Evidence of Educational Need

Evidence 1—The Learning Gap between Shanghai and North Carolina

North Carolina Students’ Performance

Making all the students perform on the grade level has always been a top priority for the NC DPI but it seems there is still a long way to go. In the 2014-15 academic year, only 52.2% of North Carolina students were proficient (Level 3 or above) in Math state tests and only 56.3% were proficient in Reading (NC DPI, 2015).

How Far are America and North Carolina from the Top?

How is North Carolina’s education ranked in the world? Three states (i.e., CT, FL, MA) participated in the 2012 PISA study. We may infer North Carolina’s ranking from the performance of Florida, another southern state. Florida did a little better than North Carolina on the 2015 NAEP (Chingos & Blagg, 2015) so using Florida’s scores may actually overestimate North Carolina’s a little bit. The 2012 PISA data shows that Shanghai’s 8th graders were three years ahead of the world average in math. The gap between Shanghai students and North Carolina/Florida students in math may be a stunning four years (613 vs 467)! Shanghai’s students in the lowest socioeconomic status quarter are over one year ahead of North Carolina/Florida students in the top SES quarter (562 vs 521)! So North Carolina students’ basic skills are in a deplorable state both in absolute terms (Nearly half are below grade level) and relative terms (four years below Shanghai students in math).

Table 1: A Comparison of PISA Scores

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th></th>
<th>Reading</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Highest SES Quarter</td>
<td>Lowest SES Quarter</td>
<td>Average</td>
<td>Average</td>
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<tr>
<td>Shanghai, China</td>
<td>613</td>
<td>660</td>
<td>562</td>
<td>570</td>
<td>580</td>
</tr>
<tr>
<td>Singapore</td>
<td>573</td>
<td>627</td>
<td>523</td>
<td>542</td>
<td>551</td>
</tr>
<tr>
<td>Finland</td>
<td>519</td>
<td>555</td>
<td>488</td>
<td>524</td>
<td>545</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>514</td>
<td>576</td>
<td>459</td>
<td>527</td>
<td>527</td>
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<tr>
<td>Connecticut</td>
<td>506</td>
<td>570</td>
<td>450</td>
<td>521</td>
<td>521</td>
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<tr>
<td>UK</td>
<td>494</td>
<td>545</td>
<td>458</td>
<td>499</td>
<td>514</td>
</tr>
<tr>
<td>US</td>
<td>481</td>
<td>532</td>
<td>442</td>
<td>498</td>
<td>497</td>
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<tr>
<td>Florida</td>
<td>467</td>
<td>521</td>
<td>430</td>
<td>492</td>
<td>485</td>
</tr>
</tbody>
</table>

Learning from China

The two countries that American educators talk about the most are Singapore and Finland. Finland is not very remarkable if compared with Massachusetts. Students in these two
places had similar performances in Math (519 vs 514) and Reading (524 vs 527) but Finland students did better in Science (545 vs 527). Singapore math has been adopted by many American schools but Singapore students are one year behind Shanghai students in math (573 vs 613)! The 2009 and 2012 PISA studies created a new superstar—Shanghai, but why American educators still talk about Singapore and Finland? Why do we learn from the second best when there is a clear best? Americans take no action but the British have made some serious moves. Their Minister of Education visited Shanghai. They invited some Chinese teachers to teach in British schools, and the BBC even made a documentary about five of them. Just after one month, the students taught by the five Chinese teachers outperformed the students in the comparison group by more than 10% (The Telegraph, 2015). About 8,000 British primary schools will adopt Shanghai way of teaching math (Harding, 2016).

American educators often use students’ socioeconomic status as an excuse for students’ poor performance. The Chinese know how to make low SES students perform at high levels. Shanghai’s students in the lowest socioeconomic status quarter performed far better than American students in the top SES quarter (562 vs 532). If street vendors’ kids in Shanghai outperformed attorneys’ kids in the US, should we start to learn from the Chinese?

References


<table>
<thead>
<tr>
<th>Forecasted Gain: 2012-13 to 2015-16</th>
<th>Net Gain: 2012-13 to 2015-16</th>
<th>Planning Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.587</td>
<td>2.619</td>
<td>West-North</td>
</tr>
<tr>
<td>1.424</td>
<td>2.120</td>
<td>South-West</td>
</tr>
<tr>
<td>1.032</td>
<td>47</td>
<td>North</td>
</tr>
<tr>
<td>2.077</td>
<td>1.349</td>
<td>Near East</td>
</tr>
<tr>
<td>2.057</td>
<td>2.99</td>
<td>West-South</td>
</tr>
<tr>
<td>-234</td>
<td>329</td>
<td>North-West</td>
</tr>
<tr>
<td>-502</td>
<td>350</td>
<td>North-Central</td>
</tr>
<tr>
<td>4.302</td>
<td>350</td>
<td>Central</td>
</tr>
<tr>
<td>2.588</td>
<td>2.49</td>
<td>South-East</td>
</tr>
<tr>
<td>433</td>
<td>23</td>
<td>Far East</td>
</tr>
</tbody>
</table>

Highly focused growth potential in other areas.

Negligible growth in some areas is a result of lower system-wide K-12 forecasts and

It's all about growth...
Evidence 3—Survey Data Analysis

We designed a 10-question survey and posted it on SurveyMonkey in September to gauge parents' interest in Carolina Experimental School. We got 30 completed surveys. About 37% of parents do not know about Shanghai's stunning performances on the 2009 and 2012 PISA studies. Over 81% of parents like CES's adoption of Chinese way of teaching basic skills. About 89% of parents like CES's plan to reduce Chinese education's one-dimensionality by applying gifted education practices to promote schoolwide talent development. Over 85% of parents like CES's plan to let great people and great books guide students and help them develop a purpose. Surprisingly, 37% of parents do not want to send their children to Cary's three existing charter schools (i.e., Cardinal Charter Academy, Sterling Montessori Academy, Triangle Math and Science Academy) although all these schools have very long waiting lists. About 41% of parents live in the 27519 (Cary) zip code, and 18.5% of parents live in Raleigh. Respondents' locations also include Chapel Hill, Apex, Garner, and Hillsborough. This online survey confirms our prediction that CES will more likely to find its supporting base in Cary. Over 82% of families have an annual income over $50,000. Transplanting educational practices is risky. Starting the school in a solid middle class area will ensure CES's initial survival and success. About 54% of families have one school-age child, and about 27% of families have two. The respondents' children tend to attend 1st grade, 4th-5th grades, and 7th-10th grades. CES's Year 1 plan of starting with 6th-9th grades appears to be a good choice. Parents' written comments show some of them welcome another charter school in Cary and some want such a school in other areas (e.g., Raleigh) too. We have to acknowledge the limitation of such a survey. People in our circle tend to be middle class professionals and business people but we do need a supportive environment to ensure CES's initial success so that we can use it as an evidence to show Chinese educational practices also work in American schools.
Charter School Establishment Survey

Charter schools are public schools providing free education to students. Carolina Experimental School (CES) is a K-12 charter school that will be established in Cary or a neighboring town.

Q1: Multiple Choice
Do you know students in Shanghai, China performed the best in math, reading, and science on the Programme for International Student Assessment (PISA) among over 60 economies in 2009 and 2012?

Answer Choices

- Yes
- No

Use previous answer choices (carry forward responses)

Add an "Other" Answer Option or Comment Field

2. Carolina Experimental School will adopt China's educational practices in teaching basic skills. Would you like to send your children to such a school?

- Yes
- No
3. China's schools are excellent in teaching basic skills but they are very demanding and test-driven. Carolina Experimental School will reduce Chinese education’s one-dimensionality by applying gifted education practices to promote schoolwide talent development. Are you interested in such a school?

- Yes
- No

4. Talented individuals without a purpose have difficulties putting their talents into use. Students at Carolina Experimental School will read great people’s biographies and books to develop a purpose. Are you interested in such a school?

- Yes
- No

5. Are you willing to send your children to the existing charter schools in Cary (i.e., Cardinal Charter Academy, Sterling Montessori Academy, Triangle Math and Science Academy)?

- Yes
- No

6. In what ZIP code is your home located?

7. What is your approximate average household income?

- $0-$24,999
- $25,000-$49,999
3. China's schools are excellent in teaching basic skills but they are very demanding and test-driven. Carolina Experimental School will reduce Chinese education's one-dimensionality by applying gifted education practices to promote schoolwide talent development. Are you interested in such a school?

- Yes
- No

4. Talented individuals without a purpose have difficulties putting their talents into use. Students at Carolina Experimental School will read great people's biographies and books to develop a purpose. Are you interested in such a school?

- Yes
- No

5. Are you willing to send your children to the existing charter schools in Cary (i.e., Cardinal Charter Academy, Sterling Montessori Academy, Triangle Math and Science Academy)?

- Yes
- No

6. In what ZIP code is your home located?

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7. What is your approximate average household income?

- $0-$24,999
- $25,000-$49,999
- $50,000-$149,999
- $150,000-$199,999
- $200,000-$249,999
- $250,000-$299,999
- $300,000-$499,999
- $500,000-$699,999
- $700,000-$999,999
- $1,000,000-$1,249,999
- $1,250,000-$2,999,999
- $3,000,000-$4,999,999
- $5,000,000-$8,999,999
- $9,000,000-$11,999,999
- $12,000,000-$19,999,999
- $20,000,000-$49,999,999
- $50,000,000 or more

 Uphill > Charter School Establishment Survey Charter schools are public schools providing free education to students. Carolina Experimental School is one such school that focuses on developing students' talents and promoting schoolwide talent development. Are you interested in such a school? Talented individuals who lack purpose may have difficulties putting their talents into use. Carolina Experimental School plans to address this issue by encouraging students to read biographies and books on great individuals. Are you interested in having your children attend such a school? In what ZIP code is your home located? Please provide your approximate average household income.
8. How many school-age child/children do you have?
- 0
- 1
- 2
- 3
- 4
- 5 or more

9. What grades are your children in?

Oops.

10. Please add your comments and suggestions for Carolina Experimental School here:

Or simply click or drag a new question from the Builder.
# Appendix B Sample Curriculum Outline

## Social Studies

In addition to basic skills, students at Carolina Experimental School will develop their talents and read great books, which means they have much more to know. Students need to know psychology and education to improve their learning efficiency so CES students read classics in these subjects. Great books are for summer reading. Students will write book reports or essays. Teachers will discuss or allude to these books in class.

<table>
<thead>
<tr>
<th>Geography</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate &amp; Name</td>
<td>- 7 continents</td>
<td>- Major NC cities</td>
<td>- Understand how physical processes shape Earth’s surface patterns and systems.</td>
</tr>
<tr>
<td></td>
<td>- 5 oceans</td>
<td>- NC regions</td>
<td>- Understand how economic, political, cultural, and social processes interact to shape diverse patterns of human populations, movement, and interdependence, cooperation, and conflict.</td>
</tr>
<tr>
<td></td>
<td>- Major seas</td>
<td>- NC’s major industries</td>
<td>- Understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.</td>
</tr>
<tr>
<td></td>
<td>- Major rivers</td>
<td>- NC’s major agricultural products</td>
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</tr>
<tr>
<td></td>
<td>- Major mountains</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>- Major deserts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Major countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Major cities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Natural resources</td>
<td>- Use and construct maps and globes to locate and derive information about people, places, and environments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- U.S. regions</td>
<td>- Know the physical and human characteristics of places, and use this knowledge to define and study regions and interpret their patterns of change.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Major US rivers &amp; waters</td>
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</tr>
<tr>
<td></td>
<td>- 50 states</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Major US cities</td>
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<td></td>
</tr>
</tbody>
</table>

### World History

#### Units of Study

#### People

- Hammurabi
- Abraham
- Asoka
- Siddhartha Gautama (Buddha)
- Shi Huangdi
- Confucius
- Montezuma

- Human Geography
- Early Humans
- Middle East & Ancient Egypt
- Greece
- Rome
- Islam
- Africa
- Americas
- India
- China
- Japan
- Medieval Europe
- Renaissance
- Reformation
- Age of Exploration

- Nomadic and Agricultural Societies
- The Cradle of Civilization
- Egypt
- Greeks and Romans
- Judaism, Christianity, & Islam
- African
- Ancient Asia
- The Americas
- Medieval Europe and Byzantium
- Renaissance and Reformation
- Colonization and Imperialism
- Industrial Revolution
<table>
<thead>
<tr>
<th>American &amp; NC History</th>
<th>People</th>
<th>Units of Study</th>
<th>Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- American Indians</td>
<td>- Colonization &amp; Settlement</td>
<td>- Ancient America and Africa</td>
</tr>
<tr>
<td></td>
<td>- King George III</td>
<td>- American Revolution</td>
<td>- Europeans and Africans Reach the Americas</td>
</tr>
<tr>
<td></td>
<td>- Lord Cornwallis</td>
<td>- Expansion &amp; Reform</td>
<td>- Colonizing a Continent in the Seventeenth Century</td>
</tr>
<tr>
<td></td>
<td>- John Adams</td>
<td>- Civil War &amp; Reconstruction</td>
<td>- The Maturing of Colonial Society</td>
</tr>
<tr>
<td></td>
<td>- George Washington</td>
<td>- Industrialization &amp; Impacts</td>
<td>- The Strains of Empire</td>
</tr>
<tr>
<td></td>
<td>- Thomas Jefferson</td>
<td>- WWI &amp; Great Depression</td>
<td>- American Revolution</td>
</tr>
<tr>
<td></td>
<td>- Patrick Henry</td>
<td>- WWII</td>
<td>- Consolidating the Revolution</td>
</tr>
<tr>
<td></td>
<td>- Benjamin</td>
<td>- Post-War US</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Franklin</td>
<td>- Contemporary US</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Thomas Paine</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- John Locke</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- Paul Revere</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>- James Madison</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

**Big Ideas**
- Exchange of ideas and goods
- Settlement and growth
- Economic growth
- Migration
- Climate
- Culture
- Religion
- Transportation developments
- Technology
- Navigation
- Government
- Interdependence
- Interrelationship
- Global awareness

**Essential Questions**
- Humans & the environment
- Humans & other humans
- Humans & ideas

**Key Themes**
- Patterns of population
- Economic networks and exchange
- Uses and abuses of power
- Haves and have-nots
- Expressing identity
- Science, technology, and the environment
- Spiritual life and moral code

**Units of Study**
- Enlightenment
- French Revolution & American Revolution
- Industrial Revolution
- Imperialism
- World War I
- World War II
- Cold War
- New World Order

**Essential Questions**
- Why did the Industrial Revolution start in England?
- Why did the modern world start in Europe?
- How does geography affect history and culture?
<table>
<thead>
<tr>
<th>Civics</th>
<th>Understand</th>
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<tbody>
<tr>
<td>- Meriwether Lewis</td>
<td></td>
</tr>
<tr>
<td>- William Clark</td>
<td></td>
</tr>
<tr>
<td>- James Monroe</td>
<td></td>
</tr>
<tr>
<td>- Eli Whitney</td>
<td></td>
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<tr>
<td>- Cyrus McCormick</td>
<td></td>
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<tr>
<td>- Robert Fulton</td>
<td></td>
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<tr>
<td>- Harriet Tubman</td>
<td></td>
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<tr>
<td>- Frederick Douglass</td>
<td></td>
</tr>
<tr>
<td>- Susan B. Anthony</td>
<td></td>
</tr>
<tr>
<td>- Elizabeth Cady Stanton</td>
<td></td>
</tr>
<tr>
<td>- Abraham Lincoln</td>
<td></td>
</tr>
<tr>
<td>- Jefferson Davis</td>
<td></td>
</tr>
<tr>
<td>- Ulysses S. Grant</td>
<td></td>
</tr>
<tr>
<td>- Robert E. Lee</td>
<td></td>
</tr>
<tr>
<td>- Thomas “Stonewall” Jackson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Declaration of Independence</td>
</tr>
<tr>
<td>- United States Constitution</td>
</tr>
<tr>
<td>- Bill of Right</td>
</tr>
<tr>
<td>- Monroe Doctrine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- know the structure and function of local, state, and national government and how citizen involvement shapes public policy</td>
</tr>
<tr>
<td>- Understand the purposes of government and the basic constitutional principles of the United States republican form of government.</td>
</tr>
<tr>
<td>- Know the political relationship of the United States and its citizens to other nations and to world affairs.</td>
</tr>
<tr>
<td>- Understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels—local, state and—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Citizenship</td>
</tr>
<tr>
<td>- Voting, Elections, and Political Parties</td>
</tr>
<tr>
<td>- Foundation of American Democracy</td>
</tr>
<tr>
<td>- The US Constitution</td>
</tr>
<tr>
<td>- The Amendments</td>
</tr>
<tr>
<td>- The Legislative, Executive and Judicial Branch</td>
</tr>
<tr>
<td>- The American Legal System</td>
</tr>
<tr>
<td>- The State Government</td>
</tr>
<tr>
<td>- The Local Government</td>
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<tr>
<td>- World Affairs and Comparative Government</td>
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<table>
<thead>
<tr>
<th>Concepts</th>
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<tbody>
<tr>
<td>- Separation of Powers</td>
</tr>
<tr>
<td>- Limited Government</td>
</tr>
<tr>
<td>- Checks &amp; Balances</td>
</tr>
<tr>
<td>- Rule of Law</td>
</tr>
<tr>
<td>- Federalism</td>
</tr>
<tr>
<td>- Natural Rights</td>
</tr>
<tr>
<td>- Bill of Rights</td>
</tr>
<tr>
<td>- Social Contract</td>
</tr>
<tr>
<td>- Popular Sovereignty</td>
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<tr>
<td>National</td>
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<td>----------</td>
</tr>
<tr>
<td>- Bureaucracy</td>
</tr>
<tr>
<td>- Due Process</td>
</tr>
<tr>
<td>- Suffrage</td>
</tr>
<tr>
<td>- Initiative</td>
</tr>
<tr>
<td>- Referendum</td>
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<tr>
<td>- Recall</td>
</tr>
</tbody>
</table>

**Bill of Rights**
- Establishment Clause
- Free Exercise Clause
- Double Jeopardy
- Habeas Corpus
- Probable Cause
- Eminent Domain
- Indictment
- Grand Jury
- Self-Incrimination

**Legislative Branch**
- Concurrent Power
- Reserved Powers
- Enumerated Powers
- Supremacy Clause:
  - Elastic Clause/Necessary and Proper Clause:
  - Bicameral
- incumbent:
- Constituents
- Caucus
- Quorum
- Revenue
- Appropriation.
- PAC (Political Action Committee):
- Lobbyist:

**Executive Branch**
- Electoral College
- Reprieve
- Pardon
- Veto
- Impeach
- Lame Duck
- Cabinet

**Judicial Branch**
- Judicial Review
- Judicial Activism
- Judicial Restraint
- Concurrent Jurisdiction
- Original Jurisdiction:
- Appellate jurisdiction
- Litigant
| Economics | Concepts | | | Units of Study |
|-----------|----------|----------------|----------------|
| Concepts  | - Natural resources  
            - Barter and trade  
            - Feudalism  
            - Mercantilism  
            - Scarcity  
            - Self-sufficiency  
            - Economic interdependence | Concepts | - Supply and Demand  
                  - Competition  
                  - Income Distribution  
                  - Market Failures  
                  - Role of Government  
                  - Unemployment  
                  - Inflation  
                  - Barriers to Trade | Units of Study | - Fundamental Concepts  
                  - Micro Economics-Supply and Demand  
                  - Distribution of Wealth, Wage, Labor, Goods & Services  
                  - Economic Growth, Inflation, Employment & Market Failure  
                  - Macro Economics-Government Fiscal Policies & Monetary Policies  
                  - International Trade  
                  - Personal Economics Concepts |  
| Units of Study | - Majority Opinion  
                  - Concurring Opinion  
                  - Dissenting Opinion  
                  - Writ of Certiorari  
                  - Precedent  
                  - Libel  
                  - Slander | Landmark Supreme Court Cases | - Marbury v. Madison  
                  - McCulloch v. Maryland  
                  - United States v. Nixon  
                  - Plessy v. Ferguson  
                  - Brown v. Board of Education  
                  - Miranda v. Arizona  
                  - Roe v. Wade  
                  - Engle v. Vitale  
                  - TLO v. New Jersey  
                  - Tinker v. Des Moines  
                  - Johnson v. Texas |
- Property Rights
- Scarcity
- Technology
- Trade, Exchange and Interdependence
- Aggregate Demand
- Aggregate Supply
- Budget Deficits and Public Debt
- Business Cycles
- Economic Growth
- Employment and Unemployment
- Fiscal Policy
- GDP
- Inflation
- Monetary Policy and the Federal Reserve
- Real vs. Nominal
- Competition and Market Structures
- Consumers
- Demand
- Elasticity of Demand
- Entrepreneurs
- Government
- Failures/Public-Choice Analysis
- Income Distribution
- Market Failures
- Markets and Prices
- Price Ceilings and Floors
- Profit
- Roles of Government
- Supply
- Balance of Trade and Balance of Payments
- Barriers to Trade
- Benefits of Trade
- Economic Development
- Foreign Currency
- Markets/Exchange Rates
- Compound Interest
2. *Experience and Education* by John Dewey  
3. *Outliers: The Story of Success* by Malcolm Gladwell  
6. *The Schools We Need: And Why We Don’t Have Them* by E. D. Hirsch  
7. *Battle Hymn of the Tiger Mother* by Amy Chua  
8. *Toward a Psychology of Being* by Maslow  
| --- | --- | --- |
| Great Books-History & Political Science | 1. *Animal Farm* by George Orwell  
2. *The Origin and Goal of History* by Karl Jaspers  
5. *Democracy in America* by Tocqueville  
| Autobiographies and Biographies | 1. *The Story of My Life* by Hellen Keller  
7. *Gandhi: An Autobiography*  
8. *Thomas Jefferson* |
| Competition | - Geography Bee  
- Speech contest  
- C-Span’s Student Cam  
- National History Day  
- National History Bee  
- Kids Philosophy Slam | - Debate  
- Academic WorldQuest  
- Mock Trial  
- University Interscholastic Council Social Studies Contest  
- EconChallenge  
- National Peace Essay Contest |
Carolina Experimental School

Year 1 Course Offerings (9th Grade)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English I (Standard &amp; Honors)</td>
</tr>
<tr>
<td>Math</td>
<td>Math I (Standard &amp; Honors), Math II (Standard &amp; Honors)</td>
</tr>
<tr>
<td>Science</td>
<td>Biology (Standard &amp; Honors), Earth Science (Standard &amp; Honors)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History (Standard &amp; Honors)</td>
</tr>
<tr>
<td>World Languages</td>
<td>Spanish I &amp; II, Chinese I &amp; II</td>
</tr>
<tr>
<td>Technology</td>
<td>Introduction to Computer Science, Programming</td>
</tr>
<tr>
<td>PE</td>
<td>PE &amp; Health</td>
</tr>
<tr>
<td>Art</td>
<td>Visual Arts I</td>
</tr>
<tr>
<td></td>
<td>Theatre 1</td>
</tr>
<tr>
<td>Music</td>
<td>Chorus, Band</td>
</tr>
</tbody>
</table>

Year 2 Course Offerings (9th & 10th Grade)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English I (Standard &amp; Honors), English II (Standard &amp; Honors), Creative Writing</td>
</tr>
<tr>
<td>Math</td>
<td>Math I (Standard &amp; Honors), Math II (Standard &amp; Honors), Math III (Standard &amp; Honors), PreCalculus</td>
</tr>
<tr>
<td>Science</td>
<td>Biology (Standard &amp; Honors), Earth Science (Standard &amp; Honors), Physical Science (Standard &amp; Honors)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History (Standard &amp; Honors), Civics &amp; Economics (Standard &amp; Honors), American History I (Standard &amp; Honors)</td>
</tr>
<tr>
<td>World Languages</td>
<td>Spanish I, II, &amp; III, Chinese I, II, &amp; III</td>
</tr>
<tr>
<td>Technology</td>
<td>Introduction to Computer Science, Programming</td>
</tr>
<tr>
<td>PE</td>
<td>PE &amp; Health</td>
</tr>
<tr>
<td>Art</td>
<td>Visual Arts I, Visual Arts II</td>
</tr>
<tr>
<td></td>
<td>Theatre 1, Theatre 2</td>
</tr>
<tr>
<td>Music</td>
<td>Chorus, Mixed Ensemble, Band 1, Band 2</td>
</tr>
</tbody>
</table>

Years 3 Course Offerings (9th, 10th, & 11th grade)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English I (Standard &amp; Honors), English II (Standard &amp; Honors), English III (Standard &amp; Honors), English IV (Standard &amp; Honors), Creative Writing</td>
</tr>
<tr>
<td>Math</td>
<td>Math I (Standard &amp; Honors), Math II (Standard &amp; Honors), Math III (Standard &amp; Honors), Advanced Functions &amp; Modeling, PreCalculus, AP Calculus AB</td>
</tr>
<tr>
<td>Science</td>
<td>Biology (Standard &amp; Honors), Earth Science (Standard &amp; Honors), Physical Science (Standard &amp; Honors), Chemistry (Standard &amp; Honors), AP Physics, AP Environmental Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History (Standard &amp; Honors), Civics &amp; Economics (Standard &amp; Honors), American History I (Standard &amp; Honors), American History II (Standard &amp; Honors), AP US History, AP European History, AP Psychology</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| World Languages | Spanish I, II, III, & IV  
Chinese I, II, III, & IV  
French 1, German 1 |
| Technology | Introduction to Computer Science, Programming |
| PE | PE & Health |
| Art | Visual Arts I, Visual Arts II, Visual Arts III  
Theatre 1, Theatre 2, Theatre 3 |
| Music | Chorus, Mixed Ensemble, Band 1, Band 2, Strings 1 |

Years 4 & Year 5 Course Offerings (9th, 10th, 11th & 12th grade)

<table>
<thead>
<tr>
<th>English</th>
<th>English I (Standard &amp; Honors), English II (Standard &amp; Honors), English III (Standard &amp; Honors), English IV (Standard &amp; Honors), AP Language, AP Literature, Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Math I (Standard &amp; Honors), Math II (Standard &amp; Honors), Math III (Standard &amp; Honors), Advanced Functions &amp; Modeling, PreCalculus, AP Calculus AB, AP Statistics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology (Standard &amp; Honors), Earth Science (Standard &amp; Honors), Physical Science (Standard &amp; Honors), Chemistry (Standard &amp; Honors), AP Physics, AP Biology, AP Chemistry, AP Environmental Science</td>
</tr>
</tbody>
</table>
| World Languages | Spanish I, II, III, & IV, AP Spanish Literature  
Chinese I, II, III, & IV, AP Chinese Language and Culture  
French 1, French 2, French 3  
German 1, German 2, German 3 |
| Technology | Introduction to Computer Science, Programming |
| PE | PE & Health |
Theatre 1, Theatre 2, Theatre 3 |
<p>| Music | Chorus, Mixed Ensemble, Band 1, Band 2, Strings 1, Strings 2 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>First Day of School</td>
</tr>
<tr>
<td>8/18-25</td>
<td>Teacher Workdays</td>
</tr>
<tr>
<td>9/4</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>9</td>
<td>Columbus Day Holiday</td>
</tr>
<tr>
<td>25</td>
<td>End of 1st 9 Weeks</td>
</tr>
<tr>
<td>6-7</td>
<td>Parent Conference</td>
</tr>
<tr>
<td>10</td>
<td>Veterans Day Holiday</td>
</tr>
<tr>
<td>22-24</td>
<td>Thanksgiving Day Holiday</td>
</tr>
<tr>
<td>22-29</td>
<td>Winter Break</td>
</tr>
<tr>
<td>1-2</td>
<td>Holiday</td>
</tr>
<tr>
<td>15</td>
<td>M.L. King Day Holiday</td>
</tr>
<tr>
<td>15</td>
<td>End of 2nd 9 Weeks</td>
</tr>
<tr>
<td>19</td>
<td>Presidents’ Day Holiday</td>
</tr>
<tr>
<td>19</td>
<td>End of 3rd 9 Weeks</td>
</tr>
<tr>
<td>26-30</td>
<td>Spring Break</td>
</tr>
<tr>
<td>2</td>
<td>Teacher Workday</td>
</tr>
<tr>
<td>28</td>
<td>Memorial’s Day Holiday</td>
</tr>
<tr>
<td>6</td>
<td>End of 4th nine weeks</td>
</tr>
<tr>
<td>7-8</td>
<td>Field Day</td>
</tr>
<tr>
<td>8</td>
<td>Last Day for Students</td>
</tr>
<tr>
<td>11-14</td>
<td>Teacher Workdays</td>
</tr>
</tbody>
</table>

Calendar Template © www.calendarlabs.com
Carolina Experimental School’s Organizational Chart

- School Board
- The Director
- Faculty & Staff
- Students
- Faculty Advisory Council
- Faculty Representative
- PTA
- Parents
By Laws of Carolina Experimental School

ARTICLE I: NAME
Section 1: Name The name of the nonprofit corporation is Carolina Experimental School (sometimes referred herein as —The Corporation).

Section 2: Principal Office and Registered Agent The principal office is in Cary of Wake County in the state of North Carolina. The street address is 4112 Collamer Dr, Cary NC 27519 and the registered agent at this address is Wenyu Bai.

ARTICLE II: PURPOSE
Section 1: Purpose The purpose of the Corporation is to apply for, establish, and govern charter schools under North Carolina Charter School Statutes and to pursue related educational endeavors.

The purpose of the Corporation is to apply for, establish, and govern charter schools (Schools) under North Carolina Charter School Statutes and to pursue related educational endeavors.

ARTICLE III: MEMBERSHIP
Section 1: Membership The corporation shall have no members.

ARTICLE IV: BOARD OF DIRECTORS
Section 1: Powers The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors (referred to herein as the Board).

Section 2: Mission

The school director will manage the day-to-day operations of the school. The mission of the Board of Directors is to make policy decisions and provide oversight of the school.

Section 3: Number, Qualifications, Election and Tenure
a) The number of persons constituting the Board of Directors who have voting authority shall be no less than five (5) and no more than nine (9).

b) A person needs to be at least twenty-one (21) years old and in good standing to be qualified as a Director.

c) Election procedures to the Board of Directors are outlined as follows:

- Nominations may be made by any Board member
- Vote to be taken publicly by show of hands

- A nominee is declared a Director as long as he/she receives the votes of the majority of the Directors.

d) Directors shall serve for a term of three years, or until their successors are elected. A Director will be removed by a majority vote of the Board at any meeting. In order to be re-elected, he/she can be nominated by a Board member similar to any other nominee; Directors can nominate themselves as well.

Section 4: Duties

The Board is committed to the education of all students to the best of their individual abilities; to a constant awareness of the concerns and desires of the community regarding the quality and performance of the School with the Board assuming an educational leadership role; and to the employment of school personnel who, under the direction of the Principal, will see that the school maintains an outstanding position and will carry out the policies of the Board with imagination and dedication.

Additionally, the Board’s specific policy and direction goals are: To interpret the education needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process, in accordance with the mission and philosophy of the school; To govern the school in accordance with federal and state laws; To provide leadership in order to carry out the goals and objectives of the school effectively; To facilitate communication with the community served by the school; To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

The Board should know the prevailing educational philosophies and practices may not to the best interests of students. Board members must look to top performing countries and the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board may not be realized at once, but will set the course of education for future years. The Board should fearlessly support those educational philosophies and procedures needed to promote proper education for this community based upon the needs of the pupil population.

In addition, Directors shall meet at such times and places as required by these bylaws. The Board may consider a Director with three consecutive un-excused absences from regular meetings as having resigned. Directors shall register their home/business address, home/office/cellular phone numbers and e-mail addresses with the Secretary of the School.

Section 5: Meeting Procedures

All meetings of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. Visual and sound recordings shall be permitted during open meetings. The President of the Board shall preside at Board meetings and shall rule on questions of order. In the absence of the President, the Vice President shall preside. In the absence of both the President and Vice President, the attending members shall elect one of their
numbers to preside. Meetings of the Board shall be formal enough to allow for the orderly
count of business but informal enough to encourage free discussion among Board members
and to promote group thinking and action.

Section 6: Meeting Schedule

The Board annually shall adopt a schedule for the upcoming year stating the date, time and place
of its regular meetings. The meeting schedule shall be posted in a prominent place at the
School’s administration building and at any other locations where such scheduled meetings will
be held. Electronic and other means of informing the public about the Board meetings shall be
used where feasible. Any scheduled meeting may be cancelled, postponed or adjourned.

Section 7: Regular Meetings

Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board’s
regular meetings shall be held regularly on the dates that will be publicized by the Board. The
schedule shall call for the meetings to be held at the School’s administration building or any
other appropriate place. The board’s regular meetings are legislative in nature. This is where
most of the Board’s formal actions are taken.

Section 8: Special or Called Meetings

In accordance with the state law, special meetings may be called by the Board President on the
request of three or more Board members. Due notice of such meetings shall be given to the
public and shall include at a minimum the posting of a written notice for at least 24 hours at the
place of regular meetings and by the giving of written or oral notice at least 24 hours in advance
at the front door. Board members will be given at least a 24-hour notice of the meeting and the
topics to be addressed. Notice to Board members may be by telephone, texting, e-mail, fax or
some other means to achieve notification.

Section 9: Emergency Meetings

When special circumstances occur and are so declared by
the Board, the Board may meet on less than 24 hours notice. Board members and the public shall
be given as much notice of the meeting and subjects expected to be considered as is reasonable
under the circumstances, including the posting of a written notice at the place of regular
meetings. The minutes of the meeting shall reflect the reason for holding the meeting on the less
than 24 hours notice and the nature of the notice given.

Section 10: Quorum

A majority of the Board members having voting authority and currently in office shall constitute
a quorum for the transaction of business. If a quorum is not present at the time and place of any
meeting, the Directors present shall adjourn the meeting until a quorum shall be present.

Section 11: Voting

Except as otherwise expressly provided by statute, or by the Charter of the Corporation, or by
these by-laws, the action of a majority of the Directors present at a meeting in which there is a
quorum shall be the action of the Board of Directors.
Section 12: Resignation of Directors

A Director may resign at any time by giving notice in writing to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time the President or Secretary receives such resignation.

Section 13: Compensation

Directors shall serve without compensation for their services to the Board except travel and related expenses as may be authorized by the Board for in-state or national conferences.

Section 14: Conflict of Interest

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 15: Nepotism Policy

Consistent with the principle that School employees and prospective employees shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, or national origin, or any other factors not involving professional qualifications and performance, the following restrictions shall be observed with respect to personnel matters to avoid the possibility of favoritism based on family or personal relationship:

a) In the context of this nepotism policy, related individuals are defined as husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.

b) No one with supervisory responsibility shall hire, recommend for hire or supervise any related employee.

c) Related persons currently employed by the School shall immediately disclose all family and personal relationships with other School employees. All persons wishing to be considered for employment with the School shall disclose family and personal relationships with then-current School employees.

d) No Board member, member of the School administration or faculty member shall engage in recommendations, discussions, or otherwise participate in any final decision or recommendation relating to the appointment, promotion, retention, tenure, or other condition of employment of a related person.
e) In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be waived in the best interest of the School upon recommendation of a review committee comprised of non-related administrator(s), and upon the approval of the Board of Directors.

Section 16: Certain Director Liability

A member of the Board shall be subject to the liabilities imposed by law upon Board members of nonprofit corporations. In addition, all Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the corporate articles of incorporation, charter, or by-laws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Board member relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and were based on generally accepted principles of sound accounting practice used by the president or the treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

ARTICLE V: OFFICERS

Section 1: Designation of Officers Officers of the Corporation shall be President, Vice President, Secretary and Treasurer. The Board may designate and fill other officers as needed. Any two offices except for the office of President may be held by one person. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications At its regular annual meeting in September each year, the Board shall organize and elect officers among its own members. A President shall be elected to serve for a period of one year. A Vice President shall be elected to serve for a period of one year. The Secretary shall be elected to serve for a period of one year. The President shall preside over the election of the vice president and secretary unless decided otherwise by majority of the Board members.

Section 3: Subordinate Officers and Agents The Board may appoint other officers or agents to chair committees or perform certain other duties. Each such officer or agent shall hold office for such period, have such authority, and perform such duties as the Board determines. The Board may delegate to any officer or agent the authority to appoint subordinate officers or agents and to prescribe their respective authorities or duties.

Section 4: Duties Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.
Section 5: Removal  Majority vote of the Board with or without cause. The persons who are officers or agents pursuant to Section 3 of this Article may be removed by majority vote of the Board.

Section 6: Resignations  Any officer may resign at any time by giving written notice to the President or the Secretary of the Board, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent. Any such resignation shall take effect at the time specified or if no time is specified, at the time the President or the Secretary receives such resignation.

Section 7: Vacancies  A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these bylaws for regular appointments or elections to such offices. The Board may also reassign some or all of the duties of an absent officer as provided in Section 8 of this Article.

Section 8: Reassignment of Officer Duties  Should an office become vacant or should an officer of the Corporation be absent, or for any other reason the Board deems sufficient, the Board may reassign the duties of such officer to any other officer or to any member of the Board.

Section 9: School Director  The Board shall appoint the School Director by entering into a contract with a person to serve in that capacity. The contract shall specify the period of time for which the person is employed as School Director as well as his or her authority and duties. The School Director shall generally be responsible for the business and affairs of the Corporation and shall be authorized to hire/fire and have control over its employees. In addition to the management of day-to-day operations of the Corporation, the School Director shall perform such other duties as are assigned by the Board. The School Director may be removed, with or without cause, by a majority vote of the Board.

Sections 10: President  The President shall be the principal person charged with supervising, organizing and managing the business of the Board and shall have the responsibility of conducting Board meetings. The president shall perform such other duties as are assigned by the Board.

Section 11: Vice President  At the request of the President, or in the absence or disability of the President, the Vice President shall perform the duties of the president and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president.

Section 12: Secretary  The Secretary shall keep the minutes of the meetings of the Board and shall see that all notices are given in accordance with the provisions of these by-laws or as required by law. The Secretary shall also be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and shall see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incidental to the office of the Secretary, and shall perform such other duties and have such other authority as may be assigned by the Board.
Section 13: Treasurer  The Treasurer is responsible to manage the funds, receipts, disbursements and securities of the Corporation. The treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board. The treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board may determine.

ARTICLE VI: PROCEDURES AND RESTRICTIONS

Section 1: Contracts  Except as otherwise provided in these bylaws, the Board may authorize any officer or agent or the School Director to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific transactions.

Section 2: Loans  The Board must authorize in advance the borrowing of any funds by the Corporation and the issuance of any promissory notes or other evidence of indebtedness in the name of the Corporation. Any officer or agent of the Corporation authorized by the Board to do so may obtain loans or advances on behalf of the Corporation provided said authority has been granted by means of a majority vote of the Board of Directors affirming the indebtedness or obligation, and in order to obtain such loans and advances, may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits  All funds of the Corporation shall be deposited to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board may select, or as may be selected by any officer or agent of the Corporation authorized by the Board to do so.

Section 4: Checks, Drafts  All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by: any two Board members, or any Board member and the Principal, or the Principal and the Assistant Principal for recurring expenses, contractual expenses, and expenses not exceeding $5,000, or in such other manner as the Board may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal or treasurer or by any officer or agent who may be authorized by the Board to do so.

Section 5: Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise granted for the benefit or perpetuation of the general educational or special educational purposes of the Corporation.

ARTICLE VII: GENERAL PROVISIONS

Section 1: Corporate Seal  The corporate seal shall be in such form as shall be approved by the Board.

Section 2: Fiscal Year  The fiscal year of the Corporation will commence on July 1 of each year and conclude on June 30 of each year.
Section 3: Amendments to Bylaws  These bylaws may be altered, amended, or repealed, or new bylaws adopted at any regular or special meeting upon a super (2/3) majority vote of the Board members.

Section 4: Books and Records  The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board.

Section 5: Officer and Director Indemnification  The Corporation shall indemnify any present or former members of the Board, Officers, School Director or other employee or agent against liabilities and reasonable litigation expenses, including attorneys' fees, incurred in connection with any action, suit or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member, Officer, School Director or other employee except in relation to matters as to which the person shall be adjudged in such action, suit or proceeding to have acted in bad faith, to have been liable or guilty by reason of willful misconduct in the performance of duty, to have taken actions known or believed by the person to be clearly in conflict with the best interests of the Corporation, to have received an improper personal benefit, or in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation. The indemnification authorized by this section shall be in addition to that permitted by the North Carolina General Statutes or otherwise as authorized in these by-laws. The Corporation may purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, School Director or other employee or agent of the Corporation or is or was serving at the request of the Corporation as a Director, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any liability asserted against and incurred by the person in such capacity, or arising out of the person's (Board member's, Officer's, employee's or agent's) status as such, whether or not the Corporation would have the power to indemnify that person against such liability. Expenses incurred by a Director, Officer, School Director or other employee or agent in defending a civil suit or criminal action or other proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board upon receipt of an undertaking by or on behalf of the Board member, Officer, Principal or other employee or agent to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation as authorized by Section 55A-17.2 or 55A-17.3 of North Carolina General Statutes or as authorized in these by-laws.

Section 6: Meeting Regulation  All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Roberts Rules of Order, it will serve as a guideline for the conduct of all meetings.

Section 7: Gender  The masculine and feminine gender used in these by-laws shall include both the feminine and the masculine persons.

Section 8: Prohibited Activities  The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in
Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its Board members or Officers. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Section 9: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes. The undersigned persons certify the foregoing by-laws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.
To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CAROLINA EXPERIMENTAL SCHOOL

the original of which was filed in this office on the 12th day of August, 2016.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 12th day of August, 2016.

Elaine F. Marshall
Secretary of State
State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Carolina Experimental School.

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: Wenyu Bai.

4. The street address and county of the initial registered agent’s office of the corporation is:
   Number and Street: 4112 Collamer Dr
   City: Cary State: NC Zip Code: 27519 County: Wake

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:
   Wenyu Bai, 4112 Collamer Dr., Cary, NC 27519

6. (Check either a or b below.)
   a. [ ] The corporation will have members.
   b. [ ] The corporation will not have members.

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

8. Any other provisions which the corporation elects to include are attached.
9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: 919 930 9125

Number and Street: 4112 Collamer Dr

City: Cary State: NC Zip Code: 27519 County: Wake

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

Number and Street or PO Box: ____________________________

City: _______________ State: ________ Zip Code: _________ County: ____________

10. (Optional): Please provide a business e-mail address: conwayzhiyin@hotmail.com

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 ___ day of August, 2016.

Carolina Experimental School

(Incorporator Business Entity Name)

Wenyu Bai

Signature of Incorporator

Wenyu Bai, Ph.D

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.

CORPORATIONS DIVISION
P. O. BOX 29622
RALEIGH, NC 27626-0622
Revised September, 2013
Purpose of Corporation

This corporation is organized for the following purpose(s) (check as applicable):

____ religious,
____ charitable,
✓ educational,
____ testing for public safety,
____ scientific,
____ literary,
____ fostering national or international amateur sports competition, and/or
____ prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3)
of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

**Distributions Upon Dissolution**

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.
Below are the **estimated annual premiums** Carolina Experimental School

**Property Premium Estimate**
- Building $1,000,000
- Contents $200,000
- Deductible $1,000
- Form Special
- Equipment Breakdown Included

**General Liability Premium Estimate**
- Rating Basis: Students 200
- Faculty 17
- Limits:
  - Per Occurrence Limit $1,000,000
  - Annual Aggregate $3,000,000
  - Sexual Abuse & Molestation $1,000,000 per occurrence
  - $3,000,000 aggregate
  - Employee Benefits $1,000,000 per occurrence
  - $3,000,000 aggregate

**School District & Educators Legal Liability (D&O/ E&O) Premium Estimate**
- $4,380
  - $1,000,000 per occurrence
  - $2,000,000 aggregate
  - Additional Defense $100,000/$50,000/$100,000

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

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.
Fidelity Bond Estimate $332
Limit $250,000

Auto Premium Estimate $2,300
Hired & Non Owned Autos
Limit of Liability $1,000,000
2 School Buses

Head of Class Endorsement $82

Workers Compensation Premium Estimate $5,355
Statutory State - NC
Employers Liability $500/ $500/ $500
Payroll Estimate $888,000

Umbrella Premium Estimate $2,387
Limit of Liability $1,000,000

TOTAL ESTIMATED PREMIUM $17,501

Student Accident Coverage $7.00/ student

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

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

09/13/2016
Appendix P:

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: _ N/A. We have not selected a Board Attorney yet.
  - Date of Review: ____________________________
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________

- 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: _ N/A. We have not selected a Board Auditor yet.
  - Date of Review: ____________________________
  - Signature of Board Members Present (Add Signature Lines as Needed):
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________
    - ____________________________
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.
  o Name of the Contact for Selected EMO/CMO: N/A. We will not use a CMO/EMO. 
  o Date of Review: 
  o Signature of Board Members Present (Add Signature Lines as Needed):
    - 
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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.
  o Name of the Contact: ___ N/A. It is too early to contract with a financial management service provider. One of our board members works in cooperate finance. She offers us professional advice during the planning stage.
  o Name of the Selected Financial Service Provider: _____________________________
  o Date of Review: ____________________________________________________________
  o Signature of Board Members Present (Add Signature Lines as Needed):
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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.
  o Name of the Contact: ___ N/A. We are not contracting with a service provider.
  o Name of the Selected PowerSchool Service Provider: ____________________________
  o Date of Review: ____________________________________________________________
  o Signature of Board Members Present (Add Signature Lines as Needed):
    - 
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Certification

I, Wenyu Bai, 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 the School Board President of Carolina Experimental School is true and correct in every respect.

Signature: Wenyu Bai

Date: 9/15/16