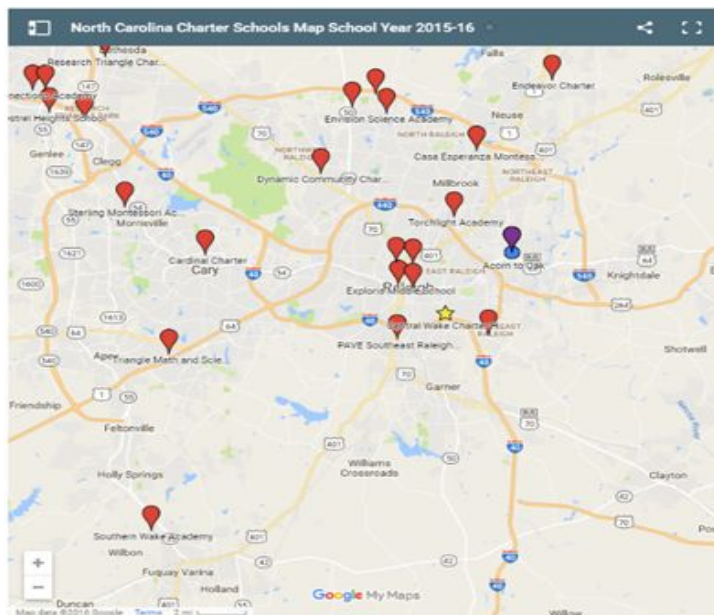


Raleigh Oak Charter School seeks to be the first of its kind in North Carolina. While 46 Public Waldorf Charters exist in the country, NC does not have a school utilizing these methods (allianceforpublicwaldorfeducation.org). Public Waldorf schools stand out as the fastest growing charter movement in the US and many Public Waldorf schools have existed for over 20 years. The only similar option in this region is Emerson Waldorf School, a private traditional Waldorf school. Emerson Waldorf was established over 32 years ago, and they currently have waiting lists for enrollment. Many families move from other areas in the state or even from out of state to attend Emerson Waldorf school. While Waldorf Schools have existed since the 1920's, the public movement has re-established itself in recent years. The early Waldorf philosophies provided for free education without regard to race, religion or socioeconomic status, and the Public Waldorf movement is breathing life into these original philosophies. A Public Waldorf School is a unique approach that combines the best of private and public models.

Public Waldorf Education improves social and academic outcomes. The following is an excerpt from a report done by the Stanford Center for Opportunity Policy in Education. "Though each of these three studies (McDermott et al., 1996; Oberman, 2007; Larrison, Daly, & Van Vooren, 2012) focused on a particular area of interest, when placed together they provide a multi-level view of the public Waldorf-inspired system that is largely missing from the existing research base. Collectively, the studies showed that public Waldorf-inspired schools in a variety of settings (urban, suburban, middle-income, or low-income) have better social and academic outcomes than the majority of similarly constituted public schools. Qualitatively, these studies showed that the Waldorf philosophy provided students and teachers with a space to develop meaningful and lasting relationships where students were seen holistically. These schools were seen as happy, caring places that supported student development in a variety of areas, with the goal of developing well-rounded individuals."

The Public Waldorf method is a promising alternative to meet the needs of a diverse student population. In studies of Public Waldorf schools in California, achievement data shows that growth excelled in the low socioeconomic, African-American, Latino and ELL students. Additionally, graduation rates were higher by 10% or more in students with a K-8 Public Waldorf Education than their peer cohort that attended traditional public school. (Friedlander, et. al., 2015) ROCS will engage in a weighted lottery to ensure socioeconomic diversity. ROCS will be one of very few charter schools in North Carolina devoted to ensuring economic diversity. Further, we plan to locate the school in Southeast Raleigh where there will be greater access to a diverse student population. The Southeast Raleigh area also has limited charter school options.



Raleigh, NC is an extremely fast growing area. The average daily enrollment for the Wake County Public School System (WCPSS) in the 2015-2016 school year was 157,180 students. WCPSS is the largest school system in the state and the 16th largest in the nation. The student population has almost tripled since 1980 and as many as 17,500 additional children are expected in Wake County classrooms by 2020 (www.wcpss.net). Waiting lists for magnet schools and charter schools in the area are consistently long. Raleigh has proven to be in constant need of new schools to meet the population growth demands.

In an educational system obsessed with college and career readiness, Public Waldorf schools are devoted to life readiness. Social and emotional growth is not routinely monitored in schools utilizing traditional methods. Raleigh Oak Charter School will monitor growth as it pertains to social and emotional change and cultivate a culture of care. There is powerful evidence supporting the impact of enhancing students' social-emotional learning (SEL). Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.'s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated:

- **better academic performance:** achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;
- **improved attitudes and behaviors:** greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;

- **fewer negative behaviors:** decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and
- **reduced emotional distress:** fewer reports of student depression, anxiety, stress, and social withdrawal

Summary of Raleigh Oak Charter School Intent to Enroll Survey

Over 260 families from around the Triangle voiced their opinions on a Public Waldorf option in Wake County. Collectively, these families represent over 400 children. The parents of these children want to see a public Waldorf option made available for students in grades K – 8 and are willing to support that goal. To that end, half of the responding parents would be willing to volunteer for committee roles to get the school established.

A sample of the qualitative data from the survey helps to demonstrate the parents' of prospective students' passion for, and interest in, a Public Waldorf Education:

- I have been a teacher in both private and public schools. Waldorf would be my number one choice for an educational model for my twins. I am very excited and HOPE we can get a Waldorf school here in Wake Forest.
- I'd love to assist in any way possible. As noted, we currently reside in Houston, TX, but plan to move to Raleigh Summer 2017. I am a licensed attorney (FL) and worked as a fiscal officer for the University of Florida prior to staying home with my two children. Please feel free to contact me and let me know how I can help! Thanks so much for all the time and effort you have put into making this charter school a reality!
- I would love to be a part of this school and very interested in volunteering during the time my son is attending. Right now I homeschool and work from home and have very little time available for the development phase. I would be happy to promote your school within my homeschool organization that I am a member of and also Facebook. I'm am so thrilled to have discovered the potential of this school! Thank you!
- I was a founding member of the Oakland Waldorf School in Bloomfield Hills, Michigan. This school was born after several years of intensive Steiner studies and meditation. My daughters attended that school, then completed their Waldorf experience at the Emerson Waldorf School in Chapel Hill. I am interested in supporting this endeavor. The child I have mentioned is my granddaughter. She will likely have a sibling within the next year who will also be attending.
- I truly hope this school gets off the ground. It is refreshing and wonderful to see a school with the principles I want for my son's education instead of just teaching toward a test.

- I am so excited at the prospect of this educational opportunity for my daughter, and all other children in our community.

There is both current and future demand for a program that can bring the Waldorf educational model to the public, in the form of a charter school. The Triangle Home Nursery Program, which includes 10 preschool programs, has experienced significant demand in recent years with all programs at capacity. The teachers report that families leaving the program are often interested in continuing the with Waldorf Education, but the only option is Emerson Waldorf School which poses both geographical and financial barriers for many families.

Community interest in our charter school plans is present and growing. The ROCS board has had well over 200 conversations with community members about its plans. The board has spoken with people from around the country who are excited about an opportunity to create a Public Waldorf Charter School. Additionally, the board has confirmed 20 Advisory Council Members who are dedicated community members willing to volunteer their time and expertise to support the school. These community members work in a variety of fields and can provide considerable insight to use during and after the school's creation.

Furthermore, Raleigh Oak's Facebook group has over 300 members that actively engage on the page. In less than a month, 250 people have subscribed to our mailing list. ROCS has also received over \$3070 from 49 individuals to support application fees and development. ROCS received over 100 applications for our Lead Administrator job posting and has hosted several well attended community outreach events:

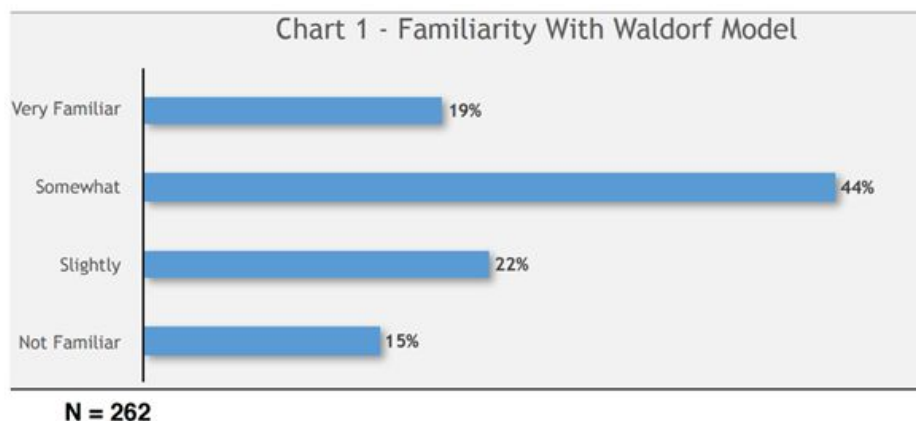
- Two Park Picnic and Play Dates - Over 30 attendants
- One Puppet Show - Over 50 attendants and room was at capacity.
- Three Community Tabling and Craft Events - Over 100 attendants

Methodology:

Data was collected via a convenience sampling method. The survey was promoted via social media where community members were asked to share the survey link with family and friends. To date, 262 families have responded. It should be noted that results from this study can realistically only be projected to those who participated.

Survey Results:

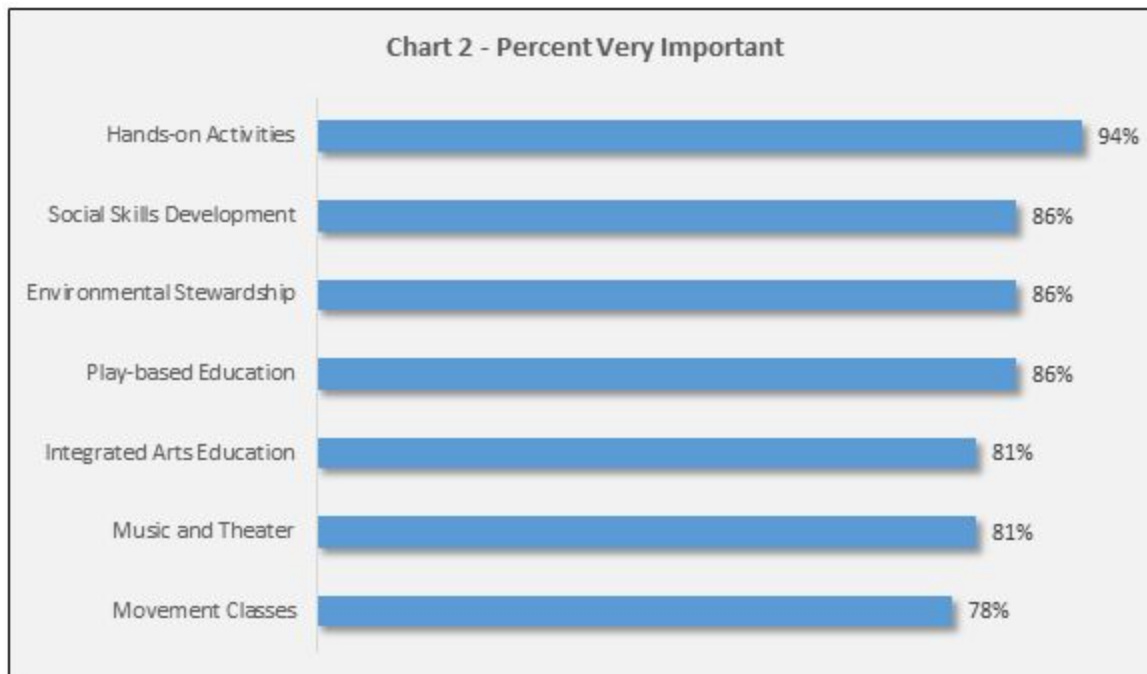
Familiarity with the Waldorf educational model is high amongst respondents with 85% indicating at least some level of awareness with the model's tenets. Six out of ten (63%) reported being somewhat or very familiar with Waldorf methods (Chart 1).



Awareness of Raleigh Oak Charter School, to date, has come primarily through the organization's Facebook page. Traditional social media has generated 62% of the interested families so far. One-third of those who responded to the survey indicated they heard of the program via word-of-mouth from friends and family. The Nextdoor and NC Charter School websites also generated interest. Nine out of ten families who responded reported they would be interested in receiving communication, via newsletter and other media, as a means of staying current with ROCS.

Initial interest has come from families in Wake county, with nearly eight out of ten (79%) coming from this district. Ten percent of initial response has come from families living in Durham county. Other interested families live in Johnston, Chatham and Orange counties. Interest has also been voiced by a small group of families who currently live outside the Triangle, but anticipate moving to the region within the first few years of operation.

Over half of the families who responded reported they would need care outside of school hours (before only – 10%, after only – 19% and both before and after - 26%). Therefore procedures to provide such care will be included into the ROCS operational plan from the outset. Public Waldorf educational opportunities are viewed as important by these parents for their children's well-rounded development. Chart 2 highlights the level of importance expressed for the seven opportunities.



The ability to participate in hands-on learning activities is viewed as most important by 94% of the parents who responded. This is followed by play-based education, appreciation for nature and environmental stewardship, and social skills development. Across all responses the percentage expressing “somewhat important” ranged from 4% (hands-on activities) to 21% (movement classes). No more than two percent reported any opportunity as being “not important”.

The perceived importance of the educational opportunities is strongly associated with level of familiarity for Waldorf. As knowledge of Waldorf education increases so does the level of importance for any particular opportunity.

Household Composition:

Over half of the responding parents indicated they were one child households (52%). Over 40% indicated they had two children and the remaining eight percent of respondents reported having three or more children they would consider sending to Raleigh Oak Charter. In total, the respondents have 410 children they would consider enrolling at ROCS.

Preparing for Exceptional Student Leadership is a key component of the ROCS development phase. Overall, 20% of the respondents indicated their children would qualify for ESL (10% Individualized Education Plan [IEP] alone, 6% for cultural or language diversity alone, 4% for both).

Of those who responded to the race and ethnicity questions (n = 78), 82% were Caucasian, 8% African American with the remaining 10% either Asian, Native American or multi-racial. Five percent indicated they were of Hispanic origin. ROCS will implement a targeted marketing and outreach program to reach a more diverse population, including providing all materials in Spanish.

Present School Situation:

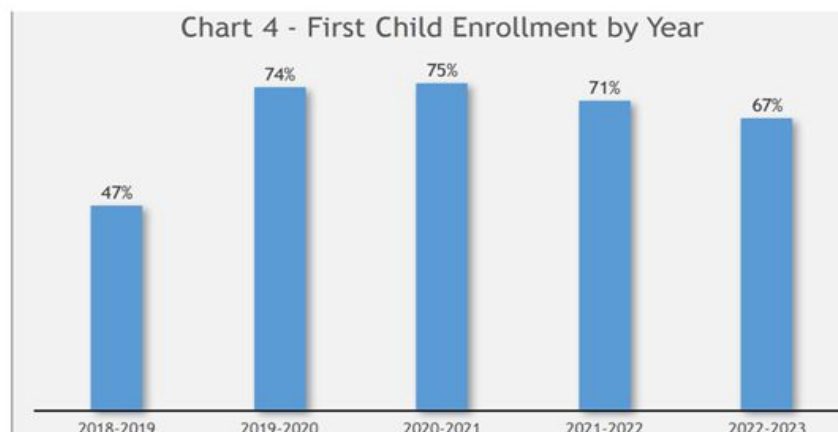
Nearly four out of ten respondents (37%) reported their children are presently enrolled in a preschool program. The next largest group consisted of households with children who were not yet of school age (26%). Respondents with children in either a public school (17%) or a public charter/magnet school (11%) accounted for 28% of the households. Homeschool and private schools account for the remaining 17%.

The large percentage of respondents with children of preschool or younger age translates into initial demand for kindergarten enrollment. Three out of four responding households (74%) report they will be enrolling at least one child into kindergarten when they begin their relationship with ROCS. Over half (54%) indicated they will be enrolling at least one child in the elementary grades (1 through 5). Ten percent anticipate enrolling at least one child in a middle school grade (6 – 8).

Nearly half of the respondents (47%) reported they are ready to start their children with Raleigh Oak in the first year of operation (2018-19). This initial cohort will include an estimated 206 children. The percentage of students to be enrolled in a kindergarten program, based on responses from the current pool of families, ranges between 52% and 62% for each of the first five years of operations. This is a clear indication of a target market. Offering an initial K – 3 program is supported by the data. This will provide a solid foundation for growth.

The percentage of the responding families that reported they intend to begin their relationship with ROCS steps up substantively in the 2nd and 3rd years of operation (see Chart 4). Beginning with the 2019-20 year the percentage of respondents indicating they would enroll their children in ROCS increases to 74%. This remains steady until 2021-22 when a decline to 67% takes shape. (Note that respondents could not indicate interest beyond that year.)

Appendix A: Evidence of Need



As ROCS moves forward, targeted marketing will be needed to ensure a consistent flow of new families into the program. Expanding the grade levels offered will allow early adopting families the opportunity to “grow” with the program, thus serving as a retention strategy.

Students per Household:

Overall, 52% of those who responded to the survey represent single student households, with the remaining 48% having two or more children who could potentially become students at ROCS. In the initial year (2018-2019) it is projected that 42% of ROCS households would be single student, 48% two children households and 11% having three or more potential ROCS students per household. This distribution stays consistent until the out years of 2022-2023, when the emphasis shifts towards two children households.

Parent Participation:

Half of the responding parents indicated they would step up and volunteer for committees. The curriculum and education committee received the most interest, followed by marketing and board membership and development. All other committees received some interest.

School Location:

Respondents were allowed to suggest multiple locations hence percentages will exceed 100%. The greatest interest is in a midtown Raleigh location (41%). One third suggested either a location in north Raleigh or within the Beltline. Other suggested areas included western Wake county (23%), RTP/Morrisville (18%), eastern Wake

county (15%) and southern Wake county (14%). One in nine respondents (11%) expressed no location preference.

Summary:

The qualitative and quantitative data from the families who responded indicate a strong support for a Public Waldorf educational model. There is keen initial interest in the K – 3 programming, but this interest extends outward to later grades as well, especially amongst families with multiple children.

In closing, there is a real need for a Public Waldorf Charter School in North Carolina and in Wake County. The evidence is as follows:

- No school of this type exists in NC;
- Public Waldorf Education improves emotional and academic outcomes;
- Public Waldorf Education improves outcomes in low socioeconomic, African-American, Latino and ELL students;
- Southeast Raleigh has very little access to Charter School alternatives;
- Wake County is in constant need of new schools to meet the population growth demands;
- Public Waldorf Education gives “life” readiness in addition to career readiness;
- Public Waldorf Education leads to reduced disciplinary action;
- A convenience survey of interested parents indicates an interest that surpasses enrollment numbers in the second year by 150%.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011), The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82: 405–432. doi:10.1111/j.1467-8624.2010.01564.x

Friedlaender, Diane, Kyle Beckham, Xinhua Zhing, and Linda Darling-Hammond. "Growing a Waldorf-Inspired Approach in a Public School District." *SpringerReference* (n.d.): n. pag. Web.

Raleigh Oak Charter School Intent to Enroll Survey:

https://docs.google.com/forms/d/e/1FAIpQLScxXksSELyECIwBrDorTtbjgSQQ5-gs9__DwjGgMOzmycy94A/viewform?c=0&w=1

Wake County Public School System. N.p., n.d. Web.

Appendix B

Raleigh Oak Charter School K-5 Curriculum At-a-Glance

Subjects	Kindergarten	First	Second	Third	Fourth	Fifth
Mathematics	The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking	Qualities of numbers; the four operations; geometric forms; Measuring	Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables	Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems	Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions	Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry
Language Arts	Fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced.	Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation.	Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall	Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall	Elements of grammar; parts of speech; continuing cursive; writing; punctuation; well structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary; Norse mythology	Elements of grammar; spelling; punctuation; compositions; Greek myths

Appendix B.

Science	Cooking, baking; nature stories; nature walks; observations; gardening	Nature stories; nature walks; observations; gardening	Gardening and nature studies; weather; day and night	Continuation of garden and nature studies	Zoology; continuation of garden and nature studies	Botany; introduction to inductive method; continuation of gardening and nature studies
History & Social Studies	Multicultural stories; festivals; foods	Multicultural stories.	Multicultural stories; lives of inspiring people who affected history	Study of practical life (farming, housing, clothing); stories from ancient history	State and local history	Ancient civilizations through Greek times
					Geography State and local geography and map making	Geography American geography as related to vegetation, agriculture, culture and economics
Visual and Performing Arts	-Singing; percussion instruments -Drawing; Painting; modeling -Drama; puppetry	Singing; pentatonic flute (develops finger coordination concentration, and breath control); songs based on seasonal themes -Form drawing; painting	-Singing; pentatonic flute -Form drawing; painting; modeling -Drama	-Introduction to the recorder -Form drawing; painting; modeling -Drama	-Singing; recorder; violin; introduction to reading and writing music -Form drawing; painting; -Drama	-Singing; recorder; choir; instrumental ensemble -Calligraphy; painting; clay modeling; woodworking -Drama

Adapted from Public Waldorf Schools and the Common Core, Alliance for Public Waldorf Education, 2013

Appendix B.

		(emphasizing an experience of working with color rather than creating formed pictures); modeling; crayon illustrations -Drama				
Foreign Language	Introduction to a foreign language, Spanish, through songs and rhymes	Spanish (introduced through plays, songs, rhythms, and games).	Continuing the foreign language with songs, plays, poetry, games, and simple conversations	Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work	Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters	Continuing instruction in a foreign language with further bookwork and grammar, cultural appreciation, poetry, beginning reading

Appendix B.

Handwork	Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, concentration, speech and thinking)	Knitting (promotes eye-hand coordination, fine motor skills, and pre-reading skills, sequencing).	Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)	Crocheting (mathematical patterns, working in the round)	Cross-stitch, mirror image/symmetry	Knitting socks using four needles
						Woodworking Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
Movement/ Games	Circle games; finger games; dance; jumping rope; climbing; outdoor imaginative play	Dance combined with music and singing; circle games; imaginative games; throwing and catching; rhythmic stepping; balancing	Balance, running and chasing games, song and movement	Balance, running and chasing games, song and movement; dance	Field games, balance, games involving trickery and strategy; games exploring movement of animals	Games exploring strength and strategy; games with multiple props; games with team

Raleigh Oak 6-8 Curriculum At-a-Glance

Subjects	Sixth	Seventh	Eighth
Mathematics	Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals	Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)	Continue Algebra; geometry; practical, technological, and scientific applications
Language Arts	Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama	Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts	-Composition: essays, research reports, short stories, poetry -Literature: short stories, poetry, Shakespearean drama
Science	Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy	Physics: mechanics; physiology: circulatory, respiratory and nervous systems; heliocentric astronomy; introduction to chemistry	Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)
History & Social Studies	Roman and Medieval history; projects and reports	End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports	The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
Geography	European and African geography	Geography of North and South America	Asian Geography
Visual and Performing Arts	-Choir; recorder; instrumental ensemble -Calligraphy; painting; clay modeling; mosaics -Drama -Dance	-Choir; recorder; instrumental ensemble -Visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving -Drama -Dance	-Choir; recorder; instrumental ensemble -Drawing; clay modeling; painting; portraiture -Shakespearean drama -Dance
Foreign Language	Continuing foreign language study with grammar work, historical and cultural studies, poetry, music, plays	Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study	Continuing foreign language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture

Appendix B.

Handwork	Hand sewing three-dimensional animals with gussets, pattern making	Hand sewing, embroidery	Machine sewing
Woodworking	Concavity and Construction: spoon, letter opener, jointed toy	Initiation and Precision: May include bowl, metal-working, tool- making	Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school
Movement/Games	Introduction to competitive games; more formal movement skills; complex strategy; calisthenics	Team games and team building, trust building games, complex strategy	Team games and team building, trust building games, complex strategy

Adapted from Public Waldorf Schools and the Common Core, Alliance for Public Waldorf Education, 2013

Appendix B. Curriculum Outline/Scope and Sequence waldorf

First Grade Mathematics

"First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us." (Alliance for Public Waldorf Education, 2013)

A WHOLE CHILD APPROACH Working Collaboratively, Creative Problem Solving, Perseverance	
HANDS, HEART and INTEGRATED CURRICULUM	
<p>A main lesson (or thematic unit) lasting three to four weeks allows teachers and students to explore and experience the theme in depth while opening opportunities to integrate all subjects. Hands-on/play-based activities using natural and familiar items are essential. Some examples of how mathematics may be integrated with other subjects include: Movement: stepping and clapping while counting; Science: comparing heights of flowers; Language Arts: stories used to teach math and to pose problems for children to solve; Visual and Performing Arts: chorally chanting to count, modeling shapes; Handwork: knitting squares; Foreign Language: hearing and speaking numbers in second language. Social Studies for first graders centers around their social-emotional development and is embedded throughout the curriculum. In mathematics, this can be seen in working from the whole to the part. This encourages children to think creatively to solve the problem and allows for multiple paths to answer the question. This reinforces students' self-esteem. Some examples of addressing social-emotional development and mathematics together are helping children decide how to divide one ball of modeling clay between a certain number of children and counting out snack so everyone gets a share. A caring community of learners is created through opportunities to share their point of view and see things from another's perspective.</p>	
<p>HEAD (Intellectual Growth)</p>	<p>Teachers support a "deeper understanding of math by daily engaging students creatively and imaginatively in learning" (APWE). Because first graders are concrete in their thinking, the use of real world materials and problems help them to understand mathematical concepts. They are able to self-construct their knowledge and begin to develop flexible and creative thinking. The head is reached through the hands and the heart.</p>
<p>Mathematics Unit of Study</p>	<p>Key Common Core Standards Addressed</p>
<p>QUALITIES OF NUMBERS</p>	
<p>Oneness/Wholeness-What is there only one of in the world? (me, you) Counting -Count to 120 by 1s, 10s, starting at any number lower than 120 -Count a number of objects and tell how many -Read numerals</p>	<p>1. NOBT 1. Count to 120, starting at any number less than 120. 1. NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>

Adapted from Public Waldorf Schools and the Common Core, Alliance for Public Waldorf Education, 2013

Appendix B. Curriculum Outline/Scope and Sequence waldorf

<ul style="list-style-type: none"> -Write numerals -Represent a numeral with a group of objects -Represent a group of objects with a numeral (Qualities of Numbers continued) <p>Developing Number Sense</p> <ul style="list-style-type: none"> -Compare objects in two groups (greater than, less than, equal to) -Compare written numerals 1-10 -Understand Base Ten 	
THE FOUR OPERATIONS	
<p>Interrelation of Operations</p> <ul style="list-style-type: none"> -Operations are taught together <p>Whole to Part</p> <ul style="list-style-type: none"> -What makes 14? ($14=8+6$, $14=24-10$, etc.) -Understand addition is putting together and is related to Subtraction which is taking away -Represent and solve addition and subtraction stories (word problems) with objects, drawings, fingers, movements, etc. within 20 -Make 10 with numbers 1-9 -Understand and use symbols (+, -, =) <p>Use a variety of strategies to solve addition and subtraction problems within 10 (counting on, making, 10, decomposition, using relationships between operations)</p> <p>Multiplying and Dividing are introduced through whole to part problems</p> <ul style="list-style-type: none"> -putting together sets with same amount of objects to make bigger group -taking away sets with the same number from a group to make smaller groups 	<ul style="list-style-type: none"> 1. OAT 1. Use addition and subtraction within 20 to solve word problems. 1. OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. 1. OAT 5. Relate counting to addition and subtraction. 1. OAT 6. Add and subtract within 20,demonstrating fluency for addition and subtraction within 10. 1. OAT 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
GEOMETRIC FORMS	
<p>Straight and Curved Lines</p> <ul style="list-style-type: none"> -Children explore themselves and their world by observing, experiencing and creating straight and curved lines <p>Three Dimensional Forms are introduced first and then Two Dimensional Shapes</p> <ul style="list-style-type: none"> -Classify objects by sorting -Describe objects using names of shapes and defining attributes of shapes -Use positional words as move and manipulate selves and objects -Model shapes-first three dimensional, whole shapes 	<ul style="list-style-type: none"> 1. G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes. 1. G 2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.
MEASURING	

Adapted from [Public Waldorf Schools and the Common Core](#), Alliance for Public Waldorf Education, 2013

Appendix B. Curriculum Outline/Scope and Sequence waldorf

Observe, describe, and compare measurable attributes of objects -Height (taller, shorter) -Length (longer, shorter) -Represent data with objects and drawings	1. MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1. MD 4. Organize, represent, and interpret data with up to three categories.
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Appendix B. Curriculum Outline/Scope and Sequence

Eighth Grade Mathematics

"At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education." (Alliance for Public Waldorf Education, 2013)

<p>A WHOLE CHILD APPROACH</p> <p>Problem Solving, Working Collaboratively, Perseverance</p>	
<p>HANDS, HEART and INTEGRATED CURRICULUM</p>	
<p>A main lesson (or thematic unit) lasting three to four weeks allows teachers and students to explore and experience the theme in depth while opening opportunities to integrate all subjects with the theme and with one another. For older students, play-based activities become hands-on, project based activities. Mathematics continues to be integrated with other subjects. Some examples of this are: Language Arts/History/Social Studies: using statistics in a research report comparing two liberation movements in world history; Science: figuring out how much soil is needed to fill the community's raised garden beds; Visual and Performing Arts: Building sets for a student play; Handwork: creating patterns for and sewing dramatic play clothes for the nursery school; Woodworking: building boxes in one of the five platonic solids. A caring community of learners is created through opportunities to collaborate on long-term projects designed and carried out by the students with the support and guidance of their teachers.</p>	
<p>HEAD (Intellectual Growth)</p>	<p>"The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations " (APWE). Eighth graders are ready to understand abstract concepts and think with more complexity. Tying these abstract concepts to real-world problems enables students to grasp them more fully and deeply. The head, the hands and the heart are beginning to work in harmony.</p>
<p>Mathematics Unit of Study</p>	<p>Key Common Core Standards Addressed</p>
<p>APPLIED MATHEMATICS--PRACTICAL, TECHNOLOGICAL AND SCIENTIFIC</p>	<p>Mathematics is linked to real-world problems and student-created projects so that the purposes and functions of this work is clearly evident to the students.</p>
<p>Number System</p>	

Adapted from Public Waldorf Schools and the Common Core, Alliance for Public Waldorf Education, 2013

Appendix B. Curriculum Outline/Scope and Sequence

<p>Explain Number Bases and Set Concepts</p>	<p>8. NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>8. NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).</p>
<p>Algebra</p>	
<p>Solve problems in:</p> <ul style="list-style-type: none"> -Percentages -Signed Numbers -Measurement <p>Represent and Use Numbers in Equivalent Forms</p> <ul style="list-style-type: none"> -integers, fraction, percent, decimals, exponents, scientific notation, square roots <p>Solve Algebraic Equations</p>	<p>8. EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p> <p>8. EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p>

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Appendix B. Curriculum Outline/Scope and Sequence

<p>Describe Concepts of:</p> <ul style="list-style-type: none"> -variables -expressions -equations -inequalities <p>Develop, Analyze, and Explain Methods of Solving</p> <ul style="list-style-type: none"> -Proportions -Percents <p>(using concrete and illustrative modes)</p> <p>Design a Method with a Series of Defined Steps for Solving a Problem Using:</p> <ul style="list-style-type: none"> -fractions -decimals -integers <p>Justify their method</p> <p>Functions</p> <ul style="list-style-type: none"> -define, evaluate and compare functions -use functions to model relationships between quantities 	<p>8. EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.</p> <p>8. EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by technology.</p> <p>8. EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p> <p>8. EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.</p> <p>8. EE 7. Solve linear equations in one variable.</p>
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Appendix B. Curriculum Outline/Scope and Sequence

	<p>8. EE 8. Analyze and solve pairs of simultaneous linear equations.</p> <p>8. F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p>8. F 2. Compare properties of two functions each represented in a different way.</p> <p>8. F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p> <p>8. F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>8. F 5. Describe qualitatively the functional</p>
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Appendix B. Curriculum Outline/Scope and Sequence

	<p>relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p>
<p>Geometry</p>	
<p>Develop a procedure or formula to calculate:</p> <ul style="list-style-type: none"> -area and perimeter for simple polygons -area of polygons and circles -surface area of rectangular prisms -three-dimensional shapes -volume of prisms <p>Construct the Five Platonic Solids</p> <p>Understand and Apply the Pythagorean Theorem</p>	<p>8. G 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length; b. Angles are taken to angles of the same measure.; c. Parallel lines are taken to parallel lines.</p> <p>8. G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p>8. G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</p> <p>8. G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained</p>

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Appendix B. Curriculum Outline/Scope and Sequence

	<p>from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p>8. G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p>8. G 6. Explain a proof of the Pythagorean Theorem and its converse.</p> <p>8. G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real world and mathematical problems in two and three dimensions.</p> <p>8. G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p> <p>8. G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real world and mathematical problems.</p>
Statistics and Probability	
Investigate patterns of association in bivariate data	8. SP 1 Construct and interpret scatter plots for

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Appendix B. Curriculum Outline/Scope and Sequence

	<p>bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p>8. SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p>8. SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p>8. SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p>
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Appendix C

Raleigh Oaks Charter 2018-2019 School Calendar

July 2018				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31 ER	1	2	3
6	7	8	9	10

October 2018				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31	1	2
5	6	7	8	9

January 2019				
Mon	Tue	Wed	Thu	Fri
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	1

April 2019				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

August 2018				
Mon	Tue	Wed	Thu	Fri
30	31	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
3	4	5	6	7

November 2018				
Mon	Tue	Wed	Thu	Fri
29	30	31	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
3	4	5	6	7

February 2019				
Mon	Tue	Wed	Thu	Fri
28	29	30	31	1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	1

May 2019				
Mon	Tue	Wed	Thu	Fri
29	30	1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018				
Mon	Tue	Wed	Thu	Fri
27	28	29	30	31
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
1	2	3	4	5

December 2018				
Mon	Tue	Wed	Thu	Fri
26	27	28	29	30
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31	1	2	3	4

March 2019				
Mon	Tue	Wed	Thu	Fri
25	26	27	28	1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

June 2019				
Mon	Tue	Wed	Thu	Fri
27	28	29	30	31
3	4	5	6	7
10	11	12 ER	13	14
17	18	19	20	21
24	25	26	27	28

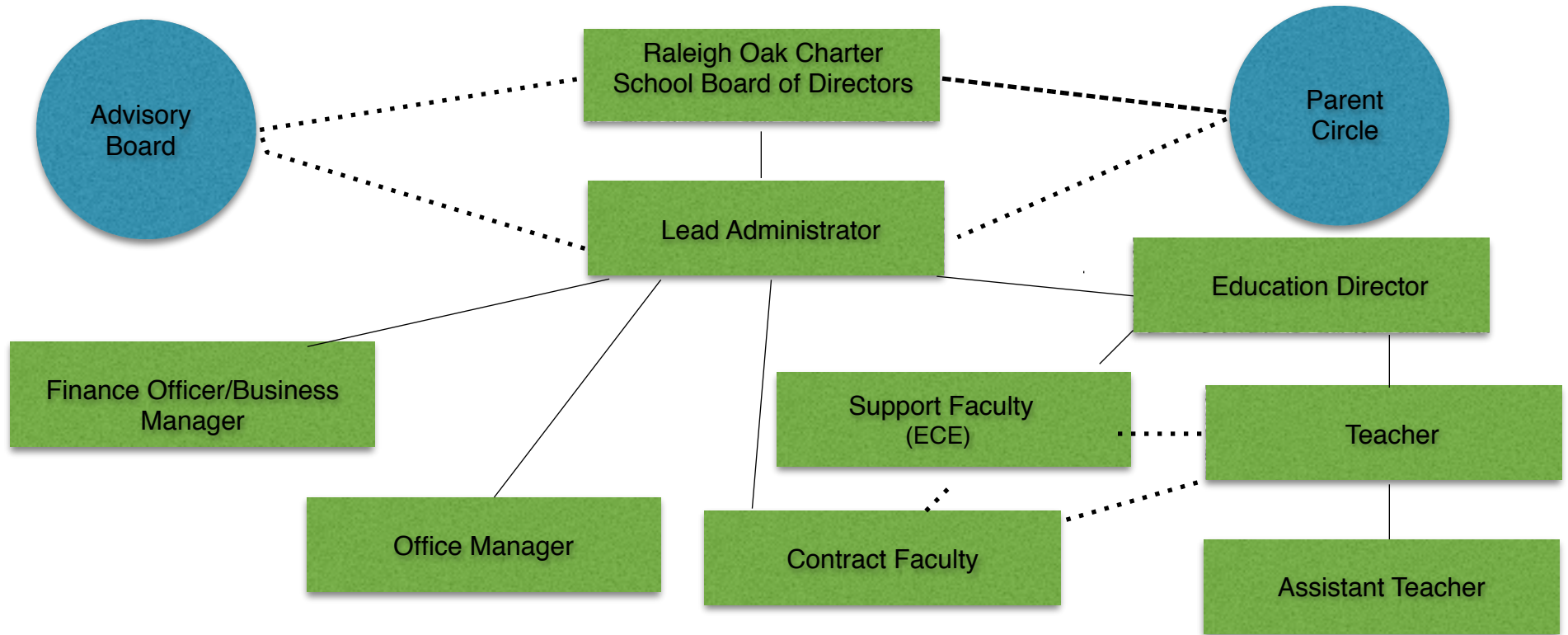
LEGEND

First and last days
 H Holiday
 ER Early Release Day
 T Track Out Day

163 full days of 6 instructional hours + 12 half days of 4 instructional hours = 1,026 Instructional Hours

In accordance with the NC Calendar Law, if ROCS must close the administration will update this calendar to provide additional days/time by using early release days as full days, scheduled teacher workdays/Track out days, Saturdays, or scheduled vacation days to meet legal requirements. If Saturdays are used, they will be full instructional days.

Raleigh Oak Charter School Organizational Chart



- All Faculty has direct administrative reporting to the Lead Administrator.
- Dotted line denotes collaboration, no direct governance.

Appendix G

BYLAWS OF RALEIGH OAK CHARTER SCHOOL

ARTICLE I NAME

This Corporation shall be known as Raleigh Oak Charter School and will be incorporated as a non-profit organization under the laws of the State of North Carolina.

ARTICLE II PURPOSES OF THE CORPORATION

The Corporation shall establish and operate a public school and will maintain a regular faculty, curriculum, and enroll a student body that will be in attendance at its school facility or facilities. The corporation is hereby organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, namely to maintain and operate the Raleigh Oak School nonprofit organization and its schools or its programs; and generally to engage in any lawful act or activity for which nonprofit and tax-exempt corporations may be organized under Chapter 55A of the North Carolina General Statutes and Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future state or federal laws.

ARTICLE III OFFICES

1. Principal Office. The principal office of the Corporation shall be located in Wake County, North Carolina or such other place as is designated by the Board of Directors.

2. Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

3. Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Board of Directors may from time to time determine or as the affairs of the Corporation may require.

ARTICLE IV MEMBERSHIP

The Corporation shall not have members.

ARTICLE V DIRECTORS

1. General Powers. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed by, the Board of Directors or by such committees as the Board of Directors may establish pursuant to these Bylaws. The board will ensure that the Corporation abides by the North Carolina State Law for Charter Schools (GS115C-238.29). The board is responsible for all transactions of the school including the

Appendix G

management of the business, property and affairs of the corporation. These affairs include, but are not limited to, the hiring, termination and evaluation of the Lead Administrator, the grievance process for faculty and students/parents, long-term planning, business decisions, engaging contracts and ensuring the school is financially stable and fiscally sound.

2. Number, Term and Qualification. The number of directors of the Corporation shall be not less than five (5) nor more than eleven (11) as may be fixed or changed from time to time, within the minimum and maximum, by the Board of Directors. Each Director shall hold office for two (2) years, or until his successor has assumed office, or until his prior resignation or removal. Directors may be reappointed for a maximum of three consecutive (3) terms.

3. Election of Directors. New Directors shall be elected by a three-fourths (3/4) vote of the Board of Directors then in office in the fourth quarter of each succeeding school year to fill any expiring terms.

4. Non-Voting Members. The Lead Administrator shall, during his respective term, serve as a non-voting member of the Board. In addition, there shall be such other non-voting members (teacher, parent, and student representatives as well as ex-officio members of the Board of Directors) as elected by a vote of the Directors then holding office. Each non-voting member shall be entitled to enter into all deliberations and to receive notice of all meetings, but he shall not vote nor be counted in determining the existence of a quorum.

5. Removal. Three-fourths (3/4) of the directors then in office may remove, with or without cause, any director elected by the Board of Directors.

6. Resignation and Vacancies. A director may resign at any time by giving written notice to the Board, the chair or the secretary of the corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Board or such officer, and the acceptance of the resignation shall not be necessary to make it effective. Vacancies on the Board of Directors shall be filled by election at the Board meeting immediately prior to the end of the expiring director's term. Vacancies occurring mid-term shall be filled by election at the next Board meeting. Nothing herein shall be construed to prevent an individual director from being reelected to office (subject to Section 2 above).

7. Meetings. The Board of Directors shall meet at least 10 times per year at such times and dates as designated by the Board Chair or upon resolution of the Board. A director or directors may attend the meeting via virtual or phone communication and will be counted as present for the meeting. A regular annual meeting of the Board shall be held at the end of the academic year or at such other time as the Board may determine. In addition to all meetings being held in full compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9-143-318.19, all meetings of the Board shall be held in an open, orderly, and fair manner.

8. Quorum. A quorum consisting of two-thirds (2/3) of all directors then in office shall be required for all meetings at which a vote shall take place.

9. Voting. All matters before the Board of Directors shall be approved by a majority vote of those directors in attendance at such meeting.

Appendix G

10. Special Meetings. Special meetings of the Board shall be called at any time by the Chair or by a written request by at least two Directors. Special meetings shall require a sufficient notice to each Director either personally or by mail or by phone.

11. Executive and Other Committees. The Board, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other committees, each consisting of one (1) or more Directors. Each such committee shall serve at the pleasure of the Board.

12. Compensation. Each Board member shall serve as a volunteer without compensation. Board members may be reimbursed for actual expenses of serving on the Board or for other services to the Corporation as permitted by a vote of the Directors at any meeting.

ARTICLE VI OFFICERS & THE LEAD ADMINISTRATOR

1. Number. The officers of the Corporation shall consist of a Chair, Vice-Chair, Secretary, Treasurer, and any other officers as the Board of Directors sees necessary. Any two or more offices may be held by the same person. In no event, however, may an officer act in more than one capacity where action of two or more officers is required. The duties of the officers shall be those prescribed by these Bylaws and any additional duties as the Board of Directors may from time to time assign.

2. Election. The officers of the Corporation shall be elected from among the Board of Directors. Such election may be held at any regular or special meeting (or annual meeting) of the Board of Directors. Each officer shall have such duties, powers and functions as hereinafter provided and shall hold until his successor has been elected and qualified.

3. Term. All officers may serve no more than two (2) consecutive two-year terms. Former officers, after a break in service of one (1) year, may be elected to another term as an officer.

4. Removal. Any officer or agent appointed by the Board of Directors may be removed by the Board with or without cause; but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

5. Vacancies. A vacancy among the officers of the Corporation because of death, resignation, removal, disqualification, or any other cause may be filled for the unexpired portion of the terms by the Board of Directors.

6. Compensation. Board members and officers of the Corporation shall not receive compensation.

7. Chair. The Chair shall be the chief executive officer of the Corporation. He shall preside at all meetings of the members and of the Board; he shall have the general management of the affairs of the Corporation and shall see that all orders and resolutions of the Board are carried into effect.

8. Vice-Chair. The Vice-Chair, unless otherwise determined by the Board of Directors, shall, in the absence or disability of the Chair, perform the duties and exercise the powers of that office.

Appendix G

In addition, she shall perform such other duties and have such other powers as the Chair or the Board of Directors shall prescribe.

9. Secretary. The Secretary shall keep accurate records of the acts and proceedings of all meetings of members, directors and committees. He shall give all notices required by law and by these Bylaws. He shall have general charge of the corporate books and records and of the corporate seal, and he shall affix the corporate seal to any lawfully executed instrument requiring it. He shall keep, at the registered or principal office of the Corporation, a record of members showing the name and address of each member. He shall sign such instruments as may require his signature, and, in general, attest the signature or certify the incumbency or signature of any other officer of the Corporation and shall perform all duties incident to the office of Secretary and such other duties as may be assigned him from time to time by the Chair or by the Board of Directors.

10. Treasurer. The Treasurer shall have custody of all funds belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors. She shall keep full and accurate accounts of the finances of the Corporation in books especially provided for that purpose, which may be consolidated or combined statements of the Corporation and one or more of its subsidiaries as appropriate, that include quarterly balance sheets showing budget vs. actual expenditures, quarterly income statements, and quarterly statements of cash flows. Financial statements are prepared for the Corporation on the basis of generally accepted accounting principles. The Corporation shall email the latest annual financial statement, to each member upon receipt of a written demand for same from such member. The Treasurer shall, in general, perform all duties incident to his office and such other duties as may be assigned to him from time to time by the Chair or by the Board of Directors.

11. Lead Administrator. While not an officer of the Corporation, the Lead Administrator shall have general charge of the business and affairs of Raleigh Oak School, shall be responsible for management of the day-to-day operations of the school and shall have direct control over its employees. The Lead Administrator shall do and perform such other duties as may be assigned by the Board of Directors. The Lead Administrator shall serve as a non-voting member of the Board of Directors.

12. Bonds. The Board of Directors, by resolution, may require any or all officers, agents and employees of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of their respective offices or positions, and to comply with such other conditions as may from time to time be required by the Board of Directors.

ARTICLE VII CONFLICT OF INTEREST POLICY

If any member of the Board faces a conflict of interest in a matter pending before the Board, that member shall make full and candid disclosure to the Board of the nature of the conflict. A conflict of interest would occur if any matter before the Board is favorable or potentially favorable to the personal, family, or business interests of the Board member. The body to which such disclosure is made shall thereupon determine, by three-fourths (3/4) vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. It is unethical for a board member to vote on or discuss a matter before the board if there is a conflict of interest.

Appendix G

Any board member violating this duty to report a conflict of interest may be removed from the Board by three-fourths (3/4) vote. Each member of the Board shall fill out, sign, and submit a Conflict of Interest Disclosure Form at the annual meeting and whenever an undisclosed conflict arises.

If one (1) or more directors present at a meeting abstain from discussing and voting on a pending matter due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a majority of those voting directors shall be required to approve the motion.

ARTICLE VIII CONTRACTS, LOANS AND DEPOSITS

1. Contracts. The Board of Directors may authorize any officer or officers, or agent or agents, to enter into any contract or execute and deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances.

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

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 officer or officers, or agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

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 depository or depositories as the Board of Directors shall direct.

ARTICLE IX INDEMNIFICATION AND REIMBURSEMENT OF DIRECTORS AND OFFICERS

1. Indemnification for Expenses and Liabilities

(a) Any person who at any time serves or has served: (1) as a director, officer, employee or agent of the Corporation, (2) at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, or other enterprise, or (3) at the request of the Corporation as a trustee or administrator under an employee benefit plan, shall have a right to be indemnified by the Corporation to the fullest extent from time to time permitted by law against Liability and Expenses in any Proceeding (including without limitation a Proceeding brought by or on behalf of the Corporation itself) arising out of his status as such or activities in any of the foregoing capacities or results from him being called as a witness at a time when he has not been made a named defendant or respondent to any Proceeding.

(b) The Board of Directors of the Corporation shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification required by this provision, including, without limitation, to the extent needed, making a good faith evaluation of

Appendix G

the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him. Such determination shall be made by (1) the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion.

(c) Any person who at any time serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the rights provided for herein. Any repeal or modification of these indemnification provisions shall not affect any rights or obligations existing at the time of such repeal or modification. The rights provided for herein shall inure to the benefit of the legal representatives of any such person and shall not be exclusive of any other rights to which such person may be entitled apart from this provision.

(d) The rights granted herein shall not be limited by the provisions contained in Sections 55A-8-51 through 55A-8-56 of the North Carolina Nonprofit Corporation Act or any successor to such statutes.

2. Advance Payment of Expenses. The Corporation shall (upon receipt of an undertaking by or on behalf of the director, officer, employee or agent involved to repay the Expenses described herein unless it shall ultimately be determined that he is entitled to be indemnified by the Corporation against such Expenses) pay Expenses incurred by such director, officer, employee or agent in defending a Proceeding or appearing as a witness at a time when he has not been named as a defendant or a respondent with respect thereto in advance of the final disposition of such Proceeding.

3. Insurance. The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another domestic or foreign corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator under an employee benefit plan against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him or her against such liability.

4. Definitions. The following terms as used in this Article shall have the following meanings. "Proceeding" means any threatened, pending or completed action, suit, or proceeding and any appeal therein (and any inquiry or investigation that could lead to such action, suit, or proceeding), whether civil, criminal, administrative, investigative or arbitral and whether formal or informal. "Expenses" means expenses of every kind, including counsel fees. "Liability" means the obligation to pay a judgment, settlement, penalty, fine (including an excise tax assessed with respect to an employee benefit plan), reasonable expenses incurred with respect to a Proceeding and all reasonable expenses incurred in enforcing the indemnification rights provided herein. "Director," "officer," "employee" and "agent" include the estate or personal representative of a director, officer, employee or agent. "Corporation" shall include any domestic or foreign predecessor of this Corporation in a merger or other transaction in which the predecessor's existence ceased upon consummation of the transaction.

Appendix G

ARTICLE X GENERAL PROVISIONS

1. Distributions. Except as authorized or permitted by the North Carolina Nonprofit Corporation Act, the Corporation shall not make any distributions to its members, directors, officers or to other entities.
2. Seal. The corporate seal shall have the name of the Corporation inscribed thereon and shall be in such form of as may be approved from time to time by the Board of Directors. Such seal may be an impression or stamp and may be used by the officers of the Corporation by causing it, or a facsimile thereof, to be impressed or affixed or in any other manner reproduced. In addition to any form of seal adopted by the Board of Directors, the officers of the Corporation may use as the corporate seal a seal in the form of a circle containing the name of the Corporation and the state of its incorporation (or an abbreviation thereof) on the circumference and the word "Seal" in the center.
3. Fiscal Year. The fiscal year of the corporation shall begin on the 1st day of July and end on the last day of June in each year. As such, all of the School's financial records shall be maintained according to Generally Accepted Accounting Principles (GAAP) on a July 1 through June 30 fiscal year basis.
4. Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of §55A-2-02 of the General Statutes of the State of North Carolina or under the provisions of the articles of incorporation or the by-laws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.
5. Corporate Records. Any records maintained by the Corporation in the regular course of its business, including its books of account and minute books, may be kept on an electronic storage device and backed up every 6 months; provided that the records so kept can be converted into clearly legible form within a reasonable time. The Corporation shall so convert any records so kept upon the request of any person entitled to inspect the same. The Corporation shall maintain at its principal office the following records: (1) Articles of Incorporation or Restated Articles of Incorporation and all amendments thereto; (2) Bylaws or Restated Bylaws and all amendments thereto; (3) resolutions by its members and/or the Board of Directors relating to the number or classification of directors or to the characteristics, qualifications, rights, limitations and obligations of members or any class or category of members; (4) minutes of all membership meetings or action taken without a meeting for the past three years; (5) all written communications to members for the past three years, including financial statement, if any; (6) a list of names and business or home addresses of its current directors and officers; and (7) the Corporation's most recent annual report filed with the North Carolina Secretary of State.
6. Bylaw Amendments. Subject to such approval as may be required in the Articles of Incorporation by any person or persons other than the Board of Directors, and to the extent permitted by law, these Bylaws may be amended by the affirmative vote of a majority of the directors in office at the time of the meeting to consider such amendment, at any regular or special meeting at which a quorum is present, upon five (5) days' written notice of the meeting,

Appendix G

which notice shall state that the purpose of the meeting is to consider a proposed amendment and which shall contain, attach a copy of the or state the nature of the proposed amendment.

7. Amendments to Articles of Incorporation. Subject to such approval as may be required in the Articles of Incorporation by any person or persons other than the Board of Directors, and to the extent permitted by law, these Articles of Incorporation may be amended by the affirmative vote of a majority of the directors in office at the time of the meeting to consider such amendment, at any regular or special meeting at which a quorum is present, upon five (5) days' written notice of the meeting, which notice shall state that the purpose of the meeting is to consider a proposed amendment and which shall contain, attach a copy of the or state the nature of the proposed amendment.

ARTICLE XI DISSOLUTION

1. Authorization of Dissolution. Dissolution of the Corporation shall be authorized by approval of a plan of dissolution providing for the distribution of all assets of the corporation and the payment of all liabilities and obligations of the Corporation in accordance with applicable law, by a vote of a majority of the Directors then in office.

2. Meeting Notice. The person or persons calling a special meeting of the Board of Directors to consider a plan of dissolution shall, not less than five (5) days before the meeting, give notice thereof to the Board either personally or by telephone, telegraph, teletype or other form of wire or wireless communication or by facsimile transmission, mail or private carrier or by any other means permitted by law. Such notices to the Board directors and members shall state that the purpose (or one of the purposes) of the meetings is to consider dissolution of the Corporation and shall contain or be accompanied by a copy or summary of the plan of dissolution.

3. Distribution of Assets. Upon dissolution of the School, the property remaining after providing for the debts and obligations of the School shall be distributed to another non-profit organization as shall be designated by the Board of Directors.

ARTICLE XII NON-DISCRIMINATION POLICY

It is the policy of the School not to discriminate on the basis of race, color, religious creed, national origin, ancestry, sexual orientation, disability or handicap. No person shall, on the basis of race, color, national origin, ancestry, gender, sexual orientation, disability, or handicap, be denied equal access or admission to school programs, courses, extracurricular activities and employment opportunities. In addition, under section 504 of the federal Rehabilitation Act of 1973, no otherwise qualified individual, shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity at the School.

ARTICLE XIII NORTH CAROLINA OPEN MEETINGS LAW

Appendix G

Except as provided in GS 143-318.11, 143-318.14A, 143-318.15 and 143-318.18, each official meeting of the board shall be open to the public, and any person is entitled to attend such a meeting. CSC will comply with the North Carolina Open Meetings Law.

ARTICLE XIV CONSTRUCTION

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the North Carolina Nonprofit Corporation Act and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provision.

The proposed Bylaws were adopted by the directors of: Raleigh Oak Charter School on the 26 day of August 2015.

Appendix G

**CONFLICT OF INTEREST POLICY
for the Raleigh Oak School Board of Directors**

The members of the Board of Directors of Raleigh Oak School must act at all times in the best interests of the school. Therefore, the purpose of the conflict of interest policy is to inform the Board as to what constitutes a conflict of interest, protect the interest of Raleigh Oak School and help ensure the avoidance of conflicts of interest. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

A **conflict of interest** is a transaction or arrangement that might benefit the personal, family, or business interests of a Board member. Board members have a fiduciary duty to conduct themselves without conflict to the interests of Raleigh Oak School. In their capacity as Board members, they must subordinate personal, individual business, third party, and other interests to the welfare and best interests of Raleigh Oak.

As a member of the Raleigh Oak Board of Directors, I understand that in connection with any actual or possible conflict of interest...

- I must disclose the existence of my interest and all material facts to all members of the Board of Directors.
- After I have disclosed of and discussed the conflict of interest and all material facts, I shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.
- If such members decide that a conflict of interest exists, I acknowledge that it is unethical for me to be allowed to vote on or discuss the matter before the board.
- If I violate my duty to report a conflict of interest, I may be removed from the Board by three- fourths (3/4) vote.
- On an annual basis, I shall be provided with a copy of this policy and be required to complete and sign the Acknowledgment and Disclosure Form below. In addition, I will fill out, sign, and submit the Disclosure portion whenever an undisclosed conflict arises. All completed forms shall be provided to and reviewed by the Raleigh Oak Board Chair and Secretary. The signed forms will be retained in the Raleigh Oak office.

ACKNOWLEDGMENT AND DISCLOSURE FORM

I have read the Raleigh Oak Board of Directors Bylaws and Conflict of Interest Policy set forth above and agree to comply fully with its terms and conditions at all times during my service as a Raleigh Oak Board member. If at any time following the submission of this form I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Raleigh Oak Chair and Secretary in writing.

Disclosure of Actual or Potential Conflicts of Interest: _____

Board Member Printed Name: _____

Appendix G

Board Member Signature: _____ Date: _____



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

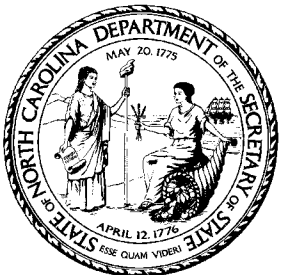
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

ACORN TO OAK: WALDORF METHODS CHARTER SCHOOL, INC.

the original of which was filed in this office on the 14th day of August, 2015.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 14th day of August, 2015.

Elaine F. Marshall

Secretary of State

C2015 224 00697

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.

Acorn to Oak: Waldorf Methods Charter School, Inc.

1. The name of the nonprofit corporation is: _____

X
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: Melissa Stansbury

4. The street address and county of the initial registered agent's office of the corporation is:

216 Brandon Court
Number and Street: _____
City: Raleigh State: NC Zip Code: 27609 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:

Melissa Stansbury 216 Brandon Court Raleigh, NC 27609

Amy Rullis 909 Gardner Street Raleigh, NC 27607

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:

919.637.7741

Principal Office Telephone Number: _____

909 Gardner Street

Number and Street: _____

Raleigh

NC

27607

Wake

City: _____

State: _____

Zip Code: _____

County: _____

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 10 day of July, 2015.

(Incorporator Business Entity Name)

Melissa Stansbury
Signature of Incorporator

MELISSA STANSBURY, Board Chair
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.

PURPOSE

Acorns to Oaks: Waldorf Methods Charter, Inc. is organized exclusively for educational purposes that qualify it as an exempt organization under section 501(c)(3) of the Internal Revenue Code.

DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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.

SOSID: 1463980
Date Filed: 7/13/2016 11:10:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C2016 176 00076

State of North Carolina
Department of the Secretary of State

ARTICLES OF AMENDMENT
NONPROFIT CORPORATION

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: Acorn to Oak: Waldorf Methods Charter School, Inc.

2. The text of each amendment adopted is as follows (state below or attach):

- The name of the corporation shall be: Raleigh Oak Charter School, Inc.
- The principal office shall be: 2110 Brandon Court, Raleigh, NC 27609
- The business email shall be: raleighoakcharter@gmail.com

3. The date of adoption of each amendment was as follows: June 24, 2016

4. (Check a, b, and/or c, as applicable)

a. The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because (set forth a brief explanation of why member approval was not required) it is a non-member corporation.

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

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

This the 24 day of June, 2016

Acorn to Oak: Waldorf Methods Charter School, Inc.
Name of Corporation


Signature

Lauren Scott, Vice President of Board
Type or Print Name and Title

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.



WC PROPOSAL

Raleigh Oak Charter School, Inc. (ACORN-3)

To: Colin Desouza Agency, Inc. From: Butwin's Service Desk
Proposed: Thursday, September 01, 2016

Carrier: The Hartford Deposit: \$680.00 Premium: \$2,703.00
Excluding Owner

*****FOR NEW YORK RISKS ONLY (PLEASE CIRCLE YES OR NO)*****
Do you wish to BIND NY State Disability? YES NO

If the payroll and/or sales figures are higher than indicated on your submission, this is due to minimum requirements by the Insurance Company and/or the State. These figures cannot be reduced.

Received a better quote from the same insurance carrier?
If so, please contact BUTWIN. Something is not the same.

To Request Coverage Bound:

- 1) Collect Deposit Check, made payable to:
The Hartford Insurance Co. in the amount of
\$See deposit options above
- 2) Complete attached Acord Application. Be sure to include Effective Date!
- 3) Federal Tax ID # and Unemployment Registration # mandatory to bind!
- 4) Have Insured Complete attached Loss History letter.
- 5) Fax or e-mail the above items to Butwin.
- 6) After receiving BINDER, mail all items immediately to Butwin.
(Do not mail until you receive the BINDER.)

REMINDER: COVERAGE IS NOT BOUND UNTIL BUTWIN SENDS CONFIRMATION

Please note: an inclusion/exclusion may be necessary at time of binding; policy is auditable annually.

September 1, 2016

Raleigh Oak Charter School,
216 Brandon Court
Raleigh, NC 27609

LOSS INFORMATION

Has the insured had any claims in the last 3 years: Yes No

Previous Carriers	# of Claims	Claim Amount	Open/Closed	Claim Description	Claim Date

If there has been a loss, please describe preventative measures now in place to avoid future losses:

X _____

Raleigh Oak Charter School,



YOUR BUSINESS INSURANCE SOLUTION WORKERS' COMPENSATION PROPOSAL

Prepared for:

Raleigh Oak Charter School,
Inc.
216 Brandon Ct
Raleigh, NC 27609

Reference Number:

12WBC3166QS - 002

Proposal Date:

09/01/2016, 1:48 PM

Proposed by:

NATHAN BUTWIN COMPANY INC/PHS
60 Cutter Mill Road Suite 414
Great Neck, NY 11021

Proposal Created by:

Sarah Anderson
516-466-4200
rsp6@Butwin.com

Total Estimated Annual Premium for Workers' Compensation:

\$ 2,703.00

Policy Minimum Premium: \$332.00 (NC)

POLICY LEVEL

Page

[Coverage](#)..... 2

RATING INFORMATION

[Class Code Details](#)..... 2

[Direct Bill Options](#)..... 4

Important Messages:

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by an authorized agent.

WHY THE HARTFORD

200 years experience | 1 million customers | Named One of the World's Most Ethical Companies | Recognized by JD Power

The Hartford is the market leader for small business with more than 200 years of experience, trusted by over 1 million customers and [rated 4.9 out of 5 by Small Businesses.](#)

Workers' Compensation Proposal
with
Trumbull Insurance Company
A member company of The Hartford
10/1/2016 - 10/1/2017

Part I - Workers' Compensation Insurance (Coverage A and C)

Statutory Coverage as provided by the following states:

North Carolina

Coverage includes Medical and Loss of Income Benefits for injuries arising out of a work related injury.

1. NC owners/officers are excluded.

Part II - Employers Liability Insurance (Coverage B)	Limits of Insurance		
Bodily Injury By Accident	\$	100,000	Each Accident
Bodily Injury By Disease	\$	500,000	Policy Limit
Bodily Injury By Disease	\$	100,000	Each Employee

Rating Information:

State: North Carolina Location: 01

Location Address: 216 Brandon Ct
Raleigh, NC 27609

Class Code	Description	Rate	Premium Basis (Rate per \$100 of Exposure)	Class Premium
8868	School - Professional Employees & Clerical	.41	570,500	\$ 2,339.00

State Recap:

Total Class Premium	\$ 2,339.00
Total Estimated Annual Standard Premium	\$ 2,339.00
Expense Constant 0900	\$ 250.00
Terrorism (9740) 570,500	.0100 \$ 57.00
Catastrophe (9741) 570,500	.0100 \$ 57.00
Total Estimated Annual Premium	\$ 2,703.00

Premium is based on an estimated payroll and subject to annual audit.

At the inception of the policy period our records show that you have employees located in the following states:

North Carolina

If you have employees working in any other states, please notify our office immediately.

Merit and Experience Mods are tentative and subject to final calculation.

Notes:

With very few exceptions, every business with employees needs to carry workers' compensation insurance. Failure to provide coverage can result in stiff penalties for the employer, including substantial fines, criminal prosecution or responsibility by the employer for any workers' compensation benefits due an injured worker.

- Our **basic** broad form included in this proposal offers a number of enhancements *at no additional charge*. A few of these coverages include:
- Voluntary Compensation Covered
 - Employer Liability Stop Gap in Monopolistic States
 - Pay for reasonable Expenses, including Loss of Earnings

Cash flow is very important to business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? Ask your insurance professional today about The Hartford's payroll billing solutions for Workers' Compensation. Benefits to business owners include:

- No large premium down-payment
- Pay-as-you-go premium charges based on actual payroll
- Mitigation of audit surprises at the end of the policy period

Direct Bill Options

The Hartford Direct Bill System puts you in control of making premium payments deciding the bill plan that best fits your budget.

YOU DECIDE HOW YOUR PAYMENTS ARE MADE...

- **Repetitive EFT:** Sign up for Repetitive Electronic Funds Transfer (EFT) and have payments automatically withdrawn from your bank account. This option saves you money by reducing the amount of the installment fee.
- **Pay Online:** Register at www.thehartford.com/servicecenter. Online Bill Pay is Quick Easy and Secure!
- **Pay by Check:** Send a check with your remittance stub in the envelope enclosed with your bill
- **Pay by Phone:** Call toll-free 1-866-467-8730

The chart below illustrates how you may be billed based upon the bill plan you select. The due date(s) and minimum amount(s) due shown below were calculated based on the anticipated effective date of your policy provided as part of the quote process. These dates and amounts may change based on when your new policy is processed. State surcharges are fees that are assessed by the state(s) on the policy and paid by The Hartford to the appropriate government agency. The full amounts of these fees are typically included in the down payment according to state regulations.

Total Annual Estimated Premium for Workers' Compensation: \$2,703.00				
Bill Plan and Installments	Due Date(s) & Minimum Amount(s) Due		+ Installment Fee (EFT)	Or + Installment Fee (Non-EFT)
Full Pay	09/26/16 - \$2,703.00		-	-
Two Pay Down Payment Installment Final Installment	10/01/16 - \$1,621.80 04/01/17 - \$1,081.20		\$0.00 per Installment	\$0.00 per Installment
Three Pay Down Payment Installment Remaining Installments	10/01/16 - \$1,081.20 02/01/17 - \$810.90 06/01/17 - \$810.90		\$0.00 per Installment	\$0.00 per Installment
Four Pay Down Payment Installment Remaining Installments	10/01/16 - \$810.90 01/01/17 - \$675.75 04/01/17 - \$675.75 07/01/17 - \$540.60		\$0.00 per Installment	\$0.00 per Installment
Ten Pay Down Payment Installment Remaining Installments	10/01/16 - \$675.75 11/01/16 - \$225.97 12/01/16 - \$225.16 01/01/17 - \$225.16 02/01/17 - \$225.16 03/01/17 - \$225.16	04/01/17 - \$225.16 05/01/17 - \$225.16 06/01/17 - \$225.16 07/01/17 - \$225.16	\$0.00 per Installment	\$0.00 per Installment
Eleven Pay Down Payment Installment Remaining Installments	10/01/16 - \$451.40 11/01/16 - \$225.16 12/01/16 - \$225.16 01/01/17 - \$225.16 02/01/17 - \$225.16 03/01/17 - \$225.16	04/01/17 - \$225.16 05/01/17 - \$225.16 06/01/17 - \$225.16 07/01/17 - \$225.16 08/01/17 - \$225.16	\$0.00 per Installment	\$0.00 per Installment
Twelve Pay Down Payment Installment Remaining Installments	10/01/16 - \$226.24 11/01/16 - \$225.16 12/01/16 - \$225.16 01/01/17 - \$225.16 02/01/17 - \$225.16 03/01/17 - \$225.16 04/01/17 - \$225.16	05/01/17 - \$225.16 06/01/17 - \$225.16 07/01/17 - \$225.16 08/01/17 - \$225.16 09/01/17 - \$225.16	\$0.00 per Installment	\$0.00 per Installment

An Installment Fee is assessed on each installment invoice except where prohibited by law.

Any down payment provided will be withdrawn immediately regardless of down payment date shown.

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

Terrorism Coverage and Premium

In accordance with the federal Terrorism Risk Insurance Act (as amended "TRIA"), we are required to make coverage available under your policy for "certified acts of terrorism." The actual coverage provided by your policy(ies) will be limited by the terms, conditions, exclusions, limits, and other provisions of your policy(ies), as well as any applicable rules of law.

The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal or binder.

Definition of Certified Act of Terrorism

A "certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of TRIA, to be an act of terrorism under TRIA. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act results in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act results in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Federal Share of Terrorism Losses under TRIA

The United States Department of the Treasury will reimburse insurers for 85% of insured losses that exceed the applicable insurer deductible. Effective January 1, 2016, this percentage will be reduced to 84%, effective January 1, 2017 to 83%, effective January 1, 2018 to 82%, effective January 1, 2019 to 81%, and effective January 1, 2020 to 80%.

However, if aggregate industry insured losses under TRIA exceed \$100 Billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds \$100 billion. The United States government has not charged any premium for their participation in covering terrorism losses.

Cap on Insurer Liability for Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA exceed \$100 Billion in a calendar year, and we have met, or will meet, our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceed \$100 billion. In such case, your coverage for terrorism losses may be reduced on a pro-rata basis in accordance with procedures established by the Treasury, based on its estimates of aggregate industry losses and our estimate that we will exceed our insurer deductible. In accordance with the Treasury's procedures, amounts paid for losses may be subject to further adjustments based on differences between actual losses and estimates.

Note to Producer on TRIA: The premium for terrorism coverage and the TRIA disclosures above must be provided to the insured or prospect at the time of quoting. If you are not using this quote proposal, you can use Hartford's stand-alone TRIA disclosure form for quotes and binders, which is available on the EBC or from the company.

Acknowledged and Accepted By

(Signature of the Insured)

(Date)

Reference Number: *12WBC3166QS-002*

Total Estimated Annual Premium for Workers' Compensation: *\$2,703*

PRIOR CARRIER INFORMATION / LOSS HISTORY

AGENCY CUSTOMER ID: ACORN-3

OP ID: RSP6

PROVIDE INFORMATION FOR THE PAST 5 YEARS END. USE THE REMARKS SECTION FOR LOSS DETAILS

YEAR	CARRIER NAME / NUMBER	ANNUAL PREMIUM	MO	DO	AMOUNT PAID	REMARKS
2010						
2011						
2012						
2013						
2014						
2015						

NATURE OF BUSINESS / DESCRIPTION OF OPERATIONS

USE COMMENTS AND DESCRIPTIONS OF BUSINESS OPERATIONS AND SHOULD BE: AMPHIBIOUS - KEY MATERIALS - PROCESSOR - PRODUCT - EQUIPMENT - CONTRACT - TYPE OF WORK - SUBCONTRACTS - MERCHANDISE - MERCHANDISE, CUSTOMERS, DELIVERIES, SERVICE - TYPE LOCATION - FARM - ACREAGE - ANIMALS, CASHIERS - SUBCONTRACTS.

GENERAL INFORMATION

EXPIRES EVERY RESPONSE

1. DOES APPLICANT OWN, OPERATE OR LEASE AIRCRAFT (CWA, BIKERAT)?
2. DO YOU HAVE PAST, PRESENT OR DISCONTINUED OPERATIONS INVOLVING: CRIMINAL RECORDS, DISCHARGING, APPELLING, DISPOSING, OR TRANSPORTING OF DANGEROUS MATERIAL? (e.g. landfills, wastes, fuel tanks, etc)
3. ANY WORKS PERFORMED UNDERGROUND OR ABOVE 15 FEET?
4. ANY WORKS PERFORMED ON BRIGES, VESSELS, DIXONS, BRIDGE OVER CRAWLERS?
5. IS APPLICANT ENGAGED IN ANY OTHER TYPE OF BUSINESS?
6. ARE SUBCONTRACTORS USED? (IF YES, give list of work subcontracted)
7. ANY WORKS SUBJECT WITHOUT CERTIFICATE OF INDUSTRY? (IF YES, what is the work that is not included in the state - 60mg 60/100lbs, on Page 2)
8. IS A WRESTLING SAFETY PROGRAM WITH CWA/ION?
9. ANY GROUP TRANSPORTATION PROVIDED?
10. ANY EMPLOYEES UNDER 18 OR OVER 60 YEARS OF AGE?
11. ANY SEASONAL EMPLOYEES?
12. IS THERE ANY VOLUNTEER OR UNPAID LABOR? (IF YES, please specify)
13. ANY EMPLOYEES WITH PHYSICAL HANDICAPS?
14. DO EMPLOYEES TRAVEL OUT OF STATE? (IF YES, indicate states of travel and frequency)
15. ARE A HEALTH CARE PROGRAMS SPONSORED?

GENERAL INFORMATION (continued)

13. ARE PHYSICALS REQUIRED AT WORKPLACES OF EMPLOYMENT ARE MAJOR?	Y/N
14. ANY OTHER KINDS OF ACCIDENT INSURANCE?	
15. ANY HEALTH COVERAGE DECLINED/CANCELLED/NON-RENEWED IN THE LAST THREE (3) YEARS? (If Yes, Applicable - Do not answer this question)	
16. ARE EMPLOYEES HEALTH PLANS PROVIDED?	
17. DO ANY EMPLOYEES PERFORM WORK FOR OTHER BUSINESSES OR SUBSIDIARIES?	
18. DO YOU LEASE EMPLOYEES FROM OTHER EMPLOYERS?	
19. DO ANY EMPLOYEES SIMULTANEOUSLY WORK AT MORE THAN ONE (1) EMPLOYER? _____	
20. ANY BANKRUPTCY WITHIN THE LAST FIVE (5) YEARS? (If Yes, please specify)	
21. ANY UNDISPUTED AND UNPAID WORKERS COMPENSATION PREMIUM DUE FROM YOU OR ANY COMMONLY MANAGED OR OWNED ENTERPRISES? (If Yes, Explain, including entity name(s) and policy number(s))	

SIGNATURE

(Copy of the Notice of Information Practices (Privacy) has been given to the applicant. (Not required in all states - contact your agent or broker for your state's requirements.)

PERSONAL INFORMATION ABOUT YOU INCLUDING INFORMATION FROM A CREDIT OR OTHER INVESTIGATIVE REPORT, MAY BE COLLECTED FROM PERSONS OTHER THAN YOU IN CONNECTION WITH THIS APPLICATION FOR INSURANCE AND SUBSEQUENT AMENDMENTS AND RENEWALS. SUCH INFORMATION, AS WELL AS OTHER PERSONAL AND PRIVILEGED INFORMATION COLLECTED BY US OR OUR AGENTS MAY IN CERTAIN CIRCUMSTANCES BE DISCLOSED TO THIRD PARTIES WITHOUT YOUR AUTHORIZATION. CREDIT SCORING INFORMATION MAY BE USED TO HELP DETERMINE EITHER YOUR ELIGIBILITY FOR INSURANCE OR THE PREMIUM YOU WILL ULTIMATELY PAY. WE MAY USE A THIRD PARTY IN CONNECTION WITH THE DEVELOPMENT OF YOUR SCORE. YOU MAY HAVE THE RIGHT TO REVIEW YOUR PERSONAL INFORMATION IN OUR FILES AND REQUEST CORRECTION OF ANY INACCURACIES. YOU MAY ALSO HAVE THE RIGHT TO REQUEST IN WRITING THAT WE CONSIDER EXTRAORDINARY LIFE CIRCUMSTANCES IN CONNECTION WITH THE DEVELOPMENT OF YOUR CREDIT SCORE. THESE RIGHTS MAY BE LIMITED IN SOME STATES. PLEASE CONTACT YOUR AGENT OR BROKER TO LEARN HOW THESE RIGHTS MAY APPLY IN YOUR STATE OR FOR INSTRUCTIONS ON HOW TO SUBMIT A REQUEST TO US FOR A MORE DETAILED DESCRIPTION OF YOUR RIGHTS AND OUR PRACTICES REGARDING PERSONAL INFORMATION. (Not applicable in AZ, CA, DE, HI, IL, IN, IA, KS, KY, MA, MI, MN, MO, NY, ND, RI, VA, or WA. See the ACORD 28 for available for applicants in these states.)

(Applicant's Initials) _____

Any person who knowingly and with intent to defraud, any insurance company or other person files an application for insurance containing any materially false information or conceals, for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime and subjects that person to criminal and civil penalties. (In Oregon, the aforementioned actions may constitute a fraudulent insurance act which may be a crime and may subject the person to penalties). (In New York, the civil penalty is not to exceed the thousand dollars (\$5,000) and the stated value of the claim for each such violation). (Not applicable in AL, AR, AZ, CO, DC, FL, KS, LA, ME, MD, MN, NM, OK, PR, RI, TN, VA, VT, WA and WY).

Applicable in AL, AR, AZ, DC, LA, MD, NM, RI and WY: Any person who knowingly (or willfully in MD) presents a false or fraudulent claim for payment of a loss or benefit or who knowingly (or willfully in MD) presents false information in an application for insurance is guilty of a crime and may be subject to fines or confinement in prison.

Applicable in Colorado: It is unlawful to knowingly provide false, incomplete, or misleading facts or information to an insurance company for the purpose of defrauding or attempting to defraud the company. Penalties may include imprisonment, fines, denial of insurance and civil damages. Any insurance company or agent of an insurance company who knowingly provides false, incomplete, or misleading facts or information to a policyholder or claimant for the purpose of defrauding or attempting to defraud the policyholder or claimant with regard to a settlement or award payable from insurance proceeds shall be reported to the Colorado Director of Insurance within the department of regulatory agencies.

Applicable in Florida and Oklahoma: Any person who knowingly and with intent to injure, defraud, or damage any insured files a statement of claim on an application containing any false, incomplete, or misleading information is guilty of a felony. (In FL, a person is guilty of a felony of the third degree).

Applicable in Kansas: Any person who, knowingly and with intent to defraud, presents, causes to be presented or prepares with knowledge or belief that it will be presented to or by an insurer, purposed insurer, broker or any agent, thereof, any written statement as part of, or in support of, an application for the issuance of, or the rating of an insurance policy for personal or commercial insurance, or a claim for payment or other benefit pursuant to an insurance policy for commercial or personal insurance which such person knows to contain materially false information concerning any fact material thereto, or conceals, for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act.

Applicable in Maine, Tennessee, Virginia and Washington: It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties may include imprisonment, fines or a denial of insurance benefits.

Applicable in Puerto Rico: Any person who knowingly and with the intention of defrauding presents false information in an insurance application or presents, helps, or causes the presentation of a fraudulent claim for the payment of a loss or any other benefit, or presents more than one claim for the same damage or loss, shall incur a penalty and, upon conviction, shall be sanctioned for each violation by a fine of not less than one thousand dollars (\$1,000) and not more than ten thousand dollars (\$10,000), or a fixed term of imprisonment for three (3) years, or both penalties. Should aggravating circumstances be present, the penalty thus established may be increased to a maximum of five (5) years, if extenuating circumstances are present, it may be reduced to a minimum of two (2) years.

Applicable in Utah: Any person who knowingly presents false or fraudulent underwriting information, files or causes to be filed a false or fraudulent claim for disability compensation, or medical services, or submits a false or fraudulent report or billing for health care fees or other professional services, is guilty of a crime and may be subject to fines and confinement in state prison.

THE UNDERSIGNED IS AN AUTHORIZED REPRESENTATIVE OF THE APPLICANT AND REPRESENTS THAT REASONABLE INQUIRY HAS BEEN MADE TO OBTAIN THE ANSWERS TO QUESTIONS ON THIS APPLICATION. HE/SHE REPRESENTS THAT THE ANSWERS ARE TRUE, CORRECT AND COMPLETE TO THE BEST OF HIS/HER KNOWLEDGE.

APPLICANT'S SIGNATURE (USE INK OR GEL, UML or PAPER)	DATE	PRODUCER'S SIGNATURE Colin Desouza Agency, Inc.	NATIONAL PRODUCER NUMBER 058718
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Butwin Insurance Group
Founded 1925

PROPOSAL

Raleigh Oak Charter School, Inc. (ACORN-3)

To: Colin Desouza Agency, Inc. From: BOP (Business Owners) Department
Proposed: Thursday, September 01, 2016

- ATTENTION:** This quote has generated an 'UNDERWRITING REFERRAL'.
- If the prospect would like to BIND, please email us, prior to collecting the deposit.
- Before BINDING COVERAGE, the Carrier will review the account. We will advise if approved or declined.
- Hired Non Owned Coverage is not available based on the class selected.
- Please confirm address/location info to bind.
- \$250k Employee Dishonesty was included on quote.

Quoted Options:

Choose One

<u>Carrier</u>	<u>Liability Limit</u>	<u>Deduct.</u>	<u>Deposit</u>	<u>Premium</u>	<input checked="" type="checkbox"/>
The Hartford	1M/2M (W/ Educators Legal Liab)	\$1,000	\$970.00	\$3,862.00	
The Hartford	1M/2M (W/O Educators Legal Liab)	\$1,000	\$800.00	\$3,191.00	

Received a better quote from the same insurance carrier?

- If so, please contact BUTWIN. Something is not the same.



Butwin Insurance Group
Founded 1925

BIND EFFECTIVE: ASAP __/__/____

Named Insured/Address incorrect?
Please correct here:

Any Additional Insureds? Please list here:

What is their interest in this insured?
(Their interest must be indicated to bind)

[BINDING INSTRUCTIONS →](#)

Raleigh Oak Charter School,

To Request Coverage Bound:

- 1) **Collect Deposit Check, *made payable to:***
The Hartford Insurance Co. in the amount of
\$See deposit options above
- 2) **Have Insured Sign** attached proposal with any changes indicated.
- 3) **Have Insured Complete** attached Loss History letter.
- 4) Fax or e-mail the above items to Butwin.
- 5) **After receiving BINDER, you must immediately mail all items to Butwin.**
(Do not mail until you receive the BINDER.)



Butwin Insurance Group
Founded 1925

REMINDERS:

We **MUST** have Right of First Refusal from your Allstate Business Insurance Underwriter

(Please call 1-800-729-3005 to obtain the Right of First Refusal)

COVERAGE IS NOT BOUND UNTIL BUTWIN SENDS CONFIRMATION

September 1, 2016

Raleigh Oak Charter School,
216 Brandon Court
Raleigh, NC 27609

LOSS INFORMATION

Has the insured had any claims in the last 3 years: Yes No

Previous Carriers	# of Claims	Claim Amount	Open/ Closed	Claim Description	Claim Date

If there has been a loss, please describe preventative measures now in place to avoid future losses:

X _____

Raleigh Oak Charter School,

Consider these additional coverages that businesses like you are buying from The Hartford

Talk to your agent about adding these valuable coverages to your Hartford policy.

Coverage	Estimated Annual Premium ¹	What It Is	Why You Should Consider It
Educator's Legal Liability	Please contact your agent for a quote.	Coverage that helps protect your business if you are sued for a wrongful act related to your employment practices or errors and omissions made in your capacity as an educator.	Teachers select your institution because they believe in the education you provide students. However, a teacher may sue you alleging you wrongfully denied him tenure.
Business Income Extension for Cloud Service Interruption	\$66 <i>Assumes \$300K in annual sales.</i>	Coverage to help replace lost business income if you need to suspend operations due to an unannounced and unplanned interruption in cloud service, regardless of the reason for the interruption.	Though you may not realize it, your business may already rely on the cloud to store, manage or process data. Assume the vendor hosting your website has a software glitch. You can't accept online orders so potential customers go to a competitor, resulting in your loss of business income.
Business Income Extension for Off-Premises Operations	\$69 <i>Assumes limits of \$25K and 12hr waiting period.</i>	Coverage to help replace your lost business income if you need to suspend operations because your business property was damaged or destroyed while away from your business' premises.	A business owner's policy doesn't typically cover lost business income when business property is damaged away from your office. If you rely on a particular tool or equipment, you could lose business income if you can't work because of damage to it that occurred at a job site or client's location.

(1) For illustration purposes only. Premium estimate is based on the assumptions indicated and does not include taxes, fees or other surcharges. This is not a guarantee of coverage. Actual premium amounts vary and will depend on an applicant's individual account characteristics and coverages and limits purchased.

This document contains only a general description of coverages that may be provided and does not include all of the features, exclusions and conditions of the policies it describes. Please refer to the actual policies for complete details of coverage and exclusions. In the event of a conflict, only the terms of an actual issued policy will prevail.

Coverage is underwritten by Sentinel Insurance Company, Ltd. (CA license 08701)





**YOUR BUSINESS INSURANCE SOLUTION
SPECTRUM® PROPOSAL**

Prepared for:

Raleigh Oak Charter School, Inc.
216 Brandon Ct
Raleigh, NC 27609

Reference Number:

12SBA4962BL - 007

Proposal Date:

09/01/2016, 2:09 PM

Proposed by:

NATHAN BUTWIN COMPANY INC/PHS
60 Cutter Mill Road Suite 414
Great Neck, NY 11021

Proposal Created by:

Sarah Anderson
516-466-4200
rsp6@Butwin.com

Total Estimated Annual Premium for Spectrum:

\$ 3,862.00

POLICY LEVEL	Page
Property Coverage	2
Liability Coverage	3
LOCATION BUILDING LEVEL	
Location Building Coverage	4
Stretch Endorsement Summary	4
<hr/>	
Businesses Like You	6
Direct Bill Options	7

Important Messages:

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by an authorized agent.

WHY THE HARTFORD

200 years experience | 1 million customers | Named One of the World's Most Ethical Companies | Recognized by JD Power

The Hartford is the market leader for small business with more than 200 years of experience, trusted by over 1 million customers and rated 4.8 out of 5 by Small Businesses.

Spectrum Proposal
with
Sentinel Insurance Company
A member company of The Hartford
10/1/2016 - 10/1/2017

Policy Level

Property Coverage

Limits of Insurance

Special Property Coverage Form automatically includes the following coverages at no additional charge:

Accounts Receivable Coverage Off Premises	\$	25,000
Accounts Receivable Coverage On Premises	\$	25,000
Appurtenant Structures - business personal property within appurtenant structure	\$	5,000
Arson Reward	\$	10,000
Business Income - Civil Authority - 30 Days - A waiting period applies	\$	Included
Business Income to Dependant Properties	\$	5,000
Business Personal Property Seasonal Automatic Increase: 25%	\$	Included
Data and Software	\$	10,000
Definition of Premises: 1000 feet	\$	Included
Extended Business Income - 30 consecutive days	\$	Included
Fire Department Service Charge	\$	25,000
Fire Extinguisher Recharge	\$	Included
Forgery Coverage	\$	5,000
Leasehold Improvements	\$	25,000
Lease Assessment	\$	2,500
Lock and Key Replacement	\$	1,000
Money and Securities - Inside	\$	10,000
Money and Securities - Outside	\$	5,000
Newly Acquired or Constructed Property - Building - 180 Days Max	\$	500,000
Newly Acquired or Constructed Property - Business Income 180 Days Max	\$	50,000
Newly Acquired or Constructed Property - Business Personal Property - 180 Days Max	\$	250,000
Ordinance or Law Coverage:		
• Tenants Improvements & Betterments Increased Cost of Construction	\$	25,000
Outdoor Property - Aggregate	\$	10,000
Outdoor Property - For any one tree, shrub or plant	\$	1,000
Outdoor Signs - Attached to buildings - Per sign	\$	5,000
Personal Effects	\$	10,000
Property Off-Premises - Business Personal Property	\$	2,500
Tenant's Glass	\$	25,000
Valuable Papers Coverage Off Premises	\$	25,000
Valuable Papers Coverage On Premises	\$	25,000

Property Coverage**Limits of Insurance****Premium**

The following Property coverages are applicable at all locations:

Property Deductible	\$	1,000		
Automatic Equipment Breakdown Coverage which includes:	\$	Included	\$	29
• Mechanical Breakdown	\$	Included	\$	Included
• Artificially Generated Electric Current	\$	Included	\$	Included
• Explosion of Steam Equipment	\$	Included	\$	Included
• Loss or damage to Steam Equipment	\$	Included	\$	Included
• Loss or damage to Water Heating Equipment	\$	Included	\$	Included
• Contamination by Hazardous Substance	\$	50,000	\$	Included
• Expediting Expenses	\$	50,000	\$	Included
Business Income And Extra Expense Actual Loss Sustained - 12 mos.	\$	Included	\$	52
Employee Dishonesty (Includes ERISA)	\$	250,000	\$	1,631
Employee Dishonesty Deductible	\$	1,000		
ERISA	\$	Incl. In Empl. Dishonesty	\$	Incl. In Empl. Dishonesty
Identity Recovery Coverage	\$	15,000	\$	Included

Liability Coverage**Limits of Insurance****Premium**

Business Liability:				
Broad Form Named Insured includes subsidiaries in which greater than 50% of voting stock is owned by the Named Insured	\$	Included	\$	Included
Defense Costs outside of the Limits of Insurance	\$	Included	\$	Included
Employees and Volunteers included as Insureds	\$	Included	\$	Included
Incidental Malpractice	\$	Included	\$	Included
Mental Anguish resulting from bodily injury, sickness or disease	\$	Included	\$	Included
Newly Acquired Organizations	\$	180 days	\$	Included
Non-Owned watercraft under 51 feet	\$	Included	\$	Included
Per Location General Aggregate - owned or rented premises	\$	Included	\$	Included
Personal and Advertising Liability includes coverage for discrimination or humiliation (other than employment- related)	\$	Included	\$	Included
Property Damage to borrowed equipment not being used to perform operations at the job site	\$	Included	\$	Included
Unintentional failure to disclose hazards	\$	Included	\$	Included
Additional Insured - Coverage is automatically extended to persons or organizations whose written contracts or permits with the insured require insurance to be provided	\$	Included	\$	Included
Each Occurrence	\$	1,000,000		
General Aggregate	\$	2,000,000	\$	975
Products/Completed Operations Aggregate	\$	2,000,000	\$	Included
Personal and Advertising Injury	\$	1,000,000	\$	Included
Damage to Premises Rented to You	\$	1,000,000	\$	Included
Medical Expenses	\$	10,000	\$	Included

Educator's Legal Liability			
Each Wrongful Act	\$	1,000,000	\$ 658
Aggregate	\$	1,000,000	\$ Included
ELL Deductible	\$	1,000	
ELL Retroactive Date: 10/1/2016			
Policy Base Premium			\$ 65
Terrorism	\$	Included	\$ 76

Location/Building Level

Location/Building Information

Location No./Building No.	:	001/001
Street Address	:	216 Brandon Ct
City, State and Zip Code	:	Raleigh, NC 27609-3703
Protection Class	:	0001
Class Code	:	82261
Description	:	School - Private - Elementary, Middle Or Jr High
Construction	:	Joisted Masonry
Year Built	:	2000
Sprinklered	:	Yes
Area	:	10,000

Location/Building Coverage

Limits of Insurance

Premium

Business Personal Property	\$	100,000	\$ 141
Tenant Improvements and Betterments	\$	50,000	\$ Included in BPP
Fungi Limited Coverage	\$	50,000	\$ Included
Fungi Limited Business Interruption		30 Days	\$ Included

Stretch Endorsements

Premium

Schools Stretch	See Stretch Summary Attached	\$ 235
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The Limits of Insurance for the following Additional Coverages are in addition to any other limit of insurance provided under this policy.

Schools Stretch Summary

Coverage

Limits of Insurance

Accounts Receivable - On/Off Premises	\$ 100,000
Additional Covered Property	Included
Animals	\$ 25,000/ \$ 1,500 per Animal
Claim Expenses	\$ 5,000
Computers and Media	\$ 50,000
Debris Removal	\$ 25,000
Fine Arts	\$ 25,000
Fire Department Service Charge Revised Limit	\$ 25,000
Lost Keys	\$ 500
Off-Premises Utility Services - Direct Damage	\$ 25,000
Ordinance or Law Coverage -	

Loss to the Undamaged Portion of the Building Demolition	Included in Building Limit \$ 100,000
Increased Cost of Construction	\$ 100,000
Pairs or Sets	Up to Business Personal Property Limit
Paved Surfaces	\$ 100,000
Personal Property of Others	\$ 50,000
Pollutants and Contaminates - Clean Up Increased Limits	\$ 25,000
Property at Other Premises	\$ 10,000
Salespersons' Samples	\$ 5,000
Sewer and Drain Back Up	Included up to Covered Property Limit
Sump Overflow or Sump Pump Failure	\$ 15,000
Temperature Change	\$ 25,000
Tenant Building and Business Personal Property Coverage - Required by Lease	\$ 20,000
Transit Property in the Care of Carriers for Hire	\$ 100,000
Unauthorized Business Card Use	\$ 2,500
Valuable Papers and Records - On/Off Premises	\$ 100,000

The Limits of Insurance for the following Coverage Extensions are a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limits of Insurance</i>
Harvested Crops	\$ 25,000
Newly Acquired or Constructed Property - 180 Days	
Building	\$ 1,000,000
Business Personal Property	\$ 500,000
Business Income and Extra Expense	\$ 500,000
Outdoor Property	\$ 25,000 aggregate / \$ 1,000 per item
Personal Effects of Employees	\$ 50,000 / \$ 10,000 per Employee Tools
Personal Effects of Students	\$ 100,000 / \$ 2,500 per Student
Property Off Premises	\$ 50,000

The following changes apply only if Business Income and Extra Expense are covered under this policy. The Limits of Insurance for the following Business Income and Extra Expense Coverages are in addition to any other Limit of Insurance provided under this policy:

<i>Coverage</i>	<i>Limits of Insurance</i>
Business Income Extension for Off-Premises Utility Services	\$ 25,000
Business Income from Auxiliary Operations	\$ 25,000
Temporarily Leased or Rented Properties	10% of Business Income Limit Up to \$ 100,000

The following Limit of Insurance for the following Business Income Coverage is a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limits of Insurance</i>
Extended Business Income	120 Days

The following changes apply only if the Special Property Coverage Form applies to this policy. The Limits of Insurance for the following Additional Coverages are a replacement of the limit of insurance provided under the Special Property Coverage form:

<i>Coverage</i>	<i>Limits of Insurance</i>
Theft of Patterns, Dies, Molds and Forms	Up to Business Personal Property Limit

Consider these additional coverages that businesses like you are buying from The Hartford

Talk to your agent about adding these valuable coverages to your Hartford policy.

Coverage	Estimated Annual Premium ¹	What It Is	Why You Should Consider It
Business Income Extension for Cloud Service Interruption	\$66 <i>Assumes \$300K in annual sales.</i>	Coverage to help replace lost business income if you need to suspend operations due to an unannounced and unplanned interruption in cloud service, regardless of the reason for the interruption.	Though you may not realize it, your business may already rely on the cloud to store, manage or process data. Assume the vendor hosting your website has a software glitch. You can't accept online orders so potential customers go to a competitor, resulting in your loss of business income.
Business Income Extension for Off-Premises Operations	\$69 <i>Assumes limits of \$25K and 12hr waiting period.</i>	Coverage to help replace your lost business income if you need to suspend operations because your business property was damaged or destroyed while away from your business' premises.	A business owner's policy doesn't typically cover lost business income when business property is damaged away from your office. If you rely on a particular tool or equipment, you could lose business income if you can't work because of damage to it that occurred at a job site or client's location.

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This document contains only a general description of coverages that may be provided and does not include all of the features, exclusions and conditions of the policies it describes. Please refer to the actual policies for complete details of coverage and exclusions. In the event of a conflict, only the terms of an actual issued policy will prevail.

Coverage is underwritten by Sentinel Insurance Company, Ltd. (CA license 08701)



Direct Bill Options

The Hartford Direct Bill System puts you in control of making premium payments deciding the bill plan that best fits your budget.

YOU DECIDE HOW YOUR PAYMENTS ARE MADE...

- **Repetitive EFT:** Sign up for Repetitive Electronic Funds Transfer (EFT) and have payments automatically withdrawn from your bank account. This option saves you money by reducing the amount of the installment fee.
- **Pay Online:** Register at www.thehartford.com/servicecenter. Online Bill Pay is Quick Easy and Secure!
- **Pay by Check:** Send a check with your remittance stub in the envelope enclosed with your bill
- **Pay by Phone:** Call toll-free 1-866-467-8730

The chart below illustrates how you may be billed based upon the bill plan you select. The due date(s) and minimum amount(s) due shown below were calculated based on the anticipated effective date of your policy provided as part of the quote process. These dates and amounts may change based on when your new policy is processed. State surcharges are fees that are assessed by the state(s) on the policy and paid by The Hartford to the appropriate government agency. The full amounts of these fees are typically included in the down payment according to state regulations.

Total Annual Estimated Premium for Spectrum: \$3,862.00				
Bill Plan and Installments	Due Date(s) & Minimum Amount(s) Due		+ Installment Fee (EFT)	Or + Installment Fee (Non-EFT)
Full Pay	09/26/16 - \$3,862.00		-	-
Two Pay Down Payment Installment Final Installment	10/01/16 - \$2,317.20 04/01/17 - \$1,544.80		\$5.00 per Installment	\$7.00 per Installment
Three Pay Down Payment Installment Remaining Installments	10/01/16 - \$1,544.80 02/01/17 - \$1,158.60 06/01/17 - \$1,158.60		\$5.00 per Installment	\$7.00 per Installment
Four Pay Down Payment Installment Remaining Installments	10/01/16 - \$1,158.60 01/01/17 - \$965.50 04/01/17 - \$965.50 07/01/17 - \$772.40		\$5.00 per Installment	\$7.00 per Installment
Ten Pay Down Payment Installment Remaining Installments	10/01/16 - \$965.54 11/01/16 - \$322.86 04/01/17 - \$321.70 12/01/16 - \$321.70 05/01/17 - \$321.70 01/01/17 - \$321.70 06/01/17 - \$321.70 02/01/17 - \$321.70 07/01/17 - \$321.70 03/01/17 - \$321.70		\$5.00 per Installment	\$7.00 per Installment
Eleven Pay Down Payment Installment Remaining Installments	10/01/16 - \$645.00 11/01/16 - \$321.70 04/01/17 - \$321.70 12/01/16 - \$321.70 05/01/17 - \$321.70 01/01/17 - \$321.70 06/01/17 - \$321.70 02/01/17 - \$321.70 07/01/17 - \$321.70 03/01/17 - \$321.70 08/01/17 - \$321.70		\$5.00 per Installment	\$7.00 per Installment
Twelve Pay Down Payment Installment Remaining Installments	10/01/16 - \$323.30 11/01/16 - \$321.70 05/01/17 - \$321.70 12/01/16 - \$321.70 06/01/17 - \$321.70 01/01/17 - \$321.70 07/01/17 - \$321.70 02/01/17 - \$321.70 08/01/17 - \$321.70 03/01/17 - \$321.70 09/01/17 - \$321.70 04/01/17 - \$321.70		\$5.00 per Installment	\$7.00 per Installment

An Installment Fee is assessed on each installment invoice except where prohibited by law.
Any down payment provided will be withdrawn immediately regardless of down payment date shown.

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

Terrorism Coverage and Premium

In accordance with the federal Terrorism Risk Insurance Act (as amended "TRIA"), we are required to make coverage available under your policy for "certified acts of terrorism." The actual coverage provided by your policy(ies) will be limited by the terms, conditions, exclusions, limits, and other provisions of your policy(ies), as well as any applicable rules of law.

The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal or binder.

Definition of Certified Act of Terrorism

A "certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of TRIA, to be an act of terrorism under TRIA. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act results in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act results in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Federal Share of Terrorism Losses under TRIA

The United States Department of the Treasury will reimburse insurers for 85% of insured losses that exceed the applicable insurer deductible. Effective January 1, 2016, this percentage will be reduced to 84%, effective January 1, 2017 to 83%, effective January 1, 2018 to 82%, effective January 1, 2019 to 81%, and effective January 1, 2020 to 80%.

However, if aggregate industry insured losses under TRIA exceed \$100 Billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds \$100 billion. The United States government has not charged any premium for their participation in covering terrorism losses.

Cap on Insurer Liability for Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA exceed \$100 Billion in a calendar year, and we have met, or will meet, our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceed \$100 billion. In such case, your coverage for terrorism losses may be reduced on a pro-rata basis in accordance with procedures established by the Treasury, based on its estimates of aggregate industry losses and our estimate that we will exceed our insurer deductible. In accordance with the Treasury's procedures, amounts paid for losses may be subject to further adjustments based on differences between actual losses and estimates.

Note to Producer on TRIA: The premium for terrorism coverage and the TRIA disclosures above must be provided to the insured or prospect at the time of quoting. If you are not using this quote proposal, you can use Hartford's stand-alone TRIA disclosure form for quotes and binders, which is available on the EBC or from the company.

Acknowledged and Accepted By

(Signature of the Insured)

(Date)

Reference Number: 12SBA4962BL - 007

Total Estimated Annual Premium for Spectrum: \$3,862



YOUR BUSINESS INSURANCE SOLUTION SPECTRUM® PROPOSAL

Prepared for:

Raleigh Oak Charter School, Inc.
216 Brandon Ct
Raleigh, NC 27609

Reference Number:

12SBA4962BL - 006

Proposal Date:

09/01/2016, 1:46 PM

Proposed by:

NATHAN BUTWIN COMPANY INC/PHS
60 Cutter Mill Road Suite 414
Great Neck, NY 11021

Proposal Created by:

Sarah Anderson
516-466-4200
rsp6@Butwin.com

Total Estimated Annual Premium for Spectrum:

\$ 3,191.00

POLICY LEVEL

	Page
Property Coverage	2
Liability Coverage	3

LOCATION BUILDING LEVEL

Location Building Coverage	4
Stretch Endorsement Summary	4

Businesses Like You	6
Direct Bill Options	7

Important Messages:

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by an authorized agent.

WHY THE HARTFORD

200 years experience | 1 million customers | Named One of the World's Most Ethical Companies | Recognized by JD Power
The Hartford is the market leader for small business with more than 200 years of experience, trusted by over 1 million customers and rated 4.8 out of 5 by Small Businesses.

*Spectrum Proposal
with
Sentinel Insurance Company
A member company of The Hartford
10/1/2016 - 10/1/2017*

Policy Level

Property Coverage

Limits of Insurance

Special Property Coverage Form automatically includes the following coverages at no additional charge:

Accounts Receivable Coverage Off Premises	\$	25,000
Accounts Receivable Coverage On Premises	\$	25,000
Appurtenant Structures - business personal property within appurtenant structure	\$	5,000
Arson Reward	\$	10,000
Business Income - Civil Authority - 30 Days - A waiting period applies	\$	Included
Business Income to Dependant Properties	\$	5,000
Business Personal Property Seasonal Automatic Increase: 25%	\$	Included
Data and Software	\$	10,000
Definition of Premises: 1000 feet	\$	Included
Extended Business Income - 30 consecutive days	\$	Included
Fire Department Service Charge	\$	25,000
Fire Extinguisher Recharge	\$	Included
Forgery Coverage	\$	5,000
Leasehold Improvements	\$	25,000
Lease Assessment	\$	2,500
Lock and Key Replacement	\$	1,000
Money and Securities - Inside	\$	10,000
Money and Securities - Outside	\$	5,000
Newly Acquired or Constructed Property - Building - 180 Days Max	\$	500,000
Newly Acquired or Constructed Property - Business Income 180 Days Max	\$	50,000
Newly Acquired or Constructed Property - Business Personal Property - 180 Days Max	\$	250,000
Ordinance or Law Coverage:		
• Tenants Improvements & Betterments Increased Cost of Construction	\$	25,000
Outdoor Property - Aggregate	\$	10,000
Outdoor Property - For any one tree, shrub or plant	\$	1,000
Outdoor Signs - Attached to buildings - Per sign	\$	5,000
Personal Effects	\$	10,000
Property Off-Premises - Business Personal Property	\$	2,500
Tenant's Glass	\$	25,000
Valuable Papers Coverage Off Premises	\$	25,000
Valuable Papers Coverage On Premises	\$	25,000

Property Coverage**Limits of Insurance****Premium**

The following Property coverages are applicable at all locations:

Property Deductible	\$	1,000		
Automatic Equipment Breakdown Coverage which includes:	\$	Included	\$	29
• Mechanical Breakdown	\$	Included	\$	Included
• Artificially Generated Electric Current	\$	Included	\$	Included
• Explosion of Steam Equipment	\$	Included	\$	Included
• Loss or damage to Steam Equipment	\$	Included	\$	Included
• Loss or damage to Water Heating Equipment	\$	Included	\$	Included
• Contamination by Hazardous Substance	\$	50,000	\$	Included
• Expediting Expenses	\$	50,000	\$	Included
Business Income And Extra Expense Actual Loss Sustained - 12 mos.	\$	Included	\$	52
Employee Dishonesty (Includes ERISA)	\$	250,000	\$	1,631
Employee Dishonesty Deductible	\$	1,000		
ERISA	\$	Incl. In Empl. Dishonesty	\$	Incl. In Empl. Dishonesty
Identity Recovery Coverage	\$	15,000	\$	Included

Liability Coverage**Limits of Insurance****Premium**

Business Liability:				
Broad Form Named Insured includes subsidiaries in which greater than 50% of voting stock is owned by the Named Insured	\$	Included	\$	Included
Defense Costs outside of the Limits of Insurance	\$	Included	\$	Included
Employees and Volunteers included as Insureds	\$	Included	\$	Included
Incidental Malpractice	\$	Included	\$	Included
Mental Anguish resulting from bodily injury, sickness or disease	\$	Included	\$	Included
Newly Acquired Organizations	\$	180 days	\$	Included
Non-Owned watercraft under 51 feet	\$	Included	\$	Included
Per Location General Aggregate - owned or rented premises	\$	Included	\$	Included
Personal and Advertising Liability includes coverage for discrimination or humiliation (other than employment- related)	\$	Included	\$	Included
Property Damage to borrowed equipment not being used to perform operations at the job site	\$	Included	\$	Included
Unintentional failure to disclose hazards	\$	Included	\$	Included
Additional Insured - Coverage is automatically extended to persons or organizations whose written contracts or permits with the insured require insurance to be provided	\$	Included	\$	Included
Each Occurrence	\$	1,000,000		
General Aggregate	\$	2,000,000	\$	975
Products/Completed Operations Aggregate	\$	2,000,000	\$	Included
Personal and Advertising Injury	\$	1,000,000	\$	Included
Damage to Premises Rented to You	\$	1,000,000	\$	Included
Medical Expenses	\$	10,000	\$	Included
Policy Base Premium			\$	65
Terrorism	\$	Included	\$	63

Location/Building Level

Location/Building Information

Location No./Building No. : 001/001
Street Address : 216 Brandon Ct
City, State and Zip Code : Raleigh, NC 27609-3703
Protection Class : 0001
Class Code : 82261
Description : School - Private - Elementary, Middle Or Jr High
Construction : Joisted Masonry
Year Built : 2000
Sprinklered : Yes
Area : 10,000

Location/Building Coverage

	<u>Limits of Insurance</u>	<u>Premium</u>
Business Personal Property	\$ 100,000	\$ 141
Tenant Improvements and Betterments	\$ 50,000	\$ Included in BPP
Fungi Limited Coverage	\$ 50,000	\$ Included
Fungi Limited Business Interruption	30 Days	\$ Included

Stretch Endorsements

		<u>Premium</u>
Schools Stretch	See Stretch Summary Attached	\$ 235

The Limits of Insurance for the following Additional Coverages are in addition to any other limit of insurance provided under this policy.

Schools Stretch Summary

<u>Coverage</u>	<u>Limits of Insurance</u>
Accounts Receivable - On/Off Premises	\$ 100,000
Additional Covered Property	Included
Animals	\$ 25,000/ \$ 1,500 per Animal
Claim Expenses	\$ 5,000
Computers and Media	\$ 50,000
Debris Removal	\$ 25,000
Fine Arts	\$ 25,000
Fire Department Service Charge Revised Limit	\$ 25,000
Lost Keys	\$ 500
Off-Premises Utility Services - Direct Damage	\$ 25,000
Ordinance or Law Coverage -	
Loss to the Undamaged Portion of the Building	Included in Building Limit
Demolition	\$ 100,000
Increased Cost of Construction	\$ 100,000
Pairs or Sets	Up to Business Personal Property Limit
Paved Surfaces	\$ 100,000
Personal Property of Others	\$ 50,000
Pollutants and Contaminates - Clean Up Increased Limits	\$ 25,000
Property at Other Premises	\$ 10,000

Salespersons' Samples	\$ 5,000
Sewer and Drain Back Up	Included up to Covered Property Limit
Sump Overflow or Sump Pump Failure	\$ 15,000
Temperature Change	\$ 25,000
Tenant Building and Business Personal Property Coverage - Required by Lease	\$ 20,000
Transit Property in the Care of Carriers for Hire	\$ 100,000
Unauthorized Business Card Use	\$ 2,500
Valuable Papers and Records - On/Off Premises	\$ 100,000

The Limits of Insurance for the following Coverage Extensions are a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limits of Insurance</i>
Harvested Crops	\$ 25,000
Newly Acquired or Constructed Property - 180 Days	
Building	\$ 1,000,000
Business Personal Property	\$ 500,000
Business Income and Extra Expense	\$ 500,000
Outdoor Property	\$ 25,000 aggregate / \$ 1,000 per item
Personal Effects of Employees	\$ 50,000 / \$ 10,000 per Employee Tools
Personal Effects of Students	\$ 100,000 / \$ 2,500 per Student
Property Off Premises	\$ 50,000

The following changes apply only if Business Income and Extra Expense are covered under this policy. The Limits of Insurance for the following Business Income and Extra Expense Coverages are in addition to any other Limit of Insurance provided under this policy:

<i>Coverage</i>	<i>Limits of Insurance</i>
Business Income Extension for Off-Premises Utility Services	\$ 25,000
Business Income from Auxiliary Operations	\$ 25,000
Temporarily Leased or Rented Properties	10% of Business Income Limit Up to \$ 100,000

The following Limit of Insurance for the following Business Income Coverage is a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limits of Insurance</i>
Extended Business Income	120 Days

The following changes apply only if the Special Property Coverage Form applies to this policy. The Limits of Insurance for the following Additional Coverages are a replacement of the limit of insurance provided under the Special Property Coverage form:

<i>Coverage</i>	<i>Limits of Insurance</i>
Theft of Patterns, Dies, Molds and Forms	Up to Business Personal Property Limit

Consider these additional coverages that businesses like you are buying from The Hartford

Talk to your agent about adding these valuable coverages to your Hartford policy.

Coverage	Estimated Annual Premium ¹	What It Is	Why You Should Consider It
Educator's Legal Liability	Please contact your agent for a quote.	Coverage that helps protect your business if you are sued for a wrongful act related to your employment practices or errors and omissions made in your capacity as an educator.	Teachers select your institution because they believe in the education you provide students. However, a teacher may sue you alleging you wrongfully denied him tenure.
Business Income Extension for Cloud Service Interruption	\$66 <i>Assumes \$300K in annual sales.</i>	Coverage to help replace lost business income if you need to suspend operations due to an unannounced and unplanned interruption in cloud service, regardless of the reason for the interruption.	Though you may not realize it, your business may already rely on the cloud to store, manage or process data. Assume the vendor hosting your website has a software glitch. You can't accept online orders so potential customers go to a competitor, resulting in your loss of business income.
Business Income Extension for Off-Premises Operations	\$69 <i>Assumes limits of \$25K and 12hr waiting period.</i>	Coverage to help replace your lost business income if you need to suspend operations because your business property was damaged or destroyed while away from your business' premises.	A business owner's policy doesn't typically cover lost business income when business property is damaged away from your office. If you rely on a particular tool or equipment, you could lose business income if you can't work because of damage to it that occurred at a job site or client's location.

(1) For illustration purposes only. Premium estimate is based on the assumptions indicated and does not include taxes, fees or other surcharges. This is not a guarantee of coverage. Actual premium amounts vary and will depend on an applicant's individual account characteristics and coverages and limits purchased.

This document contains only a general description of coverages that may be provided and does not include all of the features, exclusions and conditions of the policies it describes. Please refer to the actual policies for complete details of coverage and exclusions. In the event of a conflict, only the terms of an actual issued policy will prevail.

Coverage is underwritten by Sentinel Insurance Company, Ltd. (CA license 08701)



Direct Bill Options

The Hartford Direct Bill System puts you in control of making premium payments deciding the bill plan that best fits your budget.

YOU DECIDE HOW YOUR PAYMENTS ARE MADE...

- **Repetitive EFT:** Sign up for Repetitive Electronic Funds Transfer (EFT) and have payments automatically withdrawn from your bank account. This option saves you money by reducing the amount of the installment fee.
- **Pay Online:** Register at www.thehartford.com/servicecenter. Online Bill Pay is Quick Easy and Secure!
- **Pay by Check:** Send a check with your remittance stub in the envelope enclosed with your bill
- **Pay by Phone:** Call toll-free 1-866-467-8730

The chart below illustrates how you may be billed based upon the bill plan you select. The due date(s) and minimum amount(s) due shown below were calculated based on the anticipated effective date of your policy provided as part of the quote process. These dates and amounts may change based on when your new policy is processed. State surcharges are fees that are assessed by the state(s) on the policy and paid by The Hartford to the appropriate government agency. The full amounts of these fees are typically included in the down payment according to state regulations.

Total Annual Estimated Premium for Spectrum: \$3,191.00				
Bill Plan and Installments	Due Date(s) & Minimum Amount(s) Due		+ Installment Fee (EFT)	Or + Installment Fee (Non-EFT)
Full Pay	09/26/16 - \$3,191.00		-	-
Two Pay Down Payment Installment Final Installment	10/01/16 - \$1,914.60 04/01/17 - \$1,276.40		\$5.00 per Installment	\$7.00 per Installment
Three Pay Down Payment Installment Remaining Installments	10/01/16 - \$1,276.40 02/01/17 - \$957.30 06/01/17 - \$957.30		\$5.00 per Installment	\$7.00 per Installment
Four Pay Down Payment Installment Remaining Installments	10/01/16 - \$957.30 01/01/17 - \$797.75 04/01/17 - \$797.75 07/01/17 - \$638.20		\$5.00 per Installment	\$7.00 per Installment
Ten Pay Down Payment Installment Remaining Installments	10/01/16 - \$797.75 11/01/16 - \$266.77 12/01/16 - \$265.81 01/01/17 - \$265.81 02/01/17 - \$265.81 03/01/17 - \$265.81 04/01/17 - \$265.81 05/01/17 - \$265.81 06/01/17 - \$265.81 07/01/17 - \$265.81		\$5.00 per Installment	\$7.00 per Installment
Eleven Pay Down Payment Installment Remaining Installments	10/01/16 - \$532.90 11/01/16 - \$265.81 12/01/16 - \$265.81 01/01/17 - \$265.81 02/01/17 - \$265.81 03/01/17 - \$265.81 04/01/17 - \$265.81 05/01/17 - \$265.81 06/01/17 - \$265.81 07/01/17 - \$265.81 08/01/17 - \$265.81		\$5.00 per Installment	\$7.00 per Installment
Twelve Pay Down Payment Installment Remaining Installments	10/01/16 - \$267.09 11/01/16 - \$265.81 12/01/16 - \$265.81 01/01/17 - \$265.81 02/01/17 - \$265.81 03/01/17 - \$265.81 04/01/17 - \$265.81 05/01/17 - \$265.81 06/01/17 - \$265.81 07/01/17 - \$265.81 08/01/17 - \$265.81 09/01/17 - \$265.81		\$5.00 per Installment	\$7.00 per Installment

An Installment Fee is assessed on each installment invoice except where prohibited by law.

Any down payment provided will be withdrawn immediately regardless of down payment date shown.

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

Terrorism Coverage and Premium

In accordance with the federal Terrorism Risk Insurance Act (as amended "TRIA"), we are required to make coverage available under your policy for "certified acts of terrorism." The actual coverage provided by your policy(ies) will be limited by the terms, conditions, exclusions, limits, and other provisions of your policy(ies), as well as any applicable rules of law.

The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal or binder.

Definition of Certified Act of Terrorism

A "certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in accordance with the provisions of TRIA, to be an act of terrorism under TRIA. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act results in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act results in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Federal Share of Terrorism Losses under TRIA

The United States Department of the Treasury will reimburse insurers for 85% of insured losses that exceed the applicable insurer deductible. Effective January 1, 2016, this percentage will be reduced to 84%, effective January 1, 2017 to 83%, effective January 1, 2018 to 82%, effective January 1, 2019 to 81%, and effective January 1, 2020 to 80%.

However, if aggregate industry insured losses under TRIA exceed \$100 Billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds \$100 billion. The United States government has not charged any premium for their participation in covering terrorism losses.

Cap on Insurer Liability for Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA exceed \$100 Billion in a calendar year, and we have met, or will meet, our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceed \$100 billion. In such case, your coverage for terrorism losses may be reduced on a pro-rata basis in accordance with procedures established by the Treasury, based on its estimates of aggregate industry losses and our estimate that we will exceed our insurer deductible. In accordance with the Treasury's procedures, amounts paid for losses may be subject to further adjustments based on differences between actual losses and estimates.

Note to Producer on TRIA: The premium for terrorism coverage and the TRIA disclosures above must be provided to the insured or prospect at the time of quoting. If you are not using this quote proposal, you can use Hartford's stand-alone TRIA disclosure form for quotes and binders, which is available on the EBC or from the company.

Acknowledged and Accepted By

(Signature of the Insured)

(Date)

Reference Number: *12SBA4962BL - 006*

Total Estimated Annual Premium for Spectrum: *\$3,191*

Explanation of Assessments and Guidelines

The following seven pages outline how Public Waldorf Schools design appropriate assessments within the whole child model. The text below (O1-O4) is from a Public Waldorf School in Denver, CO. This is provided as an additional reference to the text in the application on how students will be evaluated. Following (O5-O6) are examples of block and end of year evaluations by trained Waldorf teachers.

Direct excerpt in **bold** of Assessment Guide from Mountain Phoenix Charter School in Denver, CO. Author: Kelly Morrow, Director of Education. ROCS notations referencing examples of assessment reports in **green**.

Some important components of Waldorf Education to understand, related to assessment in Waldorf Schools:

- 1. Organize curriculum and instruction guided by Rudolf Steiner’s Developmental Model, emphasizing, in seven year cycles: Imitation (ages 0-7), Imagination (ages 7-14), and Intellect (ages 14-21).**
- 2. Emphasize experiential learning—focusing on learning experiences and activities that integrate the fine and practical arts, music, speech/poetry, movement, and drama with academic and intellectual development.**
- 3. Focus their programs on the development of the Whole Student: Growth in capacities (thinking feeling, and willing) leading to balance in empowerment, self-direction, wisdom, and a life well-lived.**
- 4. Are committed to Social Renewal, most directly through the qualities and capacities of their graduates—including a commitment to personal, social, civic, and global values and actions.**
- 5. Provide an educational environment, embodied in a set of learning experiences and activities that promote student growth, in which all students develop their full capacities as human beings and enter young adulthood prepared to live their lives well.**

What matters most during actual teaching is an ability to meet the ever-changing classroom situations, which result from the immediate response of the students. But who in this wide world trains teachers to do that? Are they not trained to decide before hand what they are going to teach? This often gives me the impression that the child is not considered at all during educational deliberations. Such an attitude would be tantamount to making paper-mache masks of each pupil as he enters school to deal with these masks rather than with the actual children.

--Rudolf Steiner, Soul Economy and Waldorf Education, Lecture VIII, page 129

It is as if the students are hidden under a blanket and the teacher is teaching over, above, past, and beyond them. The teacher needs to draw her students out from under the blanket, to see them clearly as learning, growing individuals, to identify their current needs, to address those needs in their lessons, and to engage them actively in their own learning.

--Else Gottgens, spoken during a discussion with Waldorf teachers about assessment in Waldorf Schools, at Rudolf Steiner College, in 1998.

The conventional model of assessment in education: Teach, test, grade, move on. This can be described as, at best, auditing achievement. Instead think of assessment as information for improving teaching and learning. . .to advance learning. . .by providing useful feedback to teachers and students that is then built into the process of teaching and learning.

--Grant Wiggins—co-author of Understanding by Design

Multiple Methods for Assessing Student Progress and Outcomes

To ensure that MPC's goals for student progress and outcomes are fully assessed in all of their dimensions and in the variety of ways that they are demonstrated requires a multi-dimensional assessment system.

This system takes advantage of the full variety of sources of information about student learning and development, including, but not limited to, the following:

- Previous year end reports (Example p. O5-O6), samples of student work, state assessment results and results of diagnostic assessments
- Focused diagnostic quizzes to determine student skills prior to instruction
- Quizzes, tests, problem sets, homework
- Check-in activities with students (formative) during instruction, Q and A (including whole group and individual responses, quick end of class exit assessments)
- Teacher observations of students participating in group work
- Student responses to classroom learning experiences and activities
- Student presentations
- Student projects--process artifacts, end products, and student reports
- Student portfolios may include, but not limited to: Main Lesson books that include drawings, illustrations, science experiment reports, journal entries, charts, essays and other written compositions, dictations. Additionally, practice papers, written assignments in a composition book including drafts with revisions, and quizzes/tests.
- Student self-reflective journals and self-monitoring of progress in the upper grades (4-8)
- Creative, artistic and practical representations and products of learning
- End of unit or main lesson block tests (benchmarks), projects, or presentations
- State assessments
- Current year individual student mid-year and end-of-year progress report and summary narrative report

Specific Assessment Tools

First Grade Readiness Assessment - Assesses fine and gross motor skills; visual, tactile, and auditory development; speech, language, and cognitive development; social and emotional development; and other aspects of early childhood development. This assessment helps to determine the child's readiness for more structured learning in the grades beginning in first grade. It also helps to identify any areas in need of further support to strengthen the foundation for the learning that will come in the grades, while a screening for any preliminary signs of possible challenges or disabilities. From the results of this assessment, some children may participate in Extra Lesson or other similar therapeutic work offered in school or outside of school.

Individual Student Portfolio—Students' Main Lesson Books, collections of other work and notes from experiential activities in class serve as a portfolio that include the students' work and written qualitative and quantitative evaluations and observations of group work and/or projects. Portfolios are assessed using a grade-level progress report at mid-year and a grade level progress report and a holistic, student narrative report (Example p. O5) at the end of the year by each teacher who teaches the child. The end-of-year report provides an in-depth, personalized description of each child's progress, achievements, challenges, and participation in all areas of learning at school.

For students in the middle school (grade 6-8) MPC uses end of block assessments (Example of 1st grade block report p.O6) to contribute toward the grade-level progress report along with the individual narrative report.

Teachers keep written records throughout the year of the progress of each child on the grade-level expectations along with the child's portfolio. These notes are also shared verbally during the Parent/Teacher Conferences in October/November and optional ones in January/February along with the student's portfolio. Additional conferences may be scheduled, as needed.

Teacher Observations - Teachers monitor children's progress, individually and as a group, on a daily, weekly and monthly basis through observation and written records that track progress, and assignments/experiences in class. These provide ongoing formative assessment that help a teacher plan and revise lessons as needed to meet the needs of the children and summative assessments that show the progress the children are making in specific areas. This is the primary mode by which students are monitored and guided in progressing well to meet the expectations for the grade. Although this manner of assessing children is common in Waldorf Education and feedback is given to students regularly, letter or number grades are not typically given to students until some time in Middle School (typically 7th or 8th grade). This is aligned with a philosophical principle that within Waldorf Education, teachers would like students to develop a sense of self-direction, personal accomplishment, and a satisfaction of effort put forth in an assignment (intrinsic motivation) rather than being motivated for a letter or number grade (external motivation) in the younger grades.

Formative (Educative) Assessments —To inform teaching and maximize student learning and development by monitoring student learning during teaching and learning process. Formative assessments are created or customized by classroom teachers for the learning situation to directly meet the needs of students in a timely way and to inform subsequent instructional decisions.

Summative Assessments —To provide indicators of student achievement, growth and development at key points in time (typically, at end of lesson or lesson block, or course). These serve as MPCS's benchmark student assessments in all key dimensions of student growth, including standards-based academic achievement. Formats for such assessments, the inferences to be drawn from them are currently created by individual teachers for their own classroom. The faculty is working on creating common milestones or benchmarks and consistent way of summarizing and reporting results in each grade and across the grades.

The school-wide assessment system is further developed in collaboration with teachers from all grade levels to ensure coordination of all dimensions of student growth across grades, readiness for success in the following grade, and standards-based student attainment and alignment to the needs for student success in high school and beyond.

Both formative and summative assessments include multiple measures, gathering student growth information from a variety of sources—classroom activities, student products, and quizzes and tests aligned to Waldorf Education and aligned with the Common Core standards.

Benchmark Assessments to Monitor Student Progress - The faculty identifies observable benchmarks in key dimensions of student growth—in effect, indicators of growth and readiness for success in subsequent student work. Benchmark Assessments at MPCS are coordinated with the grade level curriculum and instructional program as organized and presented by the classroom teacher. Since the school's' program will vary for each class based on the content schedule and pedagogical approaches chosen by the individual class teacher, there will be no set school-wide schedule for benchmark assessments. Such summative assessments will combine information from multiple measures and occur at natural breaking points in instruction—typically at end of instructional units (main lesson blocks) and directly related to the intended student learning. The benchmark assessments will address both standards-based academic content and broader measures of students' developing capacities. As indicated by the word "benchmark," these assessments will attempt to monitor student progress along the way towards specific achievement and developmental goals for the grade or school year.

The results of benchmark or interim assessments can provide more than summary information. They can indicate individual student or class needs that should be addressed during instruction within the school year—and provide guidance to the continuous improvement of instruction at this grade level in subsequent years.

State-Required Standardized Tests: The school complies with all state mandated tests. Assessment results are analyzed as useful indicators of end-of-year statewide student achievement expectations, to identify needs for curriculum and instructional improvement, and to ensure that the needs of all individual students are being met, while keeping in mind the placement of standards in a Waldorf curriculum to align with the developmental stages of the student. Standardized testing rarely is educative in nature, as it typically provides no immediate feedback to students to support further learning, hence is not used in this manner. Standardized testing also does not measure diligence, interest, enthusiasm, initiative, resolve, creative and independent thinking, and collaborative skills.

Methods for Documenting Student Progress and Achievement and Data Management

The challenge for classroom teachers, especially new ones, is to collect all essential data (from the variety of sources) and to systematically tie it together to create a rich and accurate picture of student progress, achievement and development in all key dimensions of learning. The methods for gathering this information take a variety of forms, appropriate to the grade level, such as:

- Written notes of classroom observations (informal teacher observations of what students say, do, or create)
- Formal observation protocols/checklists
- A classroom “gradebook”
- Rubrics for evaluation of student performances and products, typically in grades 6-8
- Processes for evaluating student portfolios including main lesson books
- Results of quizzes or tests
- Lesson and block plans
- Records of collaborative, pedagogical work of faculty members and Director of Education

The school provides the faculty with training and/or mentoring on the gathering and interpretation of this information and is continuing to develop this to be more consistent and cohesive in and across grades. This is an ongoing process that develops over time through the collegial work of faculty and administrators, although all essential initial elements are in place at this time.

Below is a sample of an end of grade final report for a first grader based on the portfolio of both quantitative and qualitative assessments. Included in this report would typically be a curriculum overview and expectations for mastery. Names were removed for privacy.

drew her five-pointed star earlier in the year and there was a care and attentiveness in her rendering that makes me think of the love that was shared by the 'little sister of the sun' in our play. The little sister was strong and capable but she also offered a priceless gift: true friendship. All year long, Anea strived to do her best and give of herself.

has a gentle constitution, a light touch and an attitude that made her a delight to be with. Physically, she is comfortable in her body both in balance and movement. Occasionally she would stumble over an obstacle but this had more to do with losing focus than lacking coordination. She could walk the balance beam, jump rope and toss a beanbag early in the year. Yet although is very physically capable, she did not practice a given activity for any length of time. Her sanguine qualities led her to drift off to other flowers.

This habit followed her into all aspects of her life at school. Her speech is clear and well formed and that adherence to form continued into her drawings and writing of letters. She was particularly good at copying my drawings and has fully retained the forces for imitation that will serve her so well in the future. She also possesses a strong sense of pitch and melody and could pick up a tune effortlessly. This auditory discernment helped her recognize the sounds within the words as we began to practice writing and reading. Writing lists, signs, notes and other items can help her carry her natural facility for language to greater maturity. She is in an excellent space to learn the lower case letters and begin to 'think on paper'. Just be sure to encourage elevated language with Anea and not let her speech become baby-like or slang.

She seemed equally at ease with numbers and took up each new lesson with a healthy appetite. Mental math did present some anxious moments but as soon as she could connect with the 'number story' she was able to play along and exercise the processes that were so helpful this year. Next year we will work on putting more of our math to paper as we move out of the concrete realm and into practicing our times tables. may need support in memorizing the times tables when the time comes. She has a strong memory but can get distracted from a task easily.

is also an extremely sensitive soul and often felt more settled on the periphery of the playground with a close friend. In the group, her many strengths were sometimes softened and she was slow to 'dive in' to a game or whole class project. This quality of reservation seemed to be protective and manifested in relation to her peers. She did not like comparison or competition and would rather remove herself than face confrontation. As the children played and learned together, there were inevitable conflicts and ample opportunities for hurt feelings. By the end of the year, began to explore outside of her social comfort zone and play with larger groups of students. She is certainly able to swim in the teeming pool of childhood and I will gently urge her to seek different perspectives in second grade.

With all of her gifts, contributed and warm and vibrant presence to the class each day. When she was away, the classroom was a bit cloudier. Second grade will be a time to explore the extremes of many of the lessons introduced last year, whether they were academic or social in nature. I hope to see raise her artistic aptitude, her open heart and her intelligent soul to a new level of resilience next year. She will learn from the wily creatures of earth air and sea as she strives to emulate the sainted heroes that she will meet.

Below is a sample of a second grade block report. This is provided for all subjects in addition to the general overview as above. Names were removed for privacy.

Second Grade Spanish lessons were held twice weekly for 45 minutes. The language classes continued the work begun in first grade to bring exposure to new cultures and help children build empathy for those different than themselves. The development of good listening skills is important at this age, and the aim is to continue to learn through imitation. In this way the students acquired the pronunciation, sounds, and rhythm of the language, while continuing to build up the extensive oral vocabulary started last year. Repetition helps strengthen the memory, and this was a key element in each lesson. This completely oral basis for the first three years will form a strong foundation for the introduction of a more formal study of the grammar, reading and writing that begins in fourth grade.

Goals for the year that were met using various methods:

- Continued building and improving of skills begun in 1st grade, increasing the number of songs and verses known by heart*
- Reviewed and expanded vocabulary families such as nature words, family, clothing, animals, colors, body parts, classroom objects, verbs in context*
- Listened to and followed the general gist of numerous short stories and fables, acted out parts and learned key phrases*
- Learned the months, days of the weeks, numbers to 100, simple arithmetic*
- Students practiced responding individually to simple commands in the classroom and questions about oneself and families, including phone numbers, age, birthday, where they live, family and pet questions*

Methods implemented included songs, verses, movement, oral telling of fables and folk stories, games and role playing. The class as a whole delighted in every activity more and more as the year progressed and as the months passed, they were able to stay focused and engaged for longer periods on each aspect of the lesson. The general class expectations were to pay attention, follow directions, participate with best effort, and not disrupt class. The second part of the school year found them consistently able to meet these as a group.

Although they loved games and looked forward to the active outdoor ones eagerly, they also particularly enjoyed the many new oral fables, and eagerly acted them out, trying to speak the stories along with me and learning many key repetitive phrases. As a class they are developing strong language skills, and I look forward to continuing the language journey with them next year.

Lucilla is a smiling, cheerful girl, and it was a pleasure to continue working with her this year. She was enthusiastically engaged in all aspects of the lesson, and enjoyed volunteering to answer individual questions, participate in games or take an active part in role playing a story in every lesson. She continued to show leadership qualities in her strong ability to help carry the class memory. She enjoyed helping when it was needed. Lucilla made progress in remembering to hold back answers when it was another's turn, learning that it was important for others to discover their own answer, even if it was at a different pace. Her comprehension and acquisition of new concepts is progressing above grade level expectations. She occasionally partook in distracting neighbors or joining a social distraction, then needing to be called back to task, but she was capable of redirecting quickly. She regularly met class expectations of paying attention, following directions, and doing her personal best in the lesson. I will miss working with Lucilla next year and wish her all the best.

Statement on Achievement Data

Below are charts that display how Waldorf develops slowly in the early grades and test scores are slightly lower than average and then surpass their traditional public school counterparts starting in fourth grade (Larrison, et. al., 2012). These data demonstrate that the more developmentally appropriate approach in Public Waldorf education produces better long term achievement in students. It also suggests that early testing data may not be accurate in predicting outcomes in older students. ROCS is committed to providing a whole child education that places equal emphasis on intellectual, creative, artistic, physical and social-emotional development. This will produce the result of a life-long learner who is ready for life as a whole.

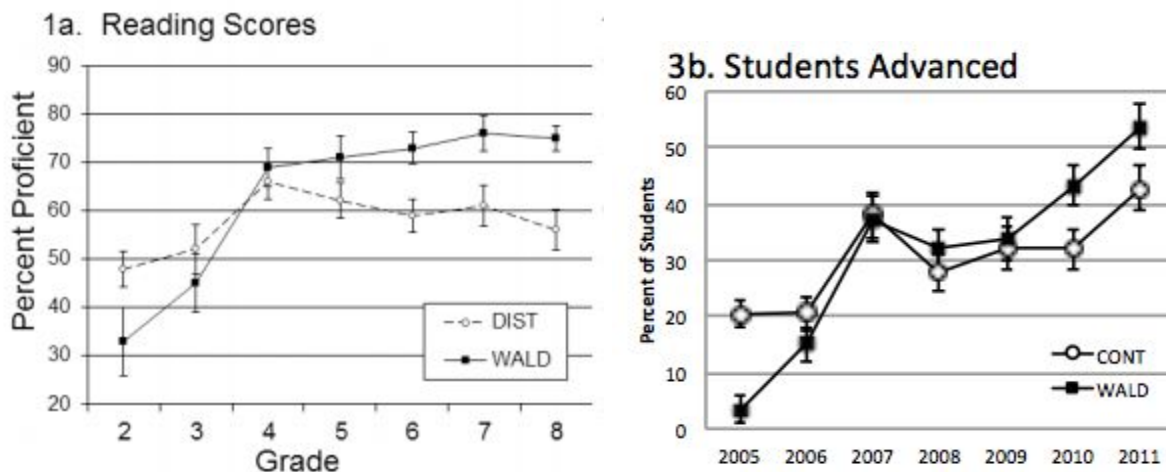


Figure 1a. shows reading scores for California Public Waldorf Schools compared to other district public schools. Figure 3b. shows data from a 7 year longitudinal study, grades 2-8, comparing advanced reading students (above average) in Public Waldorf Schools in California to their matched cohort in high performing district schools. Similar results were found for math scores (Larrison et al., 2012).

A 2012 study of Waldorf pupils in Germany concluded that, “in comparison to state school pupils, Waldorf students are significantly more enthusiastic about learning, report having more fun and being less bored in school, more often feel individually met, and learn more from school about their personal academic strengths. 85% of the Waldorf students reported that their school environment was pleasant and supportive, compared to 60% of the state school students. More than twice as many Waldorf students report having good relationships with teachers. Waldorf pupils also have significantly less physical ailments such as headaches, stomach aches, or disrupted sleep.” (Jiménez, 2012)

Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures (Oppenheimer, 1999). Studies comparing students' performance on college-entrance examinations in Germany found that as a group, Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system, and that students who had attended Waldorf schools for their entire education passed at a much higher rate (40% vs. 26%) than those who only had part of their education at a Waldorf school (Ullrich, 1994).

The ROCS' board of directors is comprised of a former Waldorf teacher, parent of two Waldorf graduates, researcher at the Friday Institute with PhD in Education and parents advocating for their children to have a holistic education in a diverse learning environment. The board wholeheartedly believes in Public Waldorf Education and is excited to lead the efforts in bringing this innovative method to Wake County, NC. We thank the CSAB for your thoughtful consideration.

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Explanation of Assessments and Guidelines

The following seven pages outline how Public Waldorf Schools design appropriate assessments within the whole child model. The text below (O1-O4) is from a Public Waldorf School in Denver, CO. This is provided as an additional reference to the text in the application on how students will be evaluated. Following (O5-O6) are examples of block and end of year evaluations by trained Waldorf teachers.

Direct excerpt in **bold** of Assessment Guide from Mountain Phoenix Charter School in Denver, CO. Author: Kelly Morrow, Director of Education. ROCS notations referencing examples of assessment reports in **green**.

Some important components of Waldorf Education to understand, related to assessment in Waldorf Schools:

1. **Organize curriculum and instruction guided by Rudolf Steiner’s Developmental Model, emphasizing, in seven year cycles: Imitation (ages 0-7), Imagination (ages 7-14), and Intellect (ages 14-21).**
2. **Emphasize experiential learning—focusing on learning experiences and activities that integrate the fine and practical arts, music, speech/poetry, movement, and drama with academic and intellectual development.**
3. **Focus their programs on the development of the Whole Student: Growth in capacities (thinking feeling, and willing) leading to balance in empowerment, self-direction, wisdom, and a life well-lived.**
4. **Are committed to Social Renewal, most directly through the qualities and capacities of their graduates—including a commitment to personal, social, civic, and global values and actions.**
5. **Provide an educational environment, embodied in a set of learning experiences and activities that promote student growth, in which all students develop their full capacities as human beings and enter young adulthood prepared to live their lives well.**

What matters most during actual teaching is an ability to meet the ever-changing classroom situations, which result from the immediate response of the students. But who in this wide world trains teachers to do that? Are they not trained to decide before hand what they are going to teach? This often gives me the impression that the child is not considered at all during educational deliberations. Such an attitude would be tantamount to making paper-mache masks of each pupil as he enters school to deal with these masks rather than with the actual children.

--Rudolf Steiner, Soul Economy and Waldorf Education, Lecture VIII, page 129

It is as if the students are hidden under a blanket and the teacher is teaching over, above, past, and beyond them. The teacher needs to draw her students out from under the blanket, to see them clearly as learning, growing individuals, to identify their current needs, to address those needs in their lessons, and to engage them actively in their own learning.

--Else Gottgens, spoken during a discussion with Waldorf teachers about assessment in Waldorf Schools, at Rudolf Steiner College, in 1998.

The conventional model of assessment in education: Teach, test, grade, move on. This can be described as, at best, auditing achievement. Instead think of assessment as information for improving teaching and learning. . .to advance learning. . .by providing useful feedback to teachers and students that is then built into the process of teaching and learning.

--Grant Wiggins—co-author of Understanding by Design

Multiple Methods for Assessing Student Progress and Outcomes

To ensure that MPCS's goals for student progress and outcomes are fully assessed in all of their dimensions and in the variety of ways that they are demonstrated requires a multi-dimensional assessment system.

This system takes advantage of the full variety of sources of information about student learning and development, including, but not limited to, the following:

- Previous year end reports (**Example p. O5-O6**), samples of student work, state assessment results and results of diagnostic assessments
- Focused diagnostic quizzes to determine student skills prior to instruction
- Quizzes, tests, problem sets, homework
- Check-in activities with students (formative) during instruction, Q and A (including whole group and individual responses, quick end of class exit assessments)
- Teacher observations of students participating in group work
- Student responses to classroom learning experiences and activities
- Student presentations
- Student projects--process artifacts, end products, and student reports
- Student portfolios may include, but not limited to: Main Lesson books that include drawings, illustrations, science experiment reports, journal entries, charts, essays and other written compositions, dictations. Additionally, practice papers, written assignments in a composition book including drafts with revisions, and quizzes/tests.
- Student self-reflective journals and self-monitoring of progress in the upper grades (4-8)
- Creative, artistic and practical representations and products of learning
- End of unit or main lesson block tests (benchmarks), projects, or presentations
- State assessments
- Current year individual student mid-year and end-of-year progress report and summary narrative report

Specific Assessment Tools

First Grade Readiness Assessment - Assesses fine and gross motor skills; visual, tactile, and auditory development; speech, language, and cognitive development; social and emotional development; and other aspects of early childhood development. This assessment helps to determine the child's readiness for more structured learning in the grades beginning in first grade. It also helps to identify any areas in need of further support to strengthen the foundation for the learning that will come in the grades, while a screening for any preliminary signs of possible challenges or disabilities. From the results of this assessment, some children may participate in Extra Lesson or other similar therapeutic work offered in school or outside of school.

Individual Student Portfolio—Students' Main Lesson Books, collections of other work and notes from experiential activities in class serve as a portfolio that include the students' work and written qualitative and quantitative evaluations and observations of group work and/or projects. Portfolios are assessed using a grade-level progress report at mid-year and a grade level progress report and a holistic, student narrative report (**Example p. O5**) at the end of the year by each teacher who teaches the child. The end-of-year report provides an in-depth, personalized description of each child's progress, achievements, challenges, and participation in all areas of learning at school.

For students in the middle school (grade 6-8) MPCS uses end of block assessments (**Example of 1st grade block report p.O6**) to contribute toward the grade-level progress report along with the individual narrative report.

Teachers keep written records throughout the year of the progress of each child on the grade-level expectations along with the child's portfolio. These notes are also shared verbally during the Parent/Teacher

Conferences in October/November and optional ones in January/February along with the student's portfolio. Additional conferences may be scheduled, as needed.

Teacher Observations - Teachers monitor children's progress, individually and as a group, on a daily, weekly and monthly basis through observation and written records that track progress, and assignments/experiences in class. These provide ongoing formative assessment that help a teacher plan and revise lessons as needed to meet the needs of the children and summative assessments that show the progress the children are making in specific areas. This is the primary mode by which students are monitored and guided in progressing well to meet the expectations for the grade. Although this manner of assessing children is common in Waldorf Education and feedback is given to students regularly, letter or number grades are not typically given to students until some time in Middle School (typically 7th or 8th grade). This is aligned with a philosophical principle that within Waldorf Education, teachers would like students to develop a sense of self-direction, personal accomplishment, and a satisfaction of effort put forth in an assignment (intrinsic motivation) rather than being motivated for a letter or number grade (external motivation) in the younger grades.

Formative (Educative) Assessments —To inform teaching and maximize student learning and development by monitoring student learning during teaching and learning process. Formative assessments are created or customized by classroom teachers for the learning situation to directly meet the needs of students in a timely way and to inform subsequent instructional decisions.

Summative Assessments —To provide indicators of student achievement, growth and development at key points in time (typically, at end of lesson or lesson block, or course). These serve as MPCS's benchmark student assessments in all key dimensions of student growth, including standards-based academic achievement. Formats for such assessments, the inferences to be drawn from them are currently created by individual teachers for their own classroom. The faculty is working on creating common milestones or benchmarks and consistent way of summarizing and reporting results in each grade and across the grades.

The school-wide assessment system is further developed in collaboration with teachers from all grade levels to ensure coordination of all dimensions of student growth across grades, readiness for success in the following grade, and standards-based student attainment and alignment to the needs for student success in high school and beyond.

Both formative and summative assessments include multiple measures, gathering student growth information from a variety of sources—classroom activities, student products, and quizzes and tests aligned to Waldorf Education and aligned with the Common Core standards.

Benchmark Assessments to Monitor Student Progress - The faculty identifies observable benchmarks in key dimensions of student growth—in effect, indicators of growth and readiness for success in subsequent student work. Benchmark Assessments at MPCS are coordinated with the grade level curriculum and instructional program as organized and presented by the classroom teacher. Since the school's' program will vary for each class based on the content schedule and pedagogical approaches chosen by the individual class teacher, there will be no set school-wide schedule for benchmark assessments. Such summative assessments will combine information from multiple measures and occur at natural breaking points in instruction—typically at end of instructional units (main lesson blocks) and directly related to the intended student learning. The benchmark assessments will address both standards-based academic content and broader measures of students' developing capacities. As indicated by the word "benchmark," these assessments will attempt to monitor student progress along the way towards specific achievement and developmental goals for the grade or school year.

The results of benchmark or interim assessments can provide more than summary information. They can indicate individual student or class needs that should be addressed during instruction within the school year—and provide guidance to the continuous improvement of instruction at this grade level in subsequent years.

State-Required Standardized Tests: The school complies with all state mandated tests. Assessment results are analyzed as useful indicators of end-of-year statewide student achievement expectations, to identify needs for curriculum and instructional improvement, and to ensure that the needs of all individual students are being met, while keeping in mind the placement of standards in a Waldorf curriculum to align with the developmental stages of the student. Standardized testing rarely is educative in nature, as it typically provides no immediate feedback to students to support further learning, hence is not used in this manner. Standardized testing also does not measure diligence, interest, enthusiasm, initiative, resolve, creative and independent thinking, and collaborative skills.

Methods for Documenting Student Progress and Achievement and Data Management

The challenge for classroom teachers, especially new ones, is to collect all essential data (from the variety of sources) and to systematically tie it together to create a rich and accurate picture of student progress, achievement and development in all key dimensions of learning. The methods for gathering this information take a variety of forms, appropriate to the grade level, such as:

- Written notes of classroom observations (informal teacher observations of what students say, do, or create)
- Formal observation protocols/checklists
- A classroom “gradebook”
- Rubrics for evaluation of student performances and products, typically in grades 6-8
- Processes for evaluating student portfolios including main lesson books
- Results of quizzes or tests
- Lesson and block plans
- Records of collaborative, pedagogical work of faculty members and Director of Education

The school provides the faculty with training and/or mentoring on the gathering and interpretation of this information and is continuing to develop this to be more consistent and cohesive in and across grades. This is an ongoing process that develops over time through the collegial work of faculty and administrators, although all essential initial elements are in place at this time.

Below is a sample of an end of grade final report for a first grader based on the portfolio of both quantitative and qualitative assessments. Included in this report would typically be a curriculum overview and expectations for mastery. Names were removed for privacy.

drew her five-pointed star earlier in the year and there was a care and attentiveness in her rendering that makes me think of the love that was shared by the 'little sister of the sun' in our play. The little sister was strong and capable but she also offered a priceless gift: true friendship. All year long, Anea strived to do her best and give of herself.

has a gentle constitution, a light touch and an attitude that made her a delight to be with. Physically, she is comfortable in her body both in balance and movement. Occasionally she would stumble over an obstacle but this had more to do with losing focus than lacking coordination. She could walk the balance beam, jump rope and toss a beanbag early in the year. Yet although is very physically capable, she did not practice a given activity for any length of time. Her sanguine qualities led her to drift off to other flowers.

This habit followed her into all aspects of her life at school. Her speech is clear and well formed and that adherence to form continued into her drawings and writing of letters. She was particularly good at copying my drawings and has fully retained the forces for imitation that will serve her so well in the future. She also possesses a strong sense of pitch and melody and could pick up a tune effortlessly. This auditory discernment helped her recognize the sounds within the words as we began to practice writing and reading. Writing lists, signs, notes and other items can help her carry her natural facility for language to greater maturity. She is in an excellent space to learn the lower case letters and begin to 'think on paper'. Just be sure to encourage elevated language with Anea and not let her speech become baby-like or slang.

She seemed equally at ease with numbers and took up each new lesson with a healthy appetite. Mental math did present some anxious moments but as soon as she could connect with the 'number story' she was able to play along and exercise the processes that were so helpful this year. Next year we will work on putting more of our math to paper as we move out of the concrete realm and into practicing our times tables. may need support in memorizing the times tables when the time comes. She has a strong memory but can get distracted from a task easily.

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- Students practiced responding individually to simple commands in the classroom and questions about oneself and families, including phone numbers, age, birthday, where they live, family and pet questions*

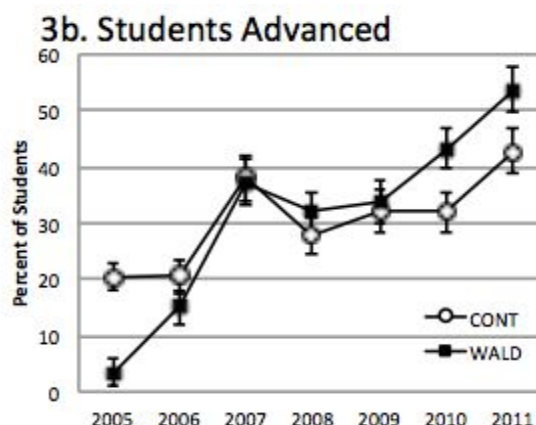
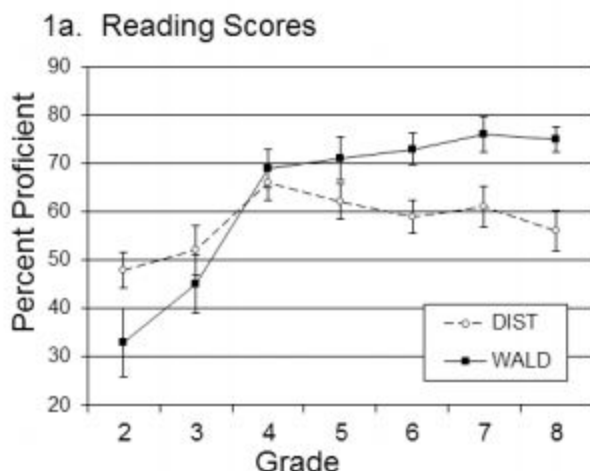
Methods implemented included songs, verses, movement, oral telling of fables and folk stories, games and role playing. The class as a whole delighted in every activity more and more as the year progressed and as the months passed, they were able to stay focused and engaged for longer periods on each aspect of the lesson. The general class expectations were to pay attention, follow directions, participate with best effort, and not disrupt class. The second part of the school year found them consistently able to meet these as a group.

Although they loved games and looked forward to the active outdoor ones eagerly, they also particularly enjoyed the many new oral fables, and eagerly acted them out, trying to speak the stories along with me and learning many key repetitive phrases. As a class they are developing strong language skills, and I look forward to continuing the language journey with them next year.

Evaelle is a smiling, cheerful girl, and it was a pleasure to continue working with her this year. She was enthusiastically engaged in all aspects of the lesson, and enjoyed volunteering to answer individual questions, participate in games or take an active part in role playing a story in every lesson. She continued to show leadership qualities in her strong ability to help carry the class memory. She enjoyed helping when it was needed. Evaelle made progress in remembering to hold back answers when it was another's turn, learning that it was important for others to discover their own answer, even if it was at a different pace. Her comprehension and acquisition of new concepts is progressing above grade level expectations. She occasionally partook in distracting neighbors or joining a social distraction, then needing to be called back to task, but she was capable of redirecting quickly. She regularly met class expectations of paying attention, following directions, and doing her personal best in the lesson. I will miss working with Evaelle next year and wish her all the best.

Statement on Achievement Data

Below are charts that display how Waldorf develops slowly in the early grades and test scores are slightly lower than average and then surpass their traditional public school counterparts starting in fourth grade (Larrison, et. al., 2012). This suggests that the more developmentally appropriate approach in Public Waldorf education may produce better long term achievement in students. It also suggests that early testing data may not be accurate in predicting outcomes in older students. ROCS is committed to providing a whole child education that places equal emphasis on intellectual, creative, artistic, physical and social-emotional development. This will produce the result of a life-long learner who is ready for life as a whole.



A 2012 study of Waldorf pupils in Germany concluded that, “in comparison to state school pupils, Waldorf students are significantly more enthusiastic about learning, report having more fun and being less bored in school, more often feel individually met, and learn more from school about their personal academic strengths. 85% of the Waldorf students reported that their school environment was pleasant and supportive, compared to 60% of the state school students. More than twice as many Waldorf students report having good relationships with teachers. Waldorf pupils also have significantly less physical ailments such as headaches, stomach aches, or disrupted sleep.” (Jiménez, 2012)

Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures (Oppenheimer, 1999). Studies comparing students' performance on college-entrance examinations in Germany found that as a group, Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system, and that students who had attended Waldorf schools for their entire education passed at a much higher rate (40% vs. 26%) than those who only had part of their education at a Waldorf school (Ullrich, 1994).

The ROCS' board of directors is comprised of a former Waldorf teacher, parent of two Waldorf graduates, researcher at the Friday Institute with PhD in Education and parents advocating for their children to have a holistic education in a diverse learning environment. The board wholeheartedly believes in Public Waldorf Education and is excited to lead the efforts in bringing this innovative method to Wake County, NC. We thank the CSAB for your thoughtful consideration.

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Appendix O

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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: Catherine Phillips
- Date of Review: 8/20/16
- Signature of Board Members Present (Add Signature Lines as Needed):

- Melvin King
- David Long
- Alvin Smith
- [Signature]
- [Signature]
- Thomas Chapman
- [Signature]
- _____

❖ 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: Elliott Davis Decosimo
- Date of Review: 8/20/16
- Signature of Board Members Present (Add Signature Lines as Needed):

- Melvin King
- David Long
- Alvin Smith
- [Signature]
- [Signature]
- Thomas Chapman
- [Signature]
- _____

❖ 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: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.

- Name of the Contact: _____
- Name of the Selected Financial Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.

- Name of the Contact: _____
- Name of the Selected PowerSchool Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Certification

I, Melissa Stansbury, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individual 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 Raleigh Oak Charter School is true and correct in every respect.

Melissa Stansbury
Signature

9/16/14
Date

G.S. § 10B-41 NOTARIAL CERTIFICATE FOR
ACKNOWLEDGMENT

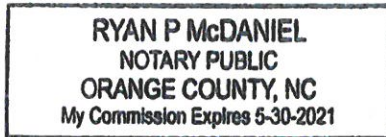
Orange County, North Carolina

I certify that the following person(s) personally appeared before me this day, each
acknowledging to me that he or she signed the foregoing document:

Melissa Stansbury
Name(s) of principal(s)

Date: 9/16/2016

(Official Seal)



Ryan P. McDaniel
Official Signature of Notary

Ryan P. McDaniel, Notary Public
Notary's printed or typed name

My commission expires: 5/30/2021