conduct. School specific procedures will also be published in the Student's Code of Conduct Handbook.

In accord with the requirements of the Individuals with Disabilities Act (IDEAL), the School ensures that special needs students who require additional behavioral help are supported. The school acts proactively in identifying and supporting special needs students with behavioral needs. www.doe.in.gov/sites/default/files/specialed/ideaafaq.pdf

Major student infractions include disrespect, cheating, having a weapon on campus, having drugs on campus, property damage, sex offenses, fighting, skipping school and theft. Discipline options for major infractions include:

After School Administrative Detention In School Detention

After School Teacher Detention Principal or Designee Conference

Out of School Suspension Community Service

Work Detail

Expulsion

A Principal or designee has the authority to suspend a student as appropriate. The Principal will utilize the Districts due process guidelines. A suspension will last from one to ten days. All suspensions require a parent-principal conference to prepare a discipline plan before the student is to return to the School. Parents will also be notified in writing within 24 hours of suspension by mail.

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

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

Name of Private Nonprofit: Bonnie Cone Classical Academy

Mailing Address: 4205 Quail Hunt Lane

City/State/Zip: Charlotte NC 28226

Street Address: 4205 Quail Hunt Lane

Phone: 704-763-0065

Fax:

Name of registered agent and address:

Martin McCarthy
4205 Quail Hunt Lane
Charlotte NC 28226

FEDERAL TAX ID: 46-4248852

Tax-Exempt Status 501 (c)(3)

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

Yes (copy of letter from federal government attached: Appendix D)

X No

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

| Board | Board | County/State | Current | Past or Present | Has any disciplinary |
|-------|-------|--------------|---------|-----------------|----------------------|
|-------|-------|--------------|---------|-----------------|----------------------|

| Member Name | Title | of Residence | Occupation | Professional Licenses(s) Held | action been taken against any of these professional licenses? |
|---------------------|-------------------|--------------|--------------------------------------|-------------------------------|---|
| William Mills | Treasurer | CABARRUS | Attorney | Law | N |
| Brian Lisk | Board member | GASTON | educational consultant | teacher | N |
| Louise Baucom | Board Chairperson | MECKLENBURG | Retired Professor of Education/ UNCC | Teacher | N |
| Judy Russo | Board member | MECKLENBURG | Retired teacher / CMS | Teacher | N |
| Lynne Bradley Hiltz | Board member | MECKLENBURG | non-profit grant writer | | N |
| Marty McCarthy | Secretary | MECKLENBURG | retired pastor | ordained | N |
| Stephanie Newbrough | Board member | MECKLENBURG | Teacher / CMS | Teacher | N |

Please provide the following in this location of the APPLICATION:

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

Guided by the NCGS 115C-238.29E(d) the primary function of the Board of the Bonnie Cone Classical Academy (BCCA) will be to "decide matters related to the operation of the school, including budgeting, curriculum and operating procedures." The Board has been established in conventional fashion with non-compensated officers and directors and shall operate in accord with the bylaws. The Board will retain final authority for decision making pertaining to policy, procedure, financial, curriculum and other operating, instructional and non-instructional matters. The Board knows the boundary between governance and management. The Board will work closely with the Head of School in determining best practices and proper delegation of management issues. The Head of School will be hired by the Board after careful review of the candidate's qualifications, goals, track record and integrity. The Head of School will be subject to an employment agreement guiding expectations, authority, responsibility along with guidance pertaining to relationships with the Board and their staff. The Head of School will be evaluated annually by the Board (with possible engagement of relevant committee input) via a process that will include all stake holders in both official and unofficial feedback surveys. The evaluation will include a quantitative and qualitative analysis of academic, financial and operational performance. The Board may also use established, market based tools such as the Marzano Leadership Evaluation Model to evaluate its Head of School.

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

BCCA currently has a Board membership of 7. We hope to expand our areas of professional expertise in the growth of the Board, which we would like to see number either 9 or 11 (adding a business owner, and an HR professional) once we are further developed. We are seeking persons with a range of professional qualifications and strong evidence of personal commitment to public education and civic engagement. The persons we seek have evidenced strong ability to govern with a constant eye on the mission of their organizations. The Board will be charged with all governance matters that include organization life and continuity, pedagogical excellence, risk management, community outreach, long range planning and other functions required to open and operate a successful public charter school. The Board is legally accountable for all aspects of BCCA. The Board will be required to answer to the State Board of Education and all other stakeholders pertaining to all aspects of the School's life (operations, education, future growth, and community impact). The responsibilities of the Board shall include but not be limited to: developing the fiscal, operating and personnel policies and procedures; hiring, supervising and evaluating the Head of School, negotiating contracts with vendors, compliance with the terms and conditions of the charter; compliance with applicable State and Federal laws; development of the annual budget and regular monitoring of budgetary performance and facilitation and review of the annual, independent financial audit. The Board will not engage in the day to day operations of BCCA, but will empower and oversee the work of the Head of School charged with those same functions.

We have intentionally sought a Board with diverse backgrounds and wide ranging expertise with a strong component of educational experience. We expect our Board to be actively engaged in the governance of the school and promoting it within their community of influence at every opportunity. We expect our Board to function effectively at externally promoting the School and its' educational mission, while working to internally develop strategic commitments to further our mission.

The BCCA Board will facilitate the annual evaluation of the Head of School. The evaluation will utilize tools designed to produce a measurable, specific assessment of performance, in both quantitative and qualitative terms in key areas such as academic growth and development, financial strength and accountability, operational performance, staff satisfaction and their professional growth, parent engagement and satisfaction, etc.

The Board will conduct an annual self-evaluation, as well. This evaluation will involve a systematic process for capturing input from various stakeholders (parents, faculty, staff, outside community leaders, etc.).

This process will also include the hard data of financial stability and projected growth, student testing results along with enrollment retention and growth. The results of the evaluation will provide a basis for assessment, ongoing improvement, goal setting, planning and any needed

realignment. The Board will invite input from key stakeholders and will set aside time during each board meeting to receive comment from any stakeholder. The Board will use these learning opportunities to further understand the life of the school and consider any pertinent input that has been received.

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

The founding board of BCCA is a diverse cross-section of the community that includes educators, an attorney, an IT manager, a grant writer, and a pastor. The Board expects to soon add a realtor and a law school administrator after further "on boarding" and background checks have been accomplished satisfactorily. The Board is also seeking an independent business owner. The Board is of differing age groups and racial diversity of educational offerings in the community. We have sought people of professional stature that are committed to the success of the school. In the event of a vacancy the Board will examine the range of concerns affecting a decision to recruit a replacement that include professional skill set, community leadership, known integrity, and commitment to public and classical education, and influence with philanthropic and charitable leaders. The Board intentionally seeks persons that bring a differing set of professional skills that also have access to diverse sectors of the community.

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

In addition to an Annual Meeting, the Board will meet at least 8 times per year. Decisions about the focus of monthly meetings will be guided by evident needs determined in cooperation with the Head of School. We now have access to PEFNC's webinars on Governance, Fiscal Responsibility and more. We will use these materials in our meetings

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

New Board members will be "on boarded" prior to election to the Board by members of the Nominating Committee to be certain they are committed to public charter and classical education. Board members will also be advised about the Board notebook and all pertinent matters to the life of the school within 30 days after election to the Board. The notebook will include everything from the Charter and State laws, Board roster, and list of teachers, to the historical minutes and any newsletters produced within the previous year pertaining to the life of the school. Orientation will address Board policies and procedures, Board member responsibilities and expectations, and the fundamentals of governance. Annually the Board will undergo a full day of board training. Topics covered will include governance vs. management, keys to effective governance, the qualitative aspects of charter school leadership, conducting effective meetings, maintaining legal compliance, managing parent relationships, conflict resolution and SBE Policy review. The first Board training will take place within 90 days of the charter approval by the SBE.

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

conflicts and to mitigate perceived conflicts.

The Board realizes the importance of its members being charged as stewards of the public trust and that each member's ethical conduct is a reflection on the entire Board and the mission of the school. The Board is committed to preserving the public trust by taking proactive measures to ensure that the highest ethical standards are practiced by each Board member, and in turn, the Board as a whole. Specifically, as a matter of best practices, we have adopted a Conflict of Interest Policy to guide individuals and the entire Board on matters that will help us avoid or resolve constructively any potential matters of conflict. The Policy requires that current Board members (and prospective Board members) examine, evaluate, and disclose those personal and financial interests that could possibly create a conflict of interest between individuals and the Board, or simply between Board members. Every Board member has an affirmative duty to provide any and all information that a reasonable person would conclude is necessary to fully disclose any existing conflict of interest or potential conflict of interest.

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

Adoption of school policy by a quorum of the Board at a legally called meeting will be the culmination of a process that seeks (via a subcommittee of the Board) input from interested/affected constituent groups within the school community, research of available alternatives, careful study of the impact and costs of a potential policy and thoughtful deliberation of preliminary solutions. Upon completion of this process, the subcommittee will make a policy recommendation to the Board which will give the matter consideration and either ratify the recommendation, take no action or refer the matter back to the subcommittee for additional research and further guidance.

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

The Board of BCCA (to include future consultation with the School's Head) is ultimately responsible for, and accountable regarding the actions, performance and success of the School. While the Board recognizes stakeholder groups like teachers and parents, and will listen closely to their voices, the structure of Board accountability will not utilize advisory boards, councils or associations within its organizational chart. The organizational chart for BCCA reflects a clear decision making authority at every level with each level accountable to the level above. The Board will nonetheless proactively seek feedback and input regarding various matters from the various constituent groups as a part of the process of developing and evaluating policies, and also refining policies as the need arises.

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

The Board will establish a standing Grievance Committee. the purpose of the Committee is to evaluate and determine the merits of a properly filed grievance by a parent or member of the faculty or staff, and to possibly make a recommendation to the Board for consideration. Filing a valid grievance requires that the aggrieved party address the issue with the following individuals in a identified sequence:

STAFF:

1st) seek resolution of the matter with whom the staff member has a

disagreement

2nd) seek to resolve the grievance in the presence of the employee's immediate supervisor

3rd) seek resolution via the Head of School.

4th) seek resolution with the Board of the School

PARENTS:

1st) seek resolution directly with the student's teacher or the staff member of concern.

2nd) seek resolution with the teacher or staff member's direct supervisor

3rd) seek resolution with the Head of School. 4th) seek resolution with School Board.

Grievance forms are to be provided to the aggrieved person within 48 hours of the request, and at no charge. No reason need to be stated to ask for, or receive, a grievance form. The form shall prominently display the routing for the form (either physical address of the Grievance Committee Chairperson, or his or her email address). Multiple grievances must not be stated on the form. Another form will be required for a second grievance. Each grievance, whether one or multiple grievances from the same party, must be thoroughly reviewed by the Committee. The aggrieved party has the right to an expeditious, objective and thorough review of the grievance. Upon receipt of the grievance, the Chairperson of the Committee shall convene a quorum of the Committee within a reasonable time, not to exceed twenty (20) calendar days from the date of receipt.

The Committee will consider all available evidence but is not required to conduct hearings, nor hear verbal testimony. After thoughtful review the Committee may elect to dismiss the grievance (i.e., take no action), request additional information or recommend action to the Board.

If the Committee chooses to dismiss the grievance, the Chairperson of the Committee will issue a letter to the aggrieved notify them of the Committee's position and the reason for that position. The letter must state that the aggrieved may appeal the matter directly to the Board by submitting a letter to the Secretary of the Board stating: "I appeal the decision of the Grievance Committee." The aggrieved must then state their reason for the appeal. The findings of the Board will then be final. If the Grievance Committee chooses to recommend action to the Board, the Chairperson will issue a letter to the aggrieved stating that the grievance has been referred to the Board for further action. In addition the Grievance Committee Chair will issue a letter to the Board indicating the specific action that the Committee is recommending to the Board. the Board may accept the recommendation, take action in the matter of concern regardless of the Grievance Committee's recommendation, or take no action. The Board's decision on this matter shall be final. All records submitted or reviewed during the grievance process are to be preserved in accordance with the School's retention schedule. Grievance records containing protected information under the law are not public documents and are not to be disclosed, published or released in full or in part. Grievance Committee members may not make any comment outside of their own proceedings, regarding the grievance deliberations or final outcome.

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

Include in the Appendices:

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

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

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

X Not Applicable

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

X Not Applicable

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

X Not Applicable

Projected Staff:

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

Positions include:

Head of School

Administrative Assistant

Financial Assistant

Teachers

Teacher's Aides

ELL Teacher

ESL Teachers

Custodial service

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

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

We observe that most teachers, and certainly the best among them, pursue this vocation as exactly that, a vocation and not a job. Accordingly, we expect to create an environment that promotes excellence in the art of teaching as well as nourishment for continuing professional growth. We also recognize that the key to effective education is a well supported teaching corp and their leadership. Accordingly, by prudent fiscal management we intend to allow the financial growth and stability of the school to support increasing salary strength so that BCCA is known for strong teacher and administrative support. BCCA will promote a collaborative work environment where best practices guide colleague interactions and instructional development. These qualitative measures will under gird an environment that promotes excellence. This in turn will be the foundation for our recruitment and retention program with faculty. BCCA will reach out to other Classical Schools, Teach for America, and College and Universities in NC to provide teaching opportunities for newly certified teachers. We expect each grade level to have a senior teacher capable of mentoring newer teachers, so that all participants benefit from the school culture. BCCA will conduct a nationwide search, advertising available teaching positions in local media as well as national publications such as the Chronicle of Higher Education, Education Week and commercial job search sites. BCCA will also work with the NCDPI Educator Effectiveness division to assist in recruiting high quality teachers, particularly from the North Carolina Teacher Corps program. Lastly, BCCA will seek and pursue referrals from parents and members of the community who have knowledge or existing relationships with quality educators who would positively contribute to the BCCA team.

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

Although BCCA's Board retains final authority over all faculty and staff at BCCA, it will delegate the duties of hiring, evaluation, discipline, promotion, assignment and termination of faculty and staff (in accordance with established policy and procedure) to the Head of School. The Head of School will remain accountable to the Board for all decisions made with regard to personnel.

Every member of the faculty and staff of BCCA will have open and equal access to the grievance process and will contribute through formal and informal surveys to the annual process of evaluation of the Head of School.

Employees will elect a staff representative annually to serve as a liaison to the Board. This liaison will attend Board meetings, provide faculty and staff insights on issues of importance and provide feedback to the Board with regard to policy and procedure. In addition, teachers and staff will be encouraged to serve on subcommittees of the Board.

The Board is responsible for reviewing, and if satisfactory, approving the terms and conditions of all employment contracts recommended to the Board by the Head of School.

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

The hiring process will generally include the following steps, but may be modified slightly for particular positions or unique circumstances:

Initial applications for employment will be screened by designated personnel for appropriate experience and credentials, education track record and goals stated as requisite for the position. A qualitative review of applications will then be conducted by the Personnel Committee or other designated team, and qualified candidates will be granted a first round interview. First round interview will be conducted by the Head of School and any other relevant designees of the Board. A candidate chosen to proceed to the second round of interviews will undergo a thorough background check. This step will include verification of the candidates education and certification, achievements and references. The candidate will be required to submit to a multi-state criminal background check and pre-employment drug screening by a qualified company (such as Labcorp). Presuming all these steps are satisfactorily met then the offer for employment will be made.

BCCA will establish a protocol for evaluating employees. In instances where staff or faculty members are identified as under-performing the staff or faculty member will be counseled by the Head of School and may be required to participate in a corrective action plan that establishes clear expectations, timelines and benchmarks for continued employment. Progress on the action plan will be monitored regularly through the duration of the time line. Upon re-evaluation the employee will be retained or discharge based upon progress.

Employees who commit acts of violence, endangerment or other behaviors that compromise student and workplace safety may be discharged without notice or recourse.

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

We will provide right around \$85,000 for the Head of School, with possible adjustments related to experience.

The average teacher salary will be in the low \$40,000 range. We will seek a lead teacher with credentials and experience that warrant a higher number for each grade level (a lead teacher), and newer teachers under that person's mentoring at a lower number (averaging therefore in the lower \$40,000 range).

We will provide in the low \$20,000 range teacher assistants.

Average non-executive personnel will range from the low \$20,000 range and up. All salary considerations must be addressed in light of the complete budget needs of the school. When the school is scheduled to secure an Assistant Head of School that person will start half time in year one and then grow. Salary considerations will be managed in light of experience, budget latitude (remaining in line with other personnel), and professional expectations.

Benefits:

Employees will receive major medical insurance through the state health program. BCCA intends to pay a portion of the premium cost (for the sake of conservative planning the budget assumes 100% of employee premium costs,

but economic conditions and uncertain market dynamics - particularly related to the continuing adjustments in health care programs - may not make it economically feasible for the School to fund the entire premium.

BCCA will also make supplemental insurance available through a Section 125 Cafeteria plan. Such coverage includes cancer, dental, short/long term disability, life, vision and other insurance. The Section 125 plan premiums would be the employee's responsibility.

BCCA will offer employees a fixed number of leave days in accord with prevailing law (Family Medical Leave Act) and participation in a tax deferred, defined contribution retirement plan. BCCA will provide a dollar for dollar match (or portion thereof) for employee contributions up to a maximum amount as defined by the plan documents.

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

In a previous section we discussed the process for Parents and Staff members. This is somewhat similar. The Board will establish a Grievance Committee for the purpose of responding to properly filed grievances. The Committee will determine the merits of the grievance and after investigation determine a recommendation that will be made to the Board in writing. Filing a valid grievance requires that the aggrieved party address the issue with the following sequence:

- 1st) seek resolution directly with the staff member perceived to be causing the problem
- 2nd) seek resolution via the staff member's immediate supervisor
- 3rd) seek resolution via the Head of School
- 4th) take the grievance to the Board.

BCCA forbids retaliation when it comes to any aspect of employment, including grievance and complaints.

Should the grievance merit action by the Head of School, then the affected employee will have an written, actionable sequence of expectations with a reasonable time line and benchmarks for improvement. Success in this process will determine further employment. Employees convicted of or pleading nolo contendere to a felony or to certain Class A1, 1 or 2 misdemeanors may be discharged without notice to the extent that the law permits. Employees who are charged with a felony or certain Class A1, 1 or 2 misdemeanors may be suspended with pay pending outcome of a trial or hearing. Employees who commit acts of violence, assault, endangerment or other behaviors on school property at anytime that compromises student and workplace safety may be discharged without notice.

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

Not applicable. We simply do not have any such dual responsibility position in mind or planned.

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

Assuming special education enrollment at 12% of the total student population, the initial special education staff will include 1 Special Education Director, 1 Special Education Teacher and the possible addition of a special education teacher assistant. EC staffing will fluctuate up or down as exceptional child enrollment and IEP requirements dictate.

The faculty will include at least one certified teacher with ESOL/ELL

certification or endorsement. Special education teachers will have a Bachelors degree in education, curriculum and instruction, or related field from an accredited college or university and will hold a teachers certification reflecting mastery of the principles of exceptional child education, special education curriculum and instructional theory and use of data to drive student progress and program improvement.

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

Faculty and staff will be required to hold the appropriate licenses, certification, endorsement and experience necessary to faithfully and satisfactorily fulfill the roles and responsibilities for which they were hired and as required by their job description. Faculty and staff will conduct their work in a manner consistent with the mission of the school, the needs of every student and the expectations of all stakeholders.

Teachers:

In accordance with the State law, 50% of classroom teachers at the School will hold a valid NC Standard Professional ("SP") 1 Professional Educators License ;and the School will develop, maintain, and, as necessary, have approved by the NCDPI a teacher licensure program, allowing teachers to progress from a SP1 License to a SP2 License and renew SP2 Licenses from time to time. Educators who qualify for Lateral Entry in NC will be considered for employment as teachers. Teachers designated as Department Heads will be responsible for necessary evaluation and reporting on programs and staff and will possess experience and/or advanced credentials commensurate with the position.

Head of School:

The Head of School will provide educational and operational leadership, contractual accountability and logistical direction as part of his/her responsibility for the day-to-day management of the school. The Head is accountable to the Board. Minimum qualifications include a Master's Degree in administration, educational leadership, curriculum and instruction or a related academic management field and at least 5 years of experience at the executive leadership level. Preference will be given to candidates who have classroom experience as a certified/licensed teacher and those who have earned administrative certification through a recognized or accredited training program.

Assistant Head of School:

This person is responsible when the Head of School is off campus, or attending professional development work, or other similar circumstances. The Assistant Head will also (as appropriate and when designated) supervise the evaluation of instructional and non-instructional staff, will oversee and coordinate professional development programming and will serve as the chief disciplinarian in the event of student misconduct. Qualifications include possession of a valid state teaching certificate with preference given to those candidates with administrative certification through a recognized or accredited training program.

Business / Finance Officer:

This person is responsible for managing the requisition, purchasing and accounts payable, payroll, budget and financial reporting functions of the school. The Finance Officer will interact with the accounting staff, provide regular financial and budget reports to the Board as requested, assist in drafting the annual budget and coordinate the annual audit. Qualifications include a bachelor's degree in finance, accounting or a related field. In lieu of a bachelor's degree, candidates may qualify by demonstrating extensive experience and success in school business.

Guidance Counselor:

The primary function of the Guidance Counselor is to provide a comprehensive competency based counseling program focused on the learning, persona/social and career/vocational needs of all students. The Guidance Counselor will possess a Masters Degree in Guidance and/or School counseling and hold a current license for the position as required by NCDPI. The Guidance Counselor will have a minimum of three years of teaching, counseling, or experience working with children similar in age for which the position is posted.

Other Administrative and Support Personnel:

These persons will have duties defined by their position and the delegation of responsibilities from the Head of School. These persons will require credentials and requisite experience based on the position's duties and responsibilities.

Staff Evaluation and Professional Development

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

The Assistant Head of School, under the direction of the Head of School, and assisted by applicable administrative support staff, is responsible for maintaining teacher licensure and professional development.

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

BCCA will model the NC Teacher Evaluation Process which is based on the framework for the 21st Century Learning and the NC Professional Teaching Standards in order to assess the teacher's professional growth. In addition the school will develop an evaluation rubric modeled on the Rubric for Evaluating NC Teachers. The Head of School, or designee, will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

Instructional staff will be evaluated based on the six aligned standards adopted by the NCSBE (Leadership, Establishing a Respectful Environment, Content Knowledge, Facilitation of Learning, Critical Reflection, Contribute to Academic Success).

#1: Training: Before participating in the evaluation process, all teachers, administrators and peer evaluators must complete training on the evaluation process.

#2: Orientation: Within two weeks of the first day of any teachers new school year, the Head of School will provide all teachers with the

evaluation rubric that will be used during the evaluation process and a schedule for completing each component of the evaluation process.

#4: Pre-Observation Conference: Before the first formal observation, the Head of School will meet with the teacher to review and discuss the self assessment, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the Head with a written lesson plan. The goal of the conference is to prepare the Head for the observation. In the event that there are multiple observations, pre-observation conferences are not required for subsequent observations.

#5: Observations: Formal observations by the Head will be made for a minimum of 45 minutes of the entire class period. If the class period is less than 45 minutes, then two sequential periods will be utilized to have the time necessary for proper evaluation. Those teachers that are designated as Probationary will undergo no fewer than three formal classroom observations, one of which must be conducted by a peer designated by the Head. Career teachers will be evaluated no fewer than two times per year. During observations, the Head and the peer will note, in writing, the teacher's performance in relation to the standards contained in the evaluation rubric.

#6: Post-Observation Conference: the Head of School and the peer for probationary teachers shall conduct a post-observation conference with the teacher being evaluated no later than ten days after each formal observation. During the post-observation conference, the Head and Teacher shall discuss on the evaluation rubric the performance strengths and weakness from the observed lesson.

#7: Professional Development Plan: Based on the teacher's performance a professional development plan will be crafted that outlines specific areas for improvement or reinforcement, strategies to address deficiencies, benchmarks to be met and a time-line for re-evaluation.

The evaluation process will include the following components:

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

The BCCA professional development plan has as its nucleus a commitment to a mission-driven focus on classical and charter education. Central to this is the continuing development of high quality instruction for constant improvement in student learning. Through the use of qualified contractors, trained in house staff, professional conferences, guest speakers and on line learning the professional development program will include topics of current and historical value in the art and craft of teaching for learning. These area will include classroom management, evidence based instructional strategies, engaging parents in the educational process, technology benefits, content competency and other pertinent topics. In addition to self-study or a strict group lecture format, professional development programs will emphasize small group instruction and discussion, peer collaboration and teamwork. Workplace issues will also be incorporated into the professional development program covering topics such as maintaining a safe workplace, First Aid/CPR/AED training, effective communication,

preventing sexual harassment and cultivating a culture that respects the dignity of every human being.

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

Pre-opening professional development will begin two weeks (11 days) prior to the first day of school for students. Faculty and Staff will report to school at 8:00 a.m. and remain until 2:00 p.m. Each day will include approximately 60 - 90 minutes of classroom setup and 30 minutes for lunch. The remaining 35-40 hours will be utilized for professional development. Approximately 10 - 15 hours will be used to train the staff on all operating policies and procedures including school safety plans, Code of Ethics, employment policy review, student referrals for discipline, student referrals for special education, reporting/managing workplace violence (including sexual harassment) and other procedural, safety and policy topics. An additional 5-10 hours will be designed to build a culture of collaboration among the staff through ice-breakers, team building exercises, simulations and small group problem solving. The remaining time will be used to orient the staff toward school wide instructional objectives during which the instructional goals and measurement criteria for student performance will be discussed in detail as a group. Breakout time will be incorporated into the instructional objectives program instructional/grade teams, led by grade leaders, to meet and define specific objectives within their grades, develop team wide instructional strategies, create action plans for anticipated obstacles and challenges, coordinate lesson plans and synthesize curriculum components within the grades.

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

The school calendar provides 18 teacher work days, of which 11 will be considered mandatory professional development days prior to the beginning of school, where teachers will receive curriculum design and goals, classroom management and the remainder of the days throughout the year providing continuous support and training for faculty and staff. Approximately 20-25 hours of additional staff development will be structured into four, half days, which will be incorporated into the calendar. School will not be in session for students during these days but faculty and staff will be required to work the normal school business hours. The programming for each day may be interrupted by the need to address trending "hot topics." Otherwise the needs identified by the Head of School in conjunction with the Board, and staff leaders will determine programmatic opportunities for maximizing professional development. In addition the school will advise teachers of short (1-2 hour) topic specific on line and webinar based voluntary learning opportunities that are available throughout the year. If teachers choose to participate in such opportunities, arrangements will be made in advance so that classes can be delivered during the time that the teacher is participating in professional development.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your

school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

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

The school will use a variety of methods to promote the school and attract families and their students. Some of these methods may include but are not limited to the following:

- 1) developing the BCCA social media program (web page, facebook, twitter,instagram)
 - 2) fostering relationships with local child care centers (possibly having lunch and learns with parents of preschool children). Network through the highly frequented YMCA, the Boys and Girls Club, Business and Professional Women, Community Conversations, and other groups of community significance.
 - 3) Holding periodic informational meetings with civic, religious, and neighborhood associations.
 - 4) development of our own web site with access to informational videos and readings about classical and charter education
- The Board recognizes the importance of community awareness and education as the foundation of recruitment. In order to promote a direct relationship with the community the Board will start with the outreach described above and then broaden when able to include a focus on mass market opportunities. Marketing to residents in the surrounding communities will be the primary focus. We will market to all populations (ethnic, geographic, economic, etc.) We anticipate that the majority of the students will live within a 20 mile radius of the school, and thus reflect the local community being served. Targeted marketing will be used to focus on this geographic area. Additionally, select marketing materials will be created and produced in multiple languages based on the demographics of the local area.

Parent and Community Involvement

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

While the focus of education is on the teaching/learning relationships cultivated in the classroom and the school, we also think of education as a family affair. We therefore prize parental awareness and engagement with the life and culture of the school. We will listen to the experiences of other schools and look for innovative ways to heighten parental engagement. Because we intend to reach out to the whole community we know we will have to offer communications that are bi-lingual in order to engage our parents and continue to promote the school.

Our web site will have bi-lingual materials and informational offerings along with general announcements. We also know that a percentage of our families will not have computers and the internet in their home, so we will

have to print announcements and see that they are carried home in student's book bags (or by any other viable means).

Once enrollment becomes active we will offer "on boarding" meetings that allow the parents to learn more about charter education, classical curriculum, and means for their involvement in the life of the school. We will do this in a monthly format beginning in the spring of the year we will open. We will make these meetings accessible to all (possibly offering the same event in multiple locations and varying times of the day). We will commence these meetings in the Spring of the year that the school will open so that parents can grow comfortable with the Board, the Staff and teachers, become comfortable interfacing with the community and develop friendships so that they understand the school as being "their school."

On the eve of opening and within the first weeks of school we will host Open Houses and deepen the "on boarding" experience around the subjects of public charter education, classical curriculum, parent involvement, and other community and school matters trending at the time.

We will expressly seek out any parent that may provide strong liaison opportunities into the various minority communities of our area.

We will also look for parent volunteers as the need and opportunity grows for their engagement.

We will host back to school nights at the frequency deemed beneficial to the growth and development of the school.

Admissions Policy

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

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

Except as otherwise provided by law BCCA will not limit admission to students on the basis of intellectual ability, disability, race, creed, gender, national origin, religion, or ancestry. We will not discriminate. Pre-admission activities will be focused on providing interested parents with a letter of interest that will provide for the student's name, grade and contact information for the parents. The letter of intent will be clearly marked as such and state obviously that it is NOT an application or an enrollment commitment. This letter of intent will be the basis of continuing family outreach and marketing, and as a preliminary planning tool for staffing and materials considerations. We will begin enrolling for the

2018 / 2019 school year as soon as possible following the final approval by

the NCSBE and continue through April 2018. At that time, and pending any changes in procedure issued by the NCSBE, we will make a determination regarding the necessity of a lottery, or to continue enrollment until all spaces are filled. If a lottery is needed it will be done as directed by State law. We will enroll any eligible student who submits a timely application unless the number of applications exceeds the capacity for the program, class, grade level or building. In this case students will be accepted by lottery. Once enrolled students are not required to reapply in subsequent enrollment periods. Notwithstanding any law to the contrary, BCCA may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C390.5 through G.S. 115C390.11 until the period of suspension or expulsion has expired.

Any student residing in the State of NC must complete the application process to be considered for enrollment. The required application will consist of, and may not be limited to, the following: a personal application form issued by the school and identified as such, which includes the student's name, place of residence, parent/guardian's names and addresses, student's birth date, present school enrollment, current grade.

Following the first year of operations, BCCA may give enrollment priority to siblings of currently enrolled students who were admitted to BCCA in the previous year and to children of the school employees. If multiple birth siblings apply for admission and a lottery is needed under G.S.115C238.29F(g)(6), the charter school align with prevailing law regarding admission of multiple birth siblings.

No criteria for admission will be used other than a completed application form and residence in NC. A wait list will be maintained in the event that space becomes available and the school chooses to continue to fill open enrollment positions. The parents of students may withdraw or transfer their children at any time. A student's records will be forwarded as official documents to the child's receiving school. Should a parent want to re-enroll their student in our school then they must go through the same admission process.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No:

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

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current*

public school attendance zones.

- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

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

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

PROJECTED ENROLLMENT 2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Cabarrus County Schools
 LEA #2 Charlotte-Mecklenburg Schools
 LEA #3

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

| | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|--------------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|-----------|---------|---------|
| | LEA 130 | LEA 600 | LEA 000 | LEA 130 | LEA 600 | LEA 000 | LEA 130 | LEA 600 | LEA 000 | LEA 130 | LEA 600 | LEA 000 | LEA 130 | LEA 600 | LEA 000 |
| Kindergarten | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 |
| Grade 01 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 |
| Grade 02 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 |
| Grade 03 | 0 | 0 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 |
| Grade 04 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 54 | 0 | 15 | 54 | 0 | 15 | 54 | 0 |
| Grade 05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 54 | 0 | 15 | 54 | 0 |
| Grade 06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 54 | 0 |
| | 45 | 162 | | 60 | 216 | | 75 | 270 | | 90 | 324 | | 105 | 378 | |
| | | | | | | | | | | | | | | | |

V. OPERATIONS

Transportation Plan:

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

We will not provide transportation year one, though we will facilitate carpooling to gain enrollment. We will pick up transportation in year two, after we have gained experience with the community. This delay will allow us to focus on priorities of compensation and building a fund reserve.

In year two of operation we will secure our own buses and running our own bus service, if contract bus providers are not suitable. We have previously reached out to the number one bus re-seller in the Southeast to determine the viability of this approach. This matter is yet to be resolved.

We expect to develop a parent facilitated car pool network. We also believe that creating a car pooling network is vital to community life, school engagement, and utilization of our common resources. We recognize that carpooling requires careful management to secure our intended ideal of inclusion for all within the community.

We envision children arriving by a number of conveyances - personal car, and car pooling.

We have sought a facility that is central to the UNCC area to promote access to school. We are in discussions with a very viable facility to lease, and have also secured the services of CNL Commercial Real Estate to find the facility we need, should our first option now work out.

School Lunch Plan:

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

The students at BCCA will be expected to bring a bag lunch in year one, and certainly until we can secure a facility with a kitchen (even a warming kitchen for selected providers). We will explore through our Parent organization programs offered by Community Connections. A number of their member organizations (like Chick-Fil-A) may offer a discounted lunch option on a specified day of the week. The President of Community Connections is very interested in supporting this through his catering program. This would be structured through the Parent Organization of the School.

Our goal will be to ensure that each child receives a nutritious meal on a daily basis. All students at BCCA will be expected to bring a bag lunch to school daily. However, if a child does not bring a bag lunch to school, one will be provided. Our budget includes a provision of \$83 per day, which BCCA believes will feed approximately 15% of the total student enrollment. This will insure that no child at BCCA goes without a lunch. If a child

repeatedly arrives without a lunch, a conference will be held with the parents of the child. During this meeting BCCA will determine the affordability of lunch for that child. If the child does not qualify for free and reduced lunch but is still unable to bring a bag lunch from home due to extenuating circumstance BCCA will create a long-term plan, on a case-by-case basis, to ensure all students receive a nutritious meal every day.

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

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

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

| Area of proposed coverage | Proposed amount of coverage | | Cost (Quote) |
|---|-----------------------------|-------|--------------------|
| Comprehensive General Liability | \$1,000 | | \$7,000.00 |
| Officers and Directors/Errors and Omissions | \$1,000 | | \$900.00 |
| Property Insurance | \$4,000 | | \$7,300.00 |
| Motor Vehicle Liability | \$1,000 | | \$1,500.00 |
| Bonding Minimum/Maximum Amount | \$250 | \$250 | \$500.00 |
| Other | \$2,500 | | \$9,700.00 |
| Total Cost | | | \$26,900.00 |

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

Health and Safety Requirements:

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

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

bonnieconeclassical 09/15/2016

(Board Chair Signature)

(Date)

Facility:

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

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

We are in the process of securing a Letter of Intent to allow BCCA to lease the facility of the Oasis Shrine Temple. We believe this will allow us room to grow the school over successive years. We also know that other options may become more attractive or needed so we also have engaged Mr. Stewart Hasty of CNL Real estate (a premiere commercial brokerage in the SE). Mr.Hasty's expertise is finding facilities for Charter Schools. He understands those facilities run the gamut from a no longer used Church to an abandoned Grocery Store, and everything in between. Mr Hasty advises us that he cannot successfully secure property until we have a charter in hand and the expectation of opening within 12 months. Nonetheless, he stands ready to find property for us, should anything adverse happen to our first intended location.

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.

Discussions have begun on the basis of a \$15,000 per month (all inclusive charge: electricity, water, parking)) for the facility that is just above 25,000 square feet. The facility owner is very interested. This is a cost of \$7.20 per square foot.

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

We have engaged the services of Mr. Stewart Hasty, the charter school specialist with CNL Commercial Realtors. CNL is a premiere Commercial Real Estate firm in the Southeast. The President is personally committed to our success and has reduced the commission structure a bit to enhance their negotiating power. So, while we believe we will soon enter into a formal relationship with the Oasis Shrine Temple, we are prepared to find the space we need to for the success of the school. We'd like to be close to UNCC and major transportation lines, and also stay within a five mile radius of the College if at all possible. We realize that we could very easily end up in Cabarrus County, close to the UNCC campus.

VI. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2018-19

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1130 - Cabarrus County Schools

| Revenue | 2016-2017 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2018-2019 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds | \$4,815.21 | 45 | \$216,684.45 |
| Local Funds | \$1,683.11 | 45 | \$75,739.95 |
| Federal EC Funds | \$3,579.70 | 4 | \$14,318.80 |
| Totals | | | \$306,743.20 |

LEA #2600 - Charlotte-Mecklenburg Schools

| Revenue | 2016-2017 Per Pupil Funding | Projected LEA ADM | Approximate funding for 2018-2019 |
|------------------|-----------------------------|-------------------|-----------------------------------|
| State Funds | \$4,852.22 | 162 | \$786,059.64 |
| Local Funds | \$2,469.24 | 162 | \$400,016.88 |
| Federal EC Funds | \$3,579.70 | 18 | \$64,434.60 |
| Totals | | | \$1,250,511.12 |

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

| INCOME: REVENUE PROJECTIONS | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|------------------|------------------|------------------|------------------|------------------|
| -State ADM Funds | \$1,002,744 | \$1,339,212 | \$1,674,015 | \$2,008,819 | \$2,343,622 |
| -Local Per Pupil Funds | \$475,757 | \$708,419 | \$792,333 | \$951,514 | \$1,110,100 |
| -Exceptional Children Federal Funds | \$78,753 | \$100,213 | \$128,869 | \$157,506 | \$186,144 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Working Capital* | \$0 | \$0 | \$0 | \$0 | \$0 |
| Z - TOTAL REVENUE | \$1,557,254 | \$2,147,844 | \$2,595,217 | \$3,117,839 | \$3,639,866 |

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

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

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

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

| BUDGET EXPENDITURE PROJECTIONS Personnel | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|--|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|-----------|------------|--------------|
| | Num Staff | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary | FTE | Avg Salary | Total salary |
| Administrative & Support Personnel: | | | | | | | | | | | | | | | |
| Lead Administrator | 1 | \$85,000 | \$85,000 | 1 | \$87,000 | \$87,000 | 1 | \$89,000 | \$89,000 | 1 | \$91,000 | \$91,000 | 1 | \$93,000 | \$93,000 |
| Assistant Administrator | 0 | \$0 | \$0 | .5 | \$67,000 | \$33,500 | .5 | \$68,500 | \$34,250 | 1 | \$70,000 | \$70,000 | 1 | \$72,000 | \$72,000 |
| Finance Officer | .5 | \$32,600 | \$16,300 | 1 | \$33,500 | \$33,500 | 1 | \$34,000 | \$34,000 | 1 | \$35,000 | \$35,000 | 1 | \$36,000 | \$36,000 |
| Clerical | .5 | \$24,500 | \$12,250 | 1 | \$26,000 | \$26,000 | 1 | \$26,750 | \$26,750 | 1 | \$27,500 | \$27,500 | 1 | \$28,250 | \$28,250 |
| Food Service Staff | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Custodians | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Transportation Staff | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 1 | \$0 | \$0 |
| A - Total Admin and Support: | 2 | | \$113,550 | 3.5 | | \$180,000 | 3.5 | | \$184,000 | 4 | | \$223,500 | 5 | | \$229,250 |
| Instructional Personnel: | | | | | | | | | | | | | | | |
| Core Content Teacher(s) | 9 | \$42,500 | \$382,500 | 12 | \$43,750 | \$525,000 | 15 | \$45,000 | \$675,000 | 15 | \$46,300 | \$694,500 | 18 | \$47,600 | \$856,800 |
| Electives/Specialty Teacher(s) | 1 | \$43,000 | \$43,000 | 2 | \$43,900 | \$87,800 | 3 | \$45,000 | \$135,000 | 4 | \$46,200 | \$184,800 | 4 | \$47,300 | \$189,200 |
| Exceptional Children Teacher(s) | 2.5 | \$43,000 | \$107,500 | 2.5 | \$43,900 | \$109,750 | 3 | \$45,000 | \$135,000 | 4 | \$46,200 | \$184,800 | 4 | \$47,300 | \$189,200 |
| Instructional Support | 80 | \$135 | \$10,800 | 110 | \$140 | \$15,400 | 140 | \$145 | \$20,300 | 170 | \$150 | \$25,500 | 200 | \$155 | \$31,000 |
| Teacher Assistants | 4 | \$21,000 | \$84,000 | 5 | \$21,600 | \$108,000 | 6 | \$22,300 | \$133,800 | 7 | \$23,000 | \$161,000 | 8 | \$23,700 | \$189,600 |
| B - Total Instructional Personnel: | 96.5 | | \$627,800 | 131.5 | | \$845,950 | 167 | | \$1,099,100 | 200 | | \$1,250,600 | 234 | | \$1,455,800 |

Bonnie Cone Classical Academy

| | | | | | | | | | | | | | | | |
|---|-------|---------|-----------|-------|---------|-------------|-------|---------|-------------|-----|---------|-------------|-----|---------|-------------|
| A+B = C - Total Admin, Support and Instructional Personnel: | 98.5 | | \$741,350 | 135 | | \$1,025,950 | 170.5 | | \$1,283,100 | 204 | | \$1,474,100 | 239 | | \$1,685,050 |
| Administrative & Support Benefits | | | | | | | | | | | | | | | |
| Health Insurance | 2 | \$5,400 | \$10,800 | 3.5 | \$5,600 | \$19,600 | 3.5 | \$5,900 | \$20,650 | 4 | \$6,100 | \$24,400 | 4 | \$6,300 | \$25,200 |
| Retirement Plan--NC State | 2 | \$2,500 | \$5,000 | 3.5 | \$2,600 | \$9,100 | 3.5 | \$2,700 | \$9,450 | 4 | \$2,800 | \$11,200 | 4 | \$2,900 | \$11,600 |
| Retirement Plan--Other | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Life Insurance | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Disability | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Medicare | 2 | \$750 | \$1,500 | 3.5 | \$800 | \$2,800 | 3.5 | \$850 | \$2,975 | 4 | \$900 | \$3,600 | 4 | \$950 | \$3,800 |
| Social Security | 2 | \$3,400 | \$6,800 | 3.5 | \$3,500 | \$12,250 | 3.5 | \$3,600 | \$12,600 | 4 | \$3,700 | \$14,800 | 4 | \$3,800 | \$15,200 |
| D - Total Admin and Support Benefits: | 8 | | \$24,100 | 14 | | \$43,750 | 14 | | \$45,675 | 16 | | \$54,000 | 16 | | \$55,800 |
| Instructional Personnel Benefits: | | | | | | | | | | | | | | | |
| Health Insurance | 16.5 | \$5,600 | \$92,400 | 21.5 | \$5,800 | \$124,700 | 27 | \$6,000 | \$162,000 | 30 | \$6,200 | \$186,000 | 34 | \$6,400 | \$217,600 |
| Retirement Plan--NC State | 16.5 | \$2,500 | \$41,250 | 21.5 | \$2,650 | \$56,975 | 27 | \$2,800 | \$75,600 | 30 | \$3,000 | \$90,000 | 34 | \$3,200 | \$108,800 |
| Retirement Plan--Other | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Social Security | 16.5 | \$3,500 | \$57,750 | 21.5 | \$3,600 | \$77,400 | 27 | \$3,700 | \$99,900 | 30 | \$3,800 | \$114,000 | 34 | \$3,900 | \$132,600 |
| Disability | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| Medicare | 16.5 | \$730 | \$12,045 | 21.5 | \$770 | \$16,555 | 27 | \$810 | \$21,870 | 30 | \$850 | \$25,500 | 34 | \$890 | \$30,260 |
| Life Insurance | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 | 0 | \$0 | \$0 |
| E - Total Instructional Personnel Benefits: | 66 | | \$203,445 | 86 | | \$275,630 | 108 | | \$359,370 | 120 | | \$415,500 | 136 | | \$489,260 |
| D+E = F - Total Personnel Benefits | 74 | | \$227,545 | 100 | | \$319,380 | 122 | | \$405,045 | 136 | | \$469,500 | 152 | | \$545,060 |
| A+D = G - Total Admin and Support Personnel (Salary & Benefits) | 10 | | \$137,650 | 17.5 | | \$223,750 | 17.5 | | \$229,675 | 20 | | \$277,500 | 21 | | \$285,050 |
| B+E = H - Total | 162.5 | | \$831,245 | 217.5 | | \$1,121,580 | 275 | | \$1,458,470 | 320 | | \$1,666,100 | 370 | | \$1,945,060 |

Bonnie Cone Classical Academy

| | | | | | | | | | | | | | | |
|--|-----------|--|-----------|-----|--|-------------|-----------|--|-------------|-----|--|-------------|-----|-------------|
| Instructional Personnel (Salary & Benefits) | | | | | | | | | | | | | | |
| G+H = J - TOTAL PERSONNEL | 172. 5 | | \$968,895 | 235 | | \$1,345,330 | 292. 5 | | \$1,688,145 | 340 | | \$1,943,600 | 391 | \$2,230,110 |

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

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|---------------------------|------------------|------------------|------------------|------------------|------------------|
| | Disability | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Health Insurance | \$5,400 | \$5,600 | \$5,900 | \$6,100 | \$25,200 |
| | Health Insurance | \$5,600 | \$5,800 | \$6,000 | \$6,200 | \$217,600 |
| | Life Insurance | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Medicare | \$750 | \$800 | \$850 | \$900 | \$3,800 |
| | Medicare | \$730 | \$770 | \$810 | \$850 | \$30,260 |
| | Retirement Plan--NC State | \$2,500 | \$2,600 | \$2,700 | \$2,800 | \$11,600 |
| | Retirement Plan--NC State | \$2,500 | \$2,650 | \$2,800 | \$3,000 | \$108,800 |
| | Retirement Plan--Other | \$0 | \$0 | \$0 | \$0 | \$0 |
| | Social Security | \$3,400 | \$3,500 | \$3,600 | \$3,700 | \$15,200 |
| | Social Security | \$3,500 | \$3,600 | \$3,700 | \$3,800 | \$132,600 |
| | Total Benefits | \$24,380 | \$25,320 | \$26,360 | \$27,350 | \$545,060 |

Overall Budget:

| BUDGET OPERATIONS EXPENDITURE PROJECTIONS | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|------------------|------------------|------------------|------------------|------------------|
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Budget Narrative: (No more than one and a half pages)

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

- 1. How was the student enrollment number projected?
Provide an explanation as to why you believe there is a demand for the school that will meet this*

enrollment projection.

Provide the break-even point of student enrollment.

Charlotte Mecklenburg Schools continue to have challenges in achievement while facing a growing student population. Indeed, the recently released United Nation's population projection lists Charlotte as the "projected number one" fastest growing large city in America for the next two decades. With the evidence of the strain from population growth already affecting student achievement outcomes, we are eager to prepare a school in the model that worked so well for thousands of years, and now enjoys a growing resurgence in American educational choices.

BCCA has organized around a Classical Curriculum that intentionally builds the grammar of each subject (i.e., English, Math, Science) into the knowledge base of the student as the foundation of further intellectual formation, that includes logic (or dialectic reasoning) in the middle school years, and rhetoric in the years following our charter (High School). We also know that starting a school too big (for example, K-5) invites difficulties of moving into middle school years before organizational kinks get worked out. So, while we request a charter for the K-8 years, we want to build a solid foundation on which to grow into the remaining K-8 years.

We believe the demand for Classical education will be strong based on the growing evidence of excellence in charter classical movement that is best typified by the results attending the Great Hearts Academies in Arizona. They are continuing to outperform virtually all other schools through their diverse enrollments determined by lottery. Accordingly, with proper networking in the UNCC area, web site development, a speakers bureau, and other Board led activities we believe that we can generate a demand that will exceed our projects enrollment of 207 students in year one.

We believe that we could withstand a 5% shortfall in enrollment before we would have to face the difficult questions of which cuts to make. Please know that should our charter be granted then we will begin to approach the community through a speakers bureau to raise charitable funds in support of the school's mission. But should a budgetary cut need to be made then we would first seek to re-negotiate our lease with our Landlord, and then consider the extreme measure of reducing staff to a more minimum level.

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

In the event of unforeseen circumstances BCCA will utilize a strategy that will first seek to reach a wider geographic audience of Kindergarten through Second grade parents. This is the parent community with the strongest interest. We will also seek a further engagement with the business community to help them see the importance of classical education to their current workforce and the future workforce.

Assuming we still suffer from an insufficient enrollment to meet the full budget, then BCCA will reduce costs in the following order:

- 1) we will attempt to renegotiate the lease, or eliminate or reduce any nonessential fixed cost.
- 2) we will reduce or eliminate any non-essential, non-instructional variable costs (including non-instructional administrative salaries and benefits.

3) analysis and strategic reduction, consolidation or combination of expendable, non-essential instructional costs.

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

No.

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

1 to 17; or 1 to 18 inclusive of teacher's aides

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

The school will explore either hiring or contracting with qualified vendors for several administrative, accountability and staff development services, including services for speech therapy, occupational therapy, and physical therapy, as well as custodial services. We also carry some funds in the budget for routine daily classroom custodial issues needing attention prior to the contractor arriving for custodial matters. Contractors will be selected based on a number of factors including the contractor's experience and track record in the given field, their value to our program, and our ability to realize savings by outsourcing rather than hiring for their function. Of utmost importance will also be the contractors references and demonstrated integrity as well as the proven track record of their offerings. The Board will maintain strict oversight of any vendor/contractor and will regularly evaluate contractor performance.

The Board expects to contract for Power School services and already has a quote built into our budget. We will of course contract for the annual audit and preparation of the 990. This too is built into the budget.

Large purchases will be vetted by the staff person desirous of such an item, then presented to the Head of School. Should the Head see the value of such a purchase, then the Head will be responsible for presenting to the Board's Budget committee any item not already budgeted for approval. At that time any approval will follow the Board protocol for purchases.

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

BCCA is committed to offering a high quality instructional program in a public school K-8 environment. We believe we have to prepare students to succeed in a rigorous academic program that will prepare them well for High School. To fulfill this commitment we believe that BCCA must offer attractive compensation packages to instructional faculty, administrative leadership, and support staff. In addition the Board knows that the facility must be attractive, safe, accessible, and economically feasible.

Since the heart of education centers around the act of teaching and learning we know that the curriculum materials must be of high quality and presented in sufficient number so that all students are properly equipped. To this end the budget aligns with the mission, goals, instructional and facility needs in the following ways:

1) We will build our program around an exceptional Head of School that can evidence the mission of education in the character of their being. Accordingly we will offer a good starting salary and intend to build with this person in successive years. While our budgeting process is intentionally conservative, we want to see the evidence of growing enrollment before we raise our annual projected salary increase above a 2% target.

2) We know that the classroom experience - the art of teaching and the experience of learning are the foundation of student engagement. Therefore we seek to find one lead teacher for each grade level with the experience that offers maturity and wisdom for the younger teachers. Accordingly, we expect to employ a range surrounding the average budget number offered.

3) We want BCCA to be a school that encourages parent engagement where possible and will hopefully build on that in ways that include strengthening the car pooling program in successive years. Success in this area of concern should provide some savings in transportation that could release funds for the Board to consider advancing salaries, enhancing curriculum materials, and/or building the financial reserves.

It is our intention to grow the school experience to be so desirable that the evidence of our commitment to our mission, becomes evident in a reputation of being a well run and desirable school.

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

Describe how the school will develop the fund balance.

We expect the school to be so desirable that our speakers bureau and development work will be able to garner community philanthropic support. We are not building our budget on this expectation. But in time we expect that we can grow our school with community support. That said, fiscal best practices for a charter school include enacting policy that compels the Board to operate on a zero-based, balanced budget from year to year while maintaining a low debt to income ratio. Cost controls and revenue enhancement (i.e. fundraising) will be employed to maximize the potential of every dollar and to build savings / reserve funds. Any operating funds surplus will be committed in proportions to be decided by the Board for areas that include Savings, Staff development, curriculum support, facility repair and growth. The school does not have an arbitrary savings target for each given year, but fully understands the importance of building reserves to be able to manage unforeseen circumstances.

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

The Board intends to enter into an operating lease for its facilities. The Board is in the process of securing a Letter of Intent from one facility that will work very effectively for our School. If for some reason this negotiation falls through then the CNL realtor will go to work finding comparable facilities for the school.

We will enter into a long term lease with the entity that we engage. The goal is to keep lease payments affordable, so facilities costs and debt do not impact the school.

Items that the school cannot afford and are not considered critical to instruction will be purchased through accumulated reserves as an alternative to financing. Debt financing will remain a last resort.

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

No assets are expected to be transferred to BCCA from other sources. It is expected that FF&E will be purchased using operating funds and that the facility lease will also be funded from operating revenues.

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

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

BCCA will adopt both organizational level and functional level internal controls and will evaluate those controls annually to determine implementation approach and necessary modifications. Organizational and functional level internal control documents will be written and independent auditor will be asked each year to review the organizational and functional level internal control procedures and documentation, compare them to actual practices and to make recommendations to the Board for improvements.

Organizational level controls will document the organizational structure and operational nature of the school and include systems of integrity and values, management philosophy and operating style, training and commitment to competence, risk assessment, internal and external communication, and monitoring of the control environment.

To be more specific, BCCA's functional level internal controls will consist of a comprehensive set of written, functional level control accounts receivable, purchasing, cash disbursements, cash receipts, payroll (including E-verify), journal entries, financial reporting, and fixed assets and depreciation. Each functional level control document will identify and define source documents, enumerate segregated duties and functions, specify output reports and summaries, appoint an appropriate authorizer, and levels of authorization, provide procedures for error detection and correction.

To ensure organizational effectiveness the organizational control documents will be reviewed with the entire staff (including applicable vendors, consultants and contractors) annually and referenced throughout the year during staff development and other workshops. The functional level control documents will be reviewed with each employee, vendor, consultant or contractor to which the controls apply such as the business manager, financial management contractor, IT personnel, independent auditor, the Board treasurer and finance committee and BCCA's administrative leadership.

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

There are no known or possible related party transactions. Should any such circumstance arise the Conflict of Interest Policy pertains as indicated in the By-laws of BCCA.

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

The following firms are being explored to perform the annual, independent audit:

Batchelor, Trillery, and Roberts, LLP
3605 Glenwood Ave.
Suite 350
Raleigh, NC 27612

919 787 8212

Rebekah H. Barr, CPA
5422 Boswellville Rd.
Wilson, NC 27893
252 230 6294

Thomas, Judy, & Tucker, PA
4700 Falls of Neuse Rd.,
Suite 400
Raleigh, NC 27609
919 571 7055

VII AGREEMENT PAGE

Application Fee:

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

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

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

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

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

bonnieconeclassical

Date: 09/19/2016

Applicant Signature:

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

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: bonnieconeclassical

Board Position: Chairperson

Signature: _____

Date: 09/19/2016

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

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



Carolina Connections Inc dba Unique Background Solutions

PO Box 1604
Mt. Airy, NC 27030
Phone #: (336) 786-7030
Fax #: (336) 786-7033

Confidential for Exclusive use by Bonnie Cone Classical Charter Academy-Charlotte
4205 Quail Hunt Lane,
Charlotte, NC 28226
704-763-0065

Information Provided Applicant Name: LISK,BRIAN DAMON
Date of Birth: xx/xx/xxxx
Social Security #: xxx-xx-1033
Internal Code:
Sub Code:
Client Request #:
State of Employer: NC

Order Date: 9/13/2016 1:30:15 PM Eastern

Order #: 281163

Table with 5 columns: Maiden Name, Is Maiden, Summary of Results ReportType, Status, Results. Contains two rows of search results for NC State Repository and AIM2COPS, both with 'Clear' results.

- End of Report -

The N.C. Administrative Office of the Courts (AOC) Disclaimer: The official custodian of all official court records for each county in North Carolina is the clerk of superior court of that county. The North Carolina Administrative Office of the Courts is not the official custodian of any case record and provides only copies of data entered by the clerks. To verify a record's accuracy, contact the clerk of the county of record.

Carolina Connections Inc. dba Unique Background Solutions is not responsible for the accuracy of information contained in public records from which we obtain information. The information provided will be an accurate account of information of record and available as of the time of the search. Unique Background Solutions is not responsible for the accuracy of information reported to it from references, witnesses, current and / or previous employers, education institutions, credit bureaus, federal and / or state agencies unless Unique Background Solutions has been asked to authenticate and / or corroborate the information. Human error in compiling this report is possible and it should not be the sole determination in evaluating this applicant.

Brian D. Lisk
PO Box 2046
Gastonia, NC 28053
Mobile: 704-307-2402
Home: 704-964-6007
brianlisk@gmail.com

EDUCATION

Bachelor of Arts, Political Science, University of South Carolina, Aiken & Columbia, SC

Master of Arts, Political Science, Villanova University, Villanova, PA

Graduate Certificate (+18 hours), English / International Scientific & Technical Communications, Bowling Green State University, Bowling Green, OH

CERTIFICATIONS

| | |
|-----------------------------------|---------|
| C-PPST: READING | 182 |
| C-PPST: WRITING | 176 |
| C-PPST: MATHEMATICS | 184 |
| SOCIAL STUDIES: CONTENT KNOWLEDGE | 184 (E) |

PROFESSIONAL EXPERIENCE

PROFESSIONAL EXPERIENCE

Consultant, BDL Consulting, Gastonia, NC From: May 1997 - Present

School Director / Principal, English School of Kalba, Sharjah Emirate, United Arab Emirates From: January 2016 - August 2016

Education Advisor, SMK Lembah Subang, Petaling Utama District Education Office, Selangor State Education Department, Malaysia
 From: September 2014 - December 2015

Education Advisor, School of Physics & Mathematics, Autonomous Educational Organization Nazarbayev Intellectual Schools (AEO NIS), Astana, Kazakhstan
 From: August 2011 - August 2014

Director of Distance Learning & Instructional Technologies / Instructor, Richmond Community College, Hamlet, NC USA From: January 2009 - March 2011

Appendix F:

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: **Bonnie Cone Classical Academy**

2. Full name: **Brian Damon Lisk**

Home Address: **513 West Third Avenue; Gastonia, NC 28052**

Business Name and Address: **BDL Consulting; PO Box 2046; Gastonia, NC 28053**

Telephone No.: **704-964-6007 or 704-307-2402**

E-mail address: **brianlisk@gmail.com**

3. Brief educational and employment history. **BA - University of South Carolina; MA - Villanova University; Graduate Certificate (MA+18) - Bowling Green State University – 17 years experience in secondary & post-secondary education instruction, management, & leadership both domestically & internationally; 19 years experience in political campaign consulting services (fundraising/electioneering/PR/volunteer recruitment)**

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? **Mr. Marty McCarthy reached out to me and requested my assistance in establishing and governing a new charter school in my home town of Charlotte, due to my long history of service and my incredibly unique & nuanced contributions to education transformation, along with my deep ties to the Newell, Mecklenburg Co/Harrisburg, Cabarrus Co communities,**

the expected location of BCCA. I wish to serve on this particular school board as I have been called to the cause of school transformation, especially for my own community.

6. What is your understanding of the appropriate role of a public charter school board member? I believe it is the responsibility of a public charter school board member to work collectively in developing the mission of the charter school and to identify those individuals with the appropriate skills, talents, and knowledge to turn the board's mission into reality. On-going, the board is also responsible to ensure proper policies and procedures are put into place that are appropriate and effective.
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. Previously, I served as a member of Executive Board where I was the Standing Committee Chairman for the Marketing/Promotions Committee of the York-Chester National Historical District Neighborhood Association (YCNHDNA). Furthermore, I have been active in other non-profit community service organizations, such as the Optimist Club & the Gaston County Literacy Council.
8. Describe the specific knowledge and experience that you would bring to the board. I offer over forty years experience of eating/breathing education as both of my parents were educators & I have worked professionally in education for the past seventeen years. Specifically, I have spent the past five years in the Republic of Kazakhstan & Malaysia implementing school transformation following the Trust School model (the UK equivalent of the US Charter School model). I have worked with schools and school boards from both sides. I offer a unique skills set available to but just a handful of people.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? My understanding is that students will achieve academic success through the rigors of a classical education equipping students with the tools of learning to think critically, reason effectively, and communicate persuasively.
2. What is your understanding of the school's proposed educational program? My understanding is that a classical education aligns the natural developmental abilities of a child to produce intelligent, literate, curious young adults think, solve problems, and follow through on a wide range of interests, using history as its organizing principle.
3. What do you believe to be the characteristics of a successful school? A successful school has students excited about what they are learning and having the opportunity to express their uniqueness through learning. Specifically with regard to charter schools, I believe a successful school follows NC charter school statute GS 115C-218, incorporating one or more of the six legislative purposes of a charter school.
4. How will you know that the school is succeeding (or not) in its mission? The board will hire effective administration who understand how to collect and use data as evidence in support of success/lack of.

Governance

1. Describe the role that the board will play in the school's operation. Guided by NCGS 115C-238.29E(d) the primary function of the Board of BCCA will be to "decide matters related to the operation of the school, including budgeting, curriculum and operating procedures." The Board will retain final authority for decision making pertaining to policy, procedure, financial, curriculum and other operating, instructional and non-instructional matters.
2. How will you know if the school is successful at the end of the first year of operation? I will view the first year of BCCA a success if the faculty/staff have are created a learning environment where teachers can teach and students can learn under a rigorous and structured educational experience developing student minds, bodies, and spirits. This will be evidenced through documenting evidence of the school ethos and through evidence showing an increase in the level of community support by both community partners/non-profit/corporate sectors and by the number of families seeking to enroll their child at BCCA.
3. How will you know at the end of five years of the schools is successful? BCCA seeks to grow from a K-2 institution at Year 1 to a K-6 institution by Year 5. BCCA is targeting a diverse demographic population based on racial, ethnic and economic backgrounds with diverse learning abilities using curriculum and supplemental programs to meet the needs of all students within Mecklenburg and Cabarrus Counties. The board expects to begin with a base of 70% of students reading at grade level and to increase the basis level at least ten percentage points. Also, the board expects 65% of students eligible to problem solve and to increase that basis level at least twenty percentage points. When BCCA offers evidence to show student success rates exceeding the traditional public schools and student/faculty recruitment numbers reflective of school growth, & not turnover, I will know BCCA is a successful school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The BCCA Board knows the boundary between governance and management. The Board will work closely with the Head of School in determining best practices and proper delegation of management issues. While the boundaries are known, it is paramount that regular communication occurs between board and school administration.
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 meet with the individual(s) privately who I believe were behaving unethically/non-best interests to address my concerns. If I determine my concerns have merit, I would speak privately with the board chair so that the matter could be addressed by the entire board. If the board decided to take a non-appropriate level of disciplinary action, I would be forced to resign my position from the board. I take my oath of Duty of Care, Duty of Loyalty, & Duty of Obedience serious & would do everything I can possibly do to avoid malfeasance.

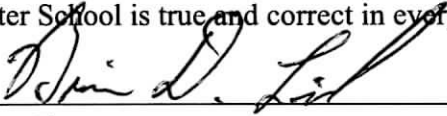
*Please include the following with your Information Form

- a **one page** resume
- a national criminal background 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.

Certification

I, Brian Damon Lisk, 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 Bonnie Cone Classical Academy Charter School is true and correct in every respect.



Signature

14 September 2016

Date

Julia Barbee Russo
6336 Wakehurst Road
Charlotte, NC 28226
(704) 650-0432
judyrusso@hotmail.com

Personal

Born: January 12, 1942
Widow: February 17, 2003
Children: Brent, 44 years old (Sharon)
 Phillip, 34 years old (Deania)
GrandChildren: Woods (13)
 Martin (10)
 Boone (2)

Education

- Concord High School (1960)
- Appalachian State University (1964) B.A. Social Studies/Secondary Education
- Appalachian State University (1969) M.A. History/Secondary Education

Teaching and Related Experience

1989-2002 South Mecklenburg High School

- World History & Academically Gifted World History (10th-12th)
- Advanced Placement European History (12th)
- Senior Exit Project Coordinator
- Received AP Certification (1989)
- South Mecklenburg Teacher of Year (1991)
- Served on SACS & Blue Ribbon Committees (1998-2002)

1972-1989 West Mecklenburg High School

- World History & Academically Gifted World History (12th)
- Psychology and Sociology (12th)
- Received AG Certification (1978)
- Social Studies Chairperson (1982-1989)
- JV & Varsity Cheerleader Advisor (1972-1978)
- Served on SACS Committee

1970-1972 Home with first child

1969-1970 West Mecklenburg High School

- World History
- Psychology

1968-1969 Appalachian State University

- Graduate Assistant: History Department, Dr. George Antone

1964-1968 West Mecklenburg High School

- World History & Reading Improvement
- Received 12 Graduate Hours in Reading through ASU (1965)

1974-2015 Civic/Social & Religious Activities

- Delta Kappa Gamma Teacher Sorority
- St. John's Episcopal Church
 - Vestry
 - Youth Advisor
 - Altar Guild
 - Clergy Discernment Committee
 - Search Committee for the Head of Palisades Episcopal School

Julia Barbee Russo
6336 Wakehurst Road
Charlotte, NC 28226
(704) 650-0432
judyrusso@hotmail.com

- YWCA of Charlotte – Fundraiser Table Leader

Appendix G:

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: Bonnie Cone Classical Academy (BCCA)

2. Full name: Julia B. Russo

Home Address: 6336 Wakehurst Road, Charlotte, NC 28226

Business Name and Address: N/A

Telephone No.: (704)752-3537 (H) (704)650-0432 (C)

E-mail address: judyrusso@hotmail.com

3. Brief educational and employment history. I am a retired Charlotte-Mecklenburg history teacher (35 years) with a B.A. from Appalachian State (1964) Social Studies/Secondary Education, M.A. from Appalachian State (1969) History/Secondary Education. I taught various social studies courses and received my Academically Gifted Certification (1978). In the early 1980s I taught senior level world history at West Mecklenburg High School through the Appalachian Partners Program as an Ad Hoc Social Studies Department Member of ASU. In 1989 I received my Advanced Placement Certification. From 1989-2002 I taught World History, AG World History, and AP European History at South Mecklenburg High School and was the Senior Exit Project Coordinator.

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 told a board member I was very interested in classical education and I would like to learn more about BCCA. I was invited by Louise Baucom and Marty McCarthy to attend a few board meetings to see if I would be interested in becoming a board member. Both Louise and Marty knew my teaching background. I want to serve on this board because I believe in the classical education program and opportunities offered through public charter schools.

6. What is your understanding of the appropriate role of a public charter school board member? As a board member of a public charter school I will have the following role:
 - Understand and support the mission and goal of BCCA (Academic Oversight).
 - Be and advocate of BCCA and charter schools in the community.
 - Recruit highly qualified personnel dedicated to the staff, students, parents, and the community.
 - Provide support and critical analysis of the activities of the governing body.

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 can be an effective board member because of the following:
 - Three (3) years on the vestry of St. John's Episcopal Church, Charlotte, NC
 - Nine (9) years Social Studies Department Chair, West Mecklenburg High School
 - Southern Association of Colleges & Schools (SACS) Committee Board, West Mecklenburg High School & South Mecklenburg High School
 - Four (4) years Senior Exit Project Coordinator, South Mecklenburg High School

8. Describe the specific knowledge and experience that you would bring to the board.
 - 36 years of classroom experience
 - Curriculum Development, Textbook Selection/Adoption Authentic Assessment Development
 - Good rapport with students, parents, administration and school staff.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The BCCA will equip students with the tools of learning to think critically, reason effectively, and communicate persuasively through the rigors of a classical education. I believe students learn best with classical curriculum, rigor, authentic problem solving, and a diversified student body.

2. What is your understanding of the school's proposed educational program? The school's education program will stress knowledge of facts/grammar, clear reasoning/logic, and effective communication of ideas/rhetoric. This can be accomplished by requiring each student to take a core liberal arts curriculum that will be planned, sequential, and focused on mastery and attainment of knowledge that will allow the student to progress to the next highest level. The early years are spent in absorbing facts, systematically laying the foundation for advanced study. We will use Spaldings Writing Road to Reading and Singapore Math.

3. What do you believe to be the characteristics of a successful school? A school is successful when the community recognizes the high academic standards and student success based on quality leadership, respected teachers and staff, and students who are eager to learn and come to school.

4. How will you know that the school is succeeding (or not) in its mission?
 - Required testing to help assess the effectiveness of curriculum and instruction.

- School enrollment that exemplifies diversity.
- Community reputation and the desire of parents for their children to attend BCCA.
- Staff retention

Governance

1. Describe the role that the board will play in the school's operation. The board will facilitate the following:
 - Academic, operational, and financial oversight.
 - Develop and uphold policies.
 - Focus on people, priorities, and performance but will not micromanage.
2. How will you know if the school is successful at the end of the first year of operation?
 - If our students succeed academically with quantifiable growth.
 - If parents, administrators, and staff are satisfied and are looking forward to a new exciting school year.
3. How will you know at the end of five years of the schools is successful?
 - Quantifiable academic growth.
 - Little administration, faculty, and staff turnover.
 - Increased enrollment and the expansion of grade levels.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Fair and rigorous assessment of curriculum and personnel.
 - Continue being a strong advocate for classical education in charter schools.
 - Be an example of strong educational leadership.
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 bring the event/s before the board and follow the procedures in place to deal with the situation. If determined to be true the member should be disciplined or removed.

*Please include the following with your Information Form

- a one page resume
- a national criminal background 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.

Certification

I, Julia B. Russo, 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 Bonnie Cone Classical Academy Charter School is true and correct in every respect.

Julia B. Russo
Signature

9-15-15
Date

Appendix G:

Charter School Board Member Information Form

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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: Bonnie Cone Classical Academy
2. Full name: Lynne Bradley Hiltz

Home Address: 7035 Tabor Lane Charlotte, NC 28211

Business Name and Address: Thompson Child & Family Focus 6800 Saint Peter's Lane Matthews, NC 28105

Telephone No.: 704-534-2972

E-mail address: lbhiltz@gmail.com

3. Brief educational and employment history.
Public school-River Falls, Wisconsin (K-12); Wartburg College-Waverly, Iowa (2 years); Virginia Commonwealth University-Richmond, VA (BFA-1972). WBTV News(CBS-Charlotte, NC) 22 years-On-Air talent and reporter; Hope Haven, Inc. (Charlotte, NC)-Director of Community Relations; Thompson Child & Family Focus-Director of Grants Funding 2006-Current.
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 invited to join after a conversation with Martin McCarthy. As a staff member of a non-profit that serves low-income and special needs children (0-16), I clearly see the need for an educational system that teaches children how to think and how to learn. A classical education is the best means to this end.
6. What is your understanding of the appropriate role of a public charter school board member?
Oversight to ensure the school is well managed; adherence to public trust; commitment to proposed outcomes and an advocate 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.

Although I have no other board service, I have worked for two non-profits that utilize strong boards and understand what is required to help an entity achieve success. The non-profit where I am currently employed serves low-income and special needs children, other children who have abused and neglected and parents who have nowhere to turn to help them and their children achieve a successful life. A strong education is the "Golden Ticket" to life success for every child in today's world.

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

I bring a strong record of successful grant writing and extensive knowledge of evidence-based programs to benefit children and families.

School Mission and Program

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

Bonnie Cone Classical Academy will focus on a classical approach that recognizes brain development. As young children think in a concrete fashion, they absorb the various rules of subjects on an intense level that gives them a foundation of learning and the tools to think critically as they grow. This level of learning is available to any child, regardless of family income.

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

Bonnie Cone Classical Academy will utilize a classical approach to learning that follows recognizes stages of brain development and age of the child. Grammar and rules of each subject are closely learned in the child's first five educational years; followed by the logic of subjects in middle school and rhetoric in high school. The layers of each subjects' grammar, logic and rhetoric align with the development the child's brain resulting in stages that are foundation to each other.

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

Children love learning and coming to school. Teachers are eager to teach and parents support both the child and the teachers.

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

Children will succeed academically and enrollment will grow.

Governance

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

The Board seeks out the strong school management and enables them to hire a strong and stable staff. The Board assists in the development of a strategic plan; serve as fiduciaries, and have oversight of the school. The Board attends all Board and committee meetings, and assist with fundraising and advocacy of the school.

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

Children will be succeeding academically, staff is engaged, enrollment is growing, and parents are enthusiastic about their child's experience.

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

All elements of Question #2 continue; children and parents engage staff for guidance toward higher education; staff is stable and satisfied; a financial surplus is developing.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Community outreach, promotion and marketing; appropriate fundraising; outreach to families.
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?
Seek the advice of the Board Chair for guidance; review the charter and take such steps as appropriate to the situation to root out the unethical action.

*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background 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.

Certification

I, *Lynne Bradley Nitz*, 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 _____ Charter School is true and correct in every respect.

Lynne Bradley Nitz
Signature

9-23-15
Date

Lynne Bradley Hiltz
7035 Tabor Lane Charlotte, NC 28211 (704) 534-2972

PROFESSIONAL EXPERIENCE:

Thompson Child & Family Focus, Matthews, NC

Director of Grant Funding, September 2006 – Present

Responsible for grant research, application writing and outcomes reporting; Grant tracking; Ensuring key deadlines are met; Creating and maintaining procedures to ensure state, local and national reporting and accuracy. Develop relationships with corporate, foundation and local funders. Other projects as required.

Hope Haven, Inc., Charlotte, NC

Director of Community Relations 2004-2006

Outreach to area businesses, foundations and local funders; Promotion of agency programs to all interested parties; Grant research, application writing and reporting.

Jay Howard Production Audio, Charlotte, NC

Studio Manager, Voice Talent 1999-2004

Marketing to state and national advertising agencies and businesses; Booking studios and voice talent; Voice talent for various radio, television and non-broadcast commercials and documentaries.

WBTV News, Charlotte, NC (CBS affiliate)

Reporter, Producer, On-Air Talent

Serve as reporter and producer for daily noon program and evening newscasts; On-Air Talent for various station events and productions.

EDUCATION: Bachelor of Fine Arts, 1972, Virginia Commonwealth University, Richmond, Virginia

ADDITIONAL COURSES: Various computer classes, Central Piedmont Community College, Charlotte, NC

Appendix F:

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.

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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: **Bonnie Cone Classical Academy**

2. Full name: **Martin F. McCarthy**

Home Address: **4205 Quail Hunt Lane, Charlotte, NC 28226**

Business Name and Address: **Savesorb Services, llc. 4205 Quail Hunt Lane, Charlotte, NC 28226**

Telephone No.: **704 763 0065**

E-mail address: **mfm108@aol.com**

3. Brief educational and employment history. **Thirty plus years a pastor, BA from Emory and Henry College, 1974; M.Div. from Virginia Theological Seminary, 1978; Doctoral studies (not completed). Ordained pastor in McLean, Va. 1978-1982; Richmond, Va. 1982-1995; Charlotte, NC 1995-2008; consultant developing private schools 2008-2012; now developing an oil absorption business.**

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: **Yes, Trinity Episcopal School**

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 eager to see high quality options available that will promote excellence among all schools. Further, I have seen the renewing model of classical education developing intellectual excellence among students from all sectors and strata of our society. It is an option more students need.

6. What is your understanding of the appropriate role of a public charter school board member? **A Board member is to offer Governing oversight, careful management of fiduciary obligations (so that at all times the Board knows how the funds account balance stands, cash flow, obligations that are planned for, needs that are**

emerging, while seeing that budgets are reconciled), and provide direct oversight of the Principal and captures monthly reporting on academic goals.

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 served on several private school boards, my local Rotary Board, the Board of Greater Enrichment Program (serving the after school population with tutorial support in underperforming schools)

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

I have the ability to raise funds for programs, and connect Board members and the Principal to community leaders. My twenty plus years working around boards of private schools brings a similar set of skills and experience that will provide perspective for our work.

School Mission and Program

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

The mission is to bring each child into a love of learning, so that they develop a critical competence with the tools of learning. That is to learn how each subject embodies its own grammar, logic and rhetoric, while the phases of a child's intellectual development resonate more with the first stage of learning in the K-5 years, and the second stage in the 6-8 years, and high school focuses on rhetoric. So, while the child is learning how to learn, they are also building the basics as the foundation upon which logic and rhetoric then pertain. As a result, we expect to develop critical thinkers that engage the community for the better.

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

Classical Education is just now returning to the American educational landscape. While there may be as many as 250 – 300 private classical schools in America now, among the 7,000+ charter schools there are possibly only 50 – 75 that are classical. This model of education works to develop knowledge in a sequential fashion, so that children learn the "what" (K-5) before they learn the "how" (6-8), which is the precedent to a focus on the "why" of knowledge (9-12). While each phase of learning is not exclusive to the noted foci, that foci does tend to be predominant in the learning of the age associated with it. This model of education utilizes a lot of active mind work which has proven beneficial to the development of knowledge.

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

Children in love with learning, eager to return to school, progressing noticeably well through the standardized measurements used in monitoring intellectual formation. When we see classrooms well-ordered and parents pleased with their choice to apply to our school.

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

We will expect regular reports from the Principal pertaining to academic progress, student enrollment, waiting lists, community engagement, financial reporting, and feedback from parent surveys.

Governance

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

The Board is in charge of Governance, not operations. Though Committees of the Board may engage in specific duties that align with operations, generally speaking it is the Board's job to oversee, monitor, assess, and make adjustments in counsel with the Principal and competent advisors when proper process for such decisions has been honored.

2. How will you know if the school is successful at the end of the first year of operation? We have a strong percentage of returning students, a strong applicant pool, a budget in line with our expectations when we began the year, and all reporting and audits (academic and financial) are in line.

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

Parents will be asking us whether we can appeal to the State Board for permission to offer a High School.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? I think we have to continue to engage the community to learn of our reputation. I think we have to be sure all audits have been done and we are on target. I think we will need to be sure to build better and better training for all of us: Board, Principal, Teachers, so that we are gaining in our competency and professionalism.

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, or I would ask the person aware of the "possible ethical breach" to have a direct and candid conversation with the Board member to be sure the information is accurate and the concern is attended to, if the information is accurate. If it requires further attention, then the Board Chair deals directly with the breach of ethics. If the concern is with the Board Chair, then another member of the officers of the Board deals directly with the Board Chair. If necessary the person in question will be recused from any matters pertinent to the subject of breach, or removed from the Board (whichever is the most appropriate response to the matter).

*Please include the following with your Information Form

- a one page resume
- a national criminal background 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.

Certification

I, Martin F. McCarthy, 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 Bonnie Gene Cassin Charter School is true and correct in every respect.

Martin F. McCarthy
Signature

9/12/16
Date

Appendix F:

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.

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Background

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2. Full name: **Martin F. McCarthy**

Home Address: **4205 Quail Hunt Lane, Charlotte, NC 28226**

Business Name and Address: **Savesorb Services, llc. 4205 Quail Hunt Lane, Charlotte, NC 28226**

Telephone No.: **704 763 0065**

E-mail address: **mfm108@aol.com**

3. Brief educational and employment history. **Thirty plus years a pastor, BA from Emory and Henry College, 1974; M.Div. from Virginia Theological Seminary, 1978; Doctoral studies (not completed). Ordained pastor in McLean, Va. 1978-1982; Richmond, Va. 1982-1995; Charlotte, NC 1995-2008; consultant developing private schools 2008-2012; now developing an oil absorption business.**

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: **Yes, Trinity Episcopal School**

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 eager to see high quality options available that will promote excellence among all schools. Further, I have seen the renewing model of classical education developing intellectual excellence among students from all sectors and strata of our society. It is an option more students need.

6. What is your understanding of the appropriate role of a public charter school board member? **A Board member is to offer Governing oversight, careful management of fiduciary obligations (so that at all times the Board knows how the funds account balance stands, cash flow, obligations that are planned for, needs that are**

emerging, while seeing that budgets are reconciled), and provide direct oversight of the Principal and captures monthly reporting on academic goals.

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 served on several private school boards, my local Rotary Board, the Board of Greater Enrichment Program (serving the after school population with tutorial support in underperforming schools)

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

I have the ability to raise funds for programs, and connect Board members and the Principal to community leaders. My twenty plus years working around boards of private schools brings a similar set of skills and experience that will provide perspective for our work.

School Mission and Program

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

The mission is to bring each child into a love of learning, so that they develop a critical competence with the tools of learning. That is to learn how each subject embodies its own grammar, logic and rhetoric, while the phases of a child's intellectual development resonate more with the first stage of learning in the K-5 years, and the second stage in the 6-8 years, and high school focuses on rhetoric. So, while the child is learning how to learn, they are also building the basics as the foundation upon which logic and rhetoric then pertain. As a result, we expect to develop critical thinkers that engage the community for the better.

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

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

Children in love with learning, eager to return to school, progressing noticeably well through the standardized measurements used in monitoring intellectual formation. When we see classrooms well-ordered and parents pleased with their choice to apply to our school.

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

We will expect regular reports from the Principal pertaining to academic progress, student enrollment, waiting lists, community engagement, financial reporting, and feedback from parent surveys.

Governance

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

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2. How will you know if the school is successful at the end of the first year of operation? We have a strong percentage of returning students, a strong applicant pool, a budget in line with our expectations when we began the year, and all reporting and audits (academic and financial) are in line.

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

Parents will be asking us whether we can appeal to the State Board for permission to offer a High School.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? I think we have to continue to engage the community to learn of our reputation. I think we have to be sure all audits have been done and we are on target. I think we will need to be sure to build better and better training for all of us: Board, Principal, Teachers, so that we are gaining in our competency and professionalism.

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, or I would ask the person aware of the "possible ethical breach" to have a direct and candid conversation with the Board member to be sure the information is accurate and the concern is attended to, if the information is accurate. If it requires further attention, then the Board Chair deals directly with the breach of ethics. If the concern is with the Board Chair, then another member of the officers of the Board deals directly with the Board Chair. If necessary the person in question will be recused from any matters pertinent to the subject of breach, or removed from the Board (whichever is the most appropriate response to the matter).

*Please include the following with your Information Form

- a one page resume
- a national criminal background 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.

Certification

I, Martin F. McCarthy, 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 Bonnie Gene Cassin Charter School is true and correct in every respect.

Martin F. McCarthy
Signature

9/12/16
Date

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Background

1. Name of charter school on whose Board of Directors you intend to serve: **Bonnie Cone Classical Academy**

2. Full name: **Stephanie Irene Newbrough**

Home Address: **154 Oak Haven Pl, Concord, NC 28027**

Business Name and Address: **Charlotte-Mecklenburg Schools – P.O. Box 30035 Charlotte, NC 28230-0035**

Telephone No.: **704-231-2071**

E-mail address: **stephanie@newbrough.com**

3. Brief educational and employment history.

I attended West Liberty University in West Liberty West Virginia where I graduated in May of 2005 with a bachelor's degree in Elementary Education and a minor in Early Childhood Education. I attended UNCC in Charlotte North Carolina where I graduated in May of 2016 with a master's degree in Elementary Education with a concentration in reading. I am currently a Kindergarten teacher at Davidson Elementary School in Charlotte-Mecklenburg, North Carolina. Prior to this school year I was a kindergarten teacher at Royal Oaks Elementary School in Cabarrus County for 11 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:

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?

My mother was introduced, through the Village's Tea Party, to a colleague of Marty McCarthy. Through this colleague I reached out to Marty McCarthy with interests in being a part of a classical charter academy. As a public educator I have devoted my career to the education of children. I am also the parent of a 3.5 year old who is concerned about the direction that public education is heading. I want my child and others to have the opportunity to be educated through the classical model that has been lost in public school system.

6. What is your understanding of the appropriate role of a public charter school board member?
I understand that, as a public charter school board member, it is my duty to fulfill the state's charter obligations to the best of my ability, be a good steward of the public's funds, and ensure that the mission of BCCA is carried with fidelity.
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.
Although I have not been involved in a charter school's board before, my eleven years of teaching experience at a title one school has made me realize the need for parents to have education options for their children. I have served on the school improvement team for a total of seven years, kindergarten grade chair for a total of seven years, a new teacher mentor for the last 6 years, the lead tutor for Cabarrus Counties Supplemental Education Services from 2010-2012, and I am served as the K-2 representative on the transition team for temporary merge between Royal Oaks and another school in the district.
8. Describe the specific knowledge and experience that you would bring to the board.
As a current elementary teacher I have a vast knowledge of curriculum, state testing, special education laws, and the day-to-day operation of a school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
At BCCA we will equip students with the tools of learning that allow them to think critically, reason effectively, and communicate persuasively through the rigors of classical education. BCCA is modeled after other classical schools that are among the top scoring schools in the nation. Our students will be challenged with academic excellence in an atmosphere conducive to exceptional academic growth.
2. What is your understanding of the school's proposed educational program?
In grades K-5 the ELA focus is on the fundamentals and grades 6-8 will focus on literature composition. This will be accomplished using Spalding phonics based reading, spelling, and vocabulary, in conjunction with Harvey's Grammar and Classical Writing and Touchstone Great Books. The math focus is on concept development, mental strategies, and problem solving. This will be accomplished using Singapore Math, which consistently produces high-test results. These selected curriculums will more than prepare our students for any and all state mandated assessments.
3. What do you believe to be the characteristics of a successful school?
I believe that the most critical characteristics of a successful school include a strong school board with a common vision for student success, an experienced head of school that shares the same vision, highly qualified teachers, and parents that share the same vision for a classical education.
4. How will you know that the school is succeeding (or not) in its mission?
The success of BCCA will be shown in our end of the year assessment scores, low number of student retentions, and the continued growth of our student body.

Governance

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

The board will be responsible for hiring the head of school for BCCA, establishing policies, evaluating the school's leadership, and holding an annual review of the school's budget.

2. How will you know if the school is successful at the end of the first year of operation?
We will be able to know the success of BCCA through parent, student, and staff satisfaction evaluation/surveys, as well as the outcomes of student academic assessments.
3. How will you know at the end of five years of the schools is successful?
Through continued growth of the student body, both academically and in numbers, community support of BCCA, and the through the continued shared vision of BCCA's mission, we will know the success of our students and school.
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 be an integral part of the school from the start. They will need to hire a highly qualified and experience head of school, have constant communications with the head of school and staff, and meet regularly to review the annual budget and goals to ensure that all students succeed.
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 call a face-to-face meeting with the board where I express my concerns about the situation. I would make sure that the board discussed and accepted a solution that is in the best interest of the school first and foremost.

*Please include the following with your Information Form

- a *one page* resume
- a national criminal background 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.

Certification

I, Stephanie Irene Newbrough, 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 Bonnie Cone Classical Academy Charlotte Charter School is true and correct in every respect.

Stephanie Newbrough
Signature

9-11-16
Date

STEPHANIE IRENE NEWBROUGH

EDUCATION AND PROFESSIONAL CREDENTIALS

UNC-Charlotte, NC

M.A.T., Elementary Education, May 2016
Concentration in Reading
Graduated with Honors

West Liberty State College, WV

B.S., Elementary Education, 2005
Minor, Early Childhood Education
Graduating Magna Cum Laude

Licenses (NC)

| | | |
|-----------|---|--------------------------------|
| B-I-level | Elementary Education (K-6 th) | License Number – 1039048 |
| B-I-level | Early Childhood Education (Birth-K) | License Number - 1039048 |
| G-Level | Elementary Education (Concentration in Reading) | Graduated and Awaiting License |

PROFESSIONAL EXPERIENCE

Charlotte-Mecklenburg Schools

November 2005 – May 2016
Davidson Elementary School
Davidson, NC
Kindergarten Teacher

Cabarrus County Schools

August 2016 – Present
Royal Oaks Elementary School
Kannapolis, NC
Kindergarten Teacher

RECOGNITIONS AND LEADERSHIP

- Grade Level Chairperson 2007-2010, 2014-2016
- School Improvement Team Member 2007-2010, 2014-2016
- Summer Pilot team member for the counties new School Improvement Plan 2009
- Co-Author of the Royal Oaks Elementary School Improvement Plan 2009, 2010, 2014, 2015, 2016
- Lead Tutor for Cabarrus Counties Supplemental Education Services 2010-2012
- UNCC Cooperating Teacher 2009-2010, 2011-2012
- Mentor to new teachers 2011-2016
- Direct Instruction Reading Mastery Coach 2011-2013, 2014-2016
- PLC Chair, 2015-2016
- Responsible for presenting professional development for Direct Instruction Reading Mastery to staff
- Responsible for presenting professional development for staff implementation of Words Their Way / Word Study 2012-2016
- K-2 representative on the transition team for temporary merge between Royal Oaks and another school in the district during preparation and construction of the new Royal Oaks facility in the 2018-2019 school year.

PROFESSIONAL MEMBERSHIPS AND COMMUNITY AFFILIATIONS

- Member of the Association of American Educators
- Member of Kappa Delta Pi
- Member of Poplar Grove Baptist Church (assistant nursery director, past Awana teacher, past VBS co-director)
- Member of The Cabarrus Quilter's Guild, Inc. (Past President, 2010-2011)
- Splash of Color Annual Quilt Show Quilt Coordinator (handling of all quilts for judging, show layout, show set up, as well as data collection and organization of all entry forms and designer of the show book) (2010-present)

RESUME

The Rev. Martin F. McCarthy
4205 Quail Hunt Lane
Charlotte, NC 28226

FAMILY

Married to Cindy L. McCarthy 1981
Two independent adult children: Sean, and Shannon (married 6/15)

EDUCATION

D. Min. studies at Union Theological Seminary, 1995; D.Min studies V.T.S. (early 2003)
M. Div. Virginia Theological Seminary, 1978
Domestic Mission Service, 1975
B.A. degree Emory and Henry College, 1974

WORK

Founder of Savesorb Services, llc. 2015
Founder and President, Cornerstone Education Foundations, Inc. 2013
Founder and President, Regent Schools of the Carolinas, 2007 - 2013
Rector, St. John's, Charlotte, NC, 1995 – 2008, led two capital campaigns, grew the membership from 1300 to 3000, and doubled the facility footprint.
Rector, Epiphany, Richmond, VA, 1982 – 1995, led one capital campaign to renew facility and expand ministries.
Assistant Rector, St. Dunstan's, McLean, VA, 1978 – 1982, noted for building a significant youth ministry.
Founder and Board member, Palisades Episcopal School, 2007 – 2010
Founder and two term Board member, Trinity Episcopal School, 1998 - 2004
Vice Chair of Greater Enrichment Program, Charlotte, NC, 2003 - 2013
President and member of the Standing Committee of the Diocese of Virginia, 1990 - 1993
President and member of the Clergy Association of the Diocese of Virginia, 1985 - 1993
President and member of the Board - Statewide Council of Churches of Virginia, 1990 - 1994

CIVIC

Member of Rotary 1984 to present., Board 2015

LOUISE D. BAUCOM
ldbaucom@gmail.com
Clinical Assistant Professor (1986)

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees

| | | | |
|-------|------|------------------------------|----------------------|
| Ph.D. | 1986 | University of South Carolina | Elementary Education |
| M.Ed. | 1979 | College of Charleston | Special Education |
| B.A. | 1975 | Elon College | Elementary Education |

Licenses (NC)

| | |
|----------|---|
| G-level | Mentally Handicapped K-12 |
| DG-level | Elementary Education (NC) K-6 th |

PROFESSIONAL EXPERIENCE

| | |
|--------------|---|
| 1987-present | The University of North Carolina at Charlotte, College of Education Department of Reading and Elementary Education Clinical Assistant Professor, 1996-present Department of Curriculum and Instruction Clinical Assistant Professor & Lecturer, 1987-1996 |
| -86 | Charlotte-Mecklenburg Schools, Marie G. Davis, fourth grade teacher |
| -85 | The University of South Carolina, Wardlaw College of Education, Department of Early Childhood Graduate Teaching Assistant; Supervisor of Student Teachers |
| -81 | Richland County School District #1, Columbia, SC Teacher of Orthopedically Handicapped |
| -80 | Charleston County Schools, Charles Webb School, Charleston, SC Teacher of Orthopedically Handicapped |
| -77 | Sanford-Lee County Schools, Sanford Elementary, Sanford, NC Teacher of Emotionally Handicapped |
| -76 | Caldwell County Schools, Caldwell Developmental Center, Lenoir, NC Teacher, Multihandicapped/ Homebound Training |

Most Recent PROFESSIONAL ASSIGNMENTS

Teaching Assignments

| | |
|-------------|--|
| Fall 2010 | ELED 3226 Elementary Language Arts Methods ELED 4122 Research and Analysis of Teaching (2 sections) ELED 4420 Student Teaching Supervision |
| Spring 2011 | ELED 3226 Research & Analysis of Teaching (2 sections) ELED 4420 Student Teaching Supervision (half-time) |

Other Assignments

- * Trinity Episcopal School, Charlotte, NC. Board of Trustees (1999-2005)
- RE3- IBM grant: Reinventing Education- Charlotte-Mecklenburg Schools (Learning Village and Teacher Universe) w/ Davidson, Queens, Johnson C. Smith & Winthrop
- University Admissions Committee- (w/ Tina McEntire) 1998- present
- Search Committee- University Supervisor Position in the Office of Field Experience (2008)

EDITORIAL ASSIGNMENTS

Textbook Reviewer: Houghton Mifflin Company, 1995- present
Wadsworth /Thomson Learning, 2002- present

SELECTED PRESENTATIONS

Baucom, L.D. (2003-11) Praxis II Workshops for Elementary Education Students in the College of Education at UNC-Charlotte, NC.

Baucom, L.D. (2003) IBM Learning Village Applications with Teacher Universe. Presentation to Leadership Charlotte, Charlotte, NC.

Baucom, L.D. (2002). Use of Drama to Improve Elementary Students' Writing Abilities. Presentation at the National Council of Teachers of English, Denver, CO.

CONSULTANCIES

- ❑ Candidate Assessment System and E-portfolio committee
- ❑ ACEI SPA report for elementary accreditation
- ❑ Teacher Cadet Program with South Mecklenburg High School --Charlotte-Mecklenburg Schools
- ❑ Regent Schools, Steering Committee
- ❑ Learning Village Jury for IBM grant - National Board Certified Teachers submission of material
- ❑ Senior Exit Project Reviewer for Providence High School, Charlotte-Mecklenburg Schools

PROFESSIONAL MEMBERSHIPS

National Council of Teachers of English
Association of Teacher Educators
Association of Childhood Education International
Association of Supervision & Curriculum Development

BONNIE CONE
CLASSICAL ACADEMY,
CHARTER SCHOOL

Conflict Of Interest Policy

The purpose of this conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit improperly the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Section 1. Definitions: The following definitions shall apply for purposes of this Article.

- a. Interested Person: Any director, officer, members of management, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

- b. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business investment, or family:
 - i. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement.
 - ii. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - iii. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Section 2. Procedures:

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

- b. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the governing board or committee

meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

c. Procedures for Addressing the Conflict of Interest:

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

d. Violations of the Conflicts of Interest Policy

- i. If the governing board or committee has reasonable cause to believe an interested party has failed to disclose actual or possible conflicts of interest, it shall inform the person of the basis for such belief and afford the person an opportunity to explain the alleged failure to disclose.
- ii. If, after hearing the person's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the person has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 3. Records of Proceedings: The minutes of the governing board and all Committee's with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the

nature of the financial interest, any action taken to determine whether a conflict of interest existed.

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

c. All meetings will be held in accord with the N.C. Open Meetings Law

Section 4. Compensation

a. A voting member of the governing board or management who receives compensation, directly or indirectly, from the Corporation for services or otherwise is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 5. Statements: Each director, principal officer and member of a committee with board-delegated powers shall sign a statement that affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

Section 6. Periodic Reviews: To ensure the Corporation operates in a manner consistent with the charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

- b Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 7. Use of Outside Experts: When conducting the periodic reviews as provided for herein, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

**ACKNOWLEDGEMENT OF RECEIPT
OF
CONFLICT OF INTEREST POLICY
AND
UNDERSTANDING OF TAX-EXEMPT PURPOSE**

THE UNCERSIGNED hereby declares and affirms that he or she:

- a. Has received a copy of the Conflict of Interest Policy of BONNIE CONE CLASSICAL ACADEMY, CHARTER SCHOOL (“Corporation”), which was dated _____, _____ (“Policy”);
- b. Has read and understands the Policy;
- d. Has agreed to comply with the Policy; and
- e. Understands the Corporation is a charitable organization and, in order to maintain its federal tax exemption, it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

This the _____ day of _____, 20____

Signature: _____

Name: _____

Title: _____