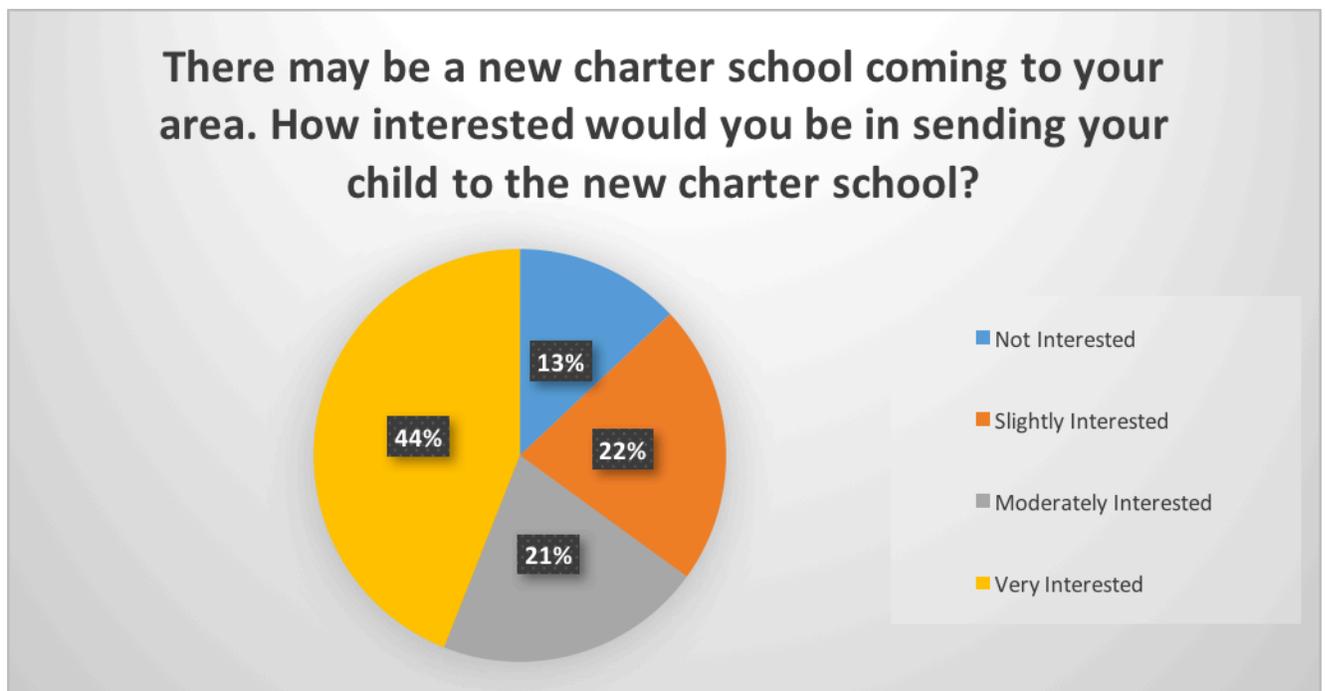




Appendix A: Evidence of Educational Need

There are specific charter school educational needs all across various areas of the United States, however, in order to capture the specific indications and evidences that suggest that the Academy of Excellence Charter School is a necessity to the surrounding community of Statesville, North Carolina, we created a survey that would provide feedback from prospective parents that would be interested in an optional method of quality education that could be provided for their children. The survey results are shown below.



117 prospective parents participated in the survey

According to the survey above, 87% of prospective parents were interested in learning about the Academy of Excellence Charter School and also provided positive feedback about tentatively sending their child to the Academy of Excellence Charter when it opens next fall.

Academy of Excellence Charter

Performance of Each Student Group on the North Carolina End-of-Grade Tests
Percentage of Students, Grouped by Gender, Ethnicity, and Other Factors, Who Passed BOTH
the Reading and Math Tests

	Male	Female	White	Black	Hispanic	Amer. Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
District	34.7%	37.9%	43.5%	12.1%	18.2%	46.2%	49.0%	37.5%	30.3%	18.6%	51.2%	<5%	N/A	6.1%
State	30.6%	33.5%	43.5%	14.2%	19.3%	17.3%	56.7%	28.7%	32.2%	17.4%	49.8%	5.8%	12.4%	6.6%

E.D. = Economically Disadvantaged
N/A = Fewer than five students

N.E.D. = Not Economically Disadvantaged

L.E.P. = Limited English Proficiency

Along with the valuable perspectives and feedback from the community and parents, there is also a need for the Academy of Excellence Charter School in the community in regards academic growth and achievement. The achievement levels and academic performances of students within sub categories on the Standardized North Carolina End- of -Course Tests for students in the surrounding district is sub-par in relationship to the potential scores that students could be producing. As shown above, these are the performances of students in the surrounding community based on student grouping sub- sections on the North Carolina End-of-Grade Tests. The results display that only about 35% of males and 38% of females in the district passed both the Reading and Mathematics Test. There are other factors and data points that could be drastically improved, however, the statistical category that the Academy of Excellence Charter would like to help raise are the scores particularly with minority ethnicities. Only 18% of Hispanics and 12% of African American students passed both the Mathematics and Reading End -of - Grade Test. While students that were of the ethnicity of the Pacific Islander were slightly higher. These are evidences that a quality charter school is a realistic necessity that could bring about a prominent and influential

change not only in the community but in the lives of our 21st century learners as well.

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<u>Kindergarten- Standards</u>	<u>NC Standards Numbers</u>
<p style="text-align: center;"><u>Math</u></p> <p>Counting and Cardinality Know number names and the count sequence . Count to tell the number of objects Understand the relationship between numbers and quantities; connect counting to cardinality. Compare numbers . Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Note: Include groups with up to ten objects.)</p> <p>Operations and Algebraic Thinking Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Number and Operations In Base Ten Work with numbers 11 – 19 to gain foundations for place value .</p> <p>Measurement and Data and describe and compare measurable attributes</p>	<p>K.CC.1</p> <p>K.CC.4 K.CC.6</p> <p>K.NBT.1</p> <p>K.MD.1</p>
<p style="text-align: center;"><u>Reading</u></p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</p> <p>Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Range of Reading and Level of Text Complexity Actively engage in group reading activities with purpose and understanding</p>	<p>RL.K</p> <p>RI.K</p>
<p style="text-align: center;"><u>Science</u></p> <p>Understand the positions and motions of objects and</p>	<p>K.P.1</p>

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>organisms observed in the environment . Properties and change Understand how objects are described based on their physical properties and how they are used. Earth Systems Structures and Processes Understand change and observable patterns of weather that occur from day to day and throughout the year structures and functions of living organisms Compare characteristics of animals that make them alike and different from other animals and nonliving things</p> <p style="text-align: center;"><u>Social Studies</u></p> <p>History Understand change over time Geography and Environmental Literacy Use geographic representations and terms to describe surroundings Understand the interaction between humans and the environment Economics and financial Literacy Understand basic economic concepts Civics and government Understand the roles of a citizen Culture Understand how individuals are similar and different</p>	<p>K.P.2 K.E.1 K.L.1 K.L. 1.1 K .H .1 K .G .1 K.G .2 K .E .1 K .C&G .1 K .C .1</p>
<p style="text-align: center;"><u>First Grade- Standards</u></p> <p style="text-align: center;"><u>Math</u></p> <p>Operations and algebraic thinking represent and solve problems involving addition and subtraction . Understand and apply properties of operations and the relationship between addition and subtraction . Apply properties of operations as strategies to add and subtract. Add and subtract within 20 . Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Number and operations In base ten extend the counting sequence Measurement and data Measure lengths indirectly and by iterating length units .</p>	<p>1.OA. 1.OA.3 1.OA.5 1.MD</p>

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p style="text-align: center;"><u>Reading</u></p> <p>Ask and answer questions about key details in a text Craft and Structure Identify words and phrases in stories or poems that suggest feelings or appeal to the senses Integration of Knowledge and Ideas Use illustrations and details in a story to describe its characters, setting, or events. Range of Reading and Level of Text Complexity With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p style="text-align: center;"><u>Science</u></p> <p>Forces and motion Understand how forces (pushes or pulls) affect the motion of an object . Earth and Universe Recognize the features and patterns of the earth/moon/sun system as observed from Earth . Earth Systems, Structures and Processes Understand the physical properties of Earth materials that make them useful in different ways . Ecosystems Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive Earth systems, structures and processes Summarize the needs of living organisms for energy and growth .</p> <p style="text-align: center;"><u>Social Studies</u></p> <p>History Understand that history tells a story of how people and events changed society over time Geography and Environmental Literacy Use geographic representations, terms and technologies to process information from a spatial perspective Economics and financial Literacy Understand basic economic concepts Civics and Government Understand the importance of rules Culture Understand the diversity of people in the local community .</p>	<p>RL 1</p> <p>RI 1</p> <p>1 .P</p> <p>1 .E</p> <p>1 .L</p> <p>1 .H</p> <p>1 .G</p> <p>1 .E</p> <p>1 .C&G</p> <p>1 .C .1</p>

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<u>Second Grade-Standards</u>	
Math	
Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction	2.OA.1,2,3,4
Number and Operations In Base Ten Understand place value; Use place value understanding and properties of operations to add and subtract	2.NBT.1,2,3,4,5,6,7,8,9
Measurement and Data Measure and estimate lengths in standard units	2.MD.1,2,3,4,5,6,7,8,9,10
Geometry Reason with shapes and their attributes	2.G.1,2,3
<u>Reading</u>	
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL.2 RI.2
Craft and Structure Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	
Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
<u>Science</u>	
Forces and Motion: Understand the relationship between sound and vibrating objects	2 .P .1 2 .P .2
Matter Properties and Change: Understand properties of solids and liquids and the changes they undergo	2 .E .1
Earth SystemS, Structures and Processes: Understand patterns of weather and factors that affect weather	2 .L .1
Structures and Functions of Living organisms	2 .L .2

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>Understand animal life cycles Evolution and Genetics: Remember that organisms differ from or are similar to their parents based on the characteristics of the organism</p> <p style="text-align: center;"><u>Social Studies-</u></p> <p>History Understand how various sources provide information about the past</p> <p>Geography and Environmental Literacy Use geographic representations, terms and technology to process information from a spatial perspective</p> <p>Economics and Financial Literacy Understand basic economic concepts .</p> <p>Civics and Government Understand the purpose of governments</p> <p>Culture Understand how various cultures influence communities</p>	<p>2 .H .1</p> <p>2 .G .1</p> <p>2 .E .1</p> <p>2 .C&G .1</p> <p>2 .C .1</p>
<p style="text-align: center;"><u>Third Grade- Standards</u></p> <p style="text-align: center;">Math</p> <p>Operations and Algebraic Thinking Represent and solve problems involving multiplication and division</p> <p>Number and Operations In Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>Number and Operations - Fractions Develop understanding of fractions as numbers</p> <p>Measurement and Data Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects</p> <p>Geometry Reason with shapes and their attributes</p> <p style="text-align: center;"><u>Reading</u></p> <p>Key Ideas and Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Craft and Structure Determine the meaning of words and phrases as they are</p>	<p>3.OA.1,2,3,4,5,6,7,8,9</p> <p>3.NBT.1,2,3</p> <p>3.NF.1,2,3</p> <p>3.MD.1,2,3,4,5,6,7,8</p> <p>3.G.1; 3.G.2</p>

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>used in a text, distinguishing literal from non-literal language.</p> <p>Integration of Knowledge and Ideas Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently-</p>	RL3
<p style="text-align: center;"><u>Science</u></p> <p>Forces and Motion Understand motion and factors that affect motion</p> <p>Matter: Properties and Change Understand the structure and properties of matter before and after they undergo a change</p> <p>Energy: Conservation and Transfer Recognize how energy can be transferred from one object to another</p> <p>Earth In The Universe Recognize the major components and patterns observed in the earth/moon/sun system</p> <p>Earth Systems, Structures and Processes Compare the structures of the Earth's surface using models or three-dimensional diagrams</p> <p>Structures and Functions of Living organisms Understand human body systems and how they are essential for life: protection, movement and support</p>	3 .P .1 3 .P .2 3 .P .3 3 .E .1 3 .E .2
<p style="text-align: center;"><u>Social Studies-</u></p> <p>History Understand how events, individuals and ideas have influenced the history of local and regional communities .</p> <p>Geography and Environmental Literacy Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions)</p> <p>Economics and Financial Literacy Understand how the location of regions affects activity in a market economy</p> <p>Civics and Government Understand the development, structure and function of local government</p> <p>Culture</p>	3 .H .1 3 .G .1 3 .E .1 3 .C&G .1,2,3 3 .C .1.1,2,3

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>Understand how diverse cultures are visible in local and regional communities .</p>	
<u>Fourth Grade- Standards</u>	
<u>Math-</u>	
<p>Operations and Algebraic Thinking:</p>	
<p>Use the four operations with whole numbers to solve problems</p>	4.OA.1
<p>Gain familiarity with factors and multiples.</p>	4.OA.4
<p>Generate and analyze patterns.</p>	4.OA.5
<p>Number and Operations In Base Ten:</p>	4.NBT.1
<p>Generalize place value understanding for multi-digit whole numbers.</p>	
<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	4.NBT.4
<p>Number and operations – fractions:</p>	
<p>Extend understanding of fraction equivalence and ordering.</p>	4.NF.1
<p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p>	4.NF.3 4.NF.5
<p>Understand decimal notation for fractions, and compare decimal fractions.</p>	
<p>Measurement and Data:</p>	4.MD.1
<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p>	4.MD.4
<p>Represent and interpret data.</p>	4.MD.5
<p>Geometric measurement: understand concepts of angle and measure angles.</p>	
<p>Geometry:</p>	4.G.1
<p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p>	
<u>Reading</u>	
<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Craft and Structure:</p>	RL.4
<p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	
<p>Integration of Knowledge and Ideas:</p>	RI.4
<p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where</p>	

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

each version reflects specific descriptions and directions in the text.

Range of Reading and Level of Text Complexity:

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Science- Forces and Motion:

Explain how various forces affect the motion of an object

4 .P.1

Matter: Properties and Change:

Understand the composition and properties of matter before and after they undergo a change or interaction.

4 .P.2

Energy: Conservation and Transfer:

Recognize that energy takes various forms that may be grouped based on their interaction with matter.

4 .P.3

Earth In The Universe:

Explain the causes of day and night and phases of the moon.

4 .E.1

Earth History:

Understand the use of fossils and changes in the surface of the earth as evidence of the history of Earth and its changing life forms.

4 .E.2

Ecosystems:

Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

4 .L.1

Molecular Biology:

Understand food and the benefits of vitamins, minerals and exercise.

4 .L.2

Social Studies- History

4 .H.1

Analyze the chronology of key historical events in North Carolina history.

4 .H.2

Understand how notable structures, symbols and place names are significant to North Carolina.

4 .G.1

Geography and Environmental literacy:

Understand how human, environmental and technological factors affect the growth and development of North Carolina.

4 .E.1

4 .E.2

Economics and Financial literacy:

Understand how a market economy impacts life in North Carolina.

4 .C&G.1

Understand the economic factors when making personal

4 .C&G.2

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>choices.</p> <p>Civics and Government: Understand the development, structure and function of North Carolina's government. Analyze the North Carolina Constitution.</p> <p>Culture: Understand the impact of various cultural groups on North Carolina.</p>	<p>4 .C.1</p>
<p style="text-align: center;"><u>Fifth Grade- Standards</u></p> <p style="text-align: center;"><u>Math</u></p> <p>Operations and Algebraic Thinking Write and interpret numerical expressions; Analyze patterns and relationships</p> <p>Number and Operations In Base Ten Understand the place value system Perform operations with multi-digit whole numbers and with decimals to hundredths</p> <p>Number and Operations – Fractions Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions</p> <p>Measurement and Data Convert like measurement units within a given measurement system; understand concepts of volume and relate volume to multiplication and to addition</p> <p>Geometry Graph points on the coordinate plane to solve real-world and mathematical problems</p> <p style="text-align: center;"><u>Reading</u></p> <p>Key Ideas and Details Select quotes that explain what the text says explicitly</p> <p>Craft and Structure Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area</p> <p>Integration of Knowledge and Ideas Locate information or the answer to a question in a text (e.g., Read/listen to the text to find how the animal adapts.)</p> <p>Range of Reading and Level of Text Complexity Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts</p>	<p>5. OA.1,2,3</p> <p>5. NBT.1,2,3,4</p> <p>5. NBT 5,6,7</p> <p>5. NF.1.2</p> <p>5. NF.3,4,5,6,7</p> <p>5. MD.1,2,3,4,5</p> <p>5. G.1,2,3,4</p> <p>5.RL, 5.RI</p>

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>for clearly stated purposes (e.g., Read or listen to the text to find out three facts about bears.</p> <p style="text-align: center;"><u>Science</u></p> <p>Forces and Motion Understand force, motion and the relationship between them</p> <p>Matter: Properties and Change Understand the interactions of matter and energy and the changes that occur</p> <p>Energy: Conservation and Transfer Explain how the properties of some materials change as a result of heating and cooling</p> <p>Earth Systems, Structures and Processes Understand weather patterns and phenomena, making connections to the weather in a particular place and time</p> <p>Structures and Functions of Living Organisms Understand how structures and systems of organisms (to include the human body) perform functions necessary for life</p> <p>Ecosystems Understand the interdependence of plants and animals with their ecosystem</p> <p>Evolution and Genetics Understand why organisms differ from or are similar to their parents based on the characteristics of the organism</p> <p style="text-align: center;"><u>Social Studies-</u></p> <p>History Analyze the chronology of key events in the United States</p> <p>Geography and Environmental Literacy Understand how human activity has and continues to shape the United States</p> <p>Economics and Financial Literacy Understand how a market economy impacts life in the United States</p> <p>Civics and Government Understand the development, structure and function of government in the United States .</p> <p>Culture Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States</p>	<p>5 .P .1,2,3,4</p> <p>5 .P .2.1,2,3</p> <p>5 .P .3.1,2</p> <p>5 .E .1.1,2,3</p> <p>5 .L .1.1,2</p> <p>5 .L .2.1,2,3</p> <p>5 .L .3.1,2,3</p> <p>5 .H .1</p> <p>5 .G .1.1,2,3,4</p> <p>5 .E .1.1,2</p> <p>5 .C&G .1.1,2,3</p> <p>5 .C .1.1,2,3,4</p>

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

Sixth Grade- Standards

Math

Ratio and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

Understand the concept of a ratio and use ratio language to:

- Describe a ratio as a multiplicative relationship between two quantities.
- Model a ratio relationship using a variety of representations.

Understand that ratios can be expressed as equivalent unit ratios by finding and interpreting both unit ratios in context.

Use ratio reasoning with equivalent whole-number ratios to solve real-world and mathematical problems by:

- Creating and using a table to compare ratios.
- Finding missing values in the table
- Using a unit ratio.
- Converting and manipulating measurements using given ratios.
- Plotting the pairs of values on the coordinate plane.

Use ratio reasoning to solve real-world and mathematical problems with percents by:

- Understanding and finding a percent of a quantity as a ratio per 100.
- Using equivalent ratios, such as benchmark percents (50%, 25%, 10%, 5%, 1%), to determine a part of any

NC.6.RP .1

NC.6.RP .2

NC.6.RP .3

NC.6.RP .4

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

Apply and extend previous understandings of numbers to the system of rational numbers.

Understand and use rational numbers to:

- Describe quantities having opposite directions or values.
- Represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand the absolute value of a rational number as its distance from 0 on the number line to:
- Interpret absolute value as magnitude for a positive or negative quantity in a real-world context.
- Distinguish comparisons of absolute value from statements about order.

Understand rational numbers as points on the number line and as ordered pairs on a coordinate plane.

a. On a number line:

Recognize opposite signs of numbers as indicating locations on opposite sides of 0 and that the opposite of the opposite of a number is the number itself.

Find and position rational numbers on a horizontal or vertical number line.

b. On a coordinate plane:

Understand signs of numbers in ordered pairs as indicating locations in quadrants. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

Find and position pairs of rational numbers on a coordinate plane.

Understand ordering of rational numbers.

a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.

b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

Solve real-world and mathematical problems by graphing

NC.6.NS.6

NC.6.NS.7

NC.6.NS.8

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

NC.6.NS.9

Apply and extend previous understandings of addition and subtraction.

a. Understand additive inverses when adding and subtracting integers.

Describe situations in which opposite quantities combine to make 0.

Understand $p+q$ as the number located a distance q from p , in the positive or negative direction depending on the sign of q . Show that a number and its additive inverse create a zero pair.

Understand subtraction of integers as adding the additive inverse, $p-q=p+(-q)$. Show that the distance between two integers on the number line is the absolute value of their difference. Use models to add and subtract integers from -20 to 20 and describe real-world contexts using sums and differences.

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

Write and evaluate numerical expressions, with and without grouping symbols, involving whole-number exponents.

NC.6.EE.1

NC.6.EE.2

Write, read, and evaluate algebraic expressions.

- Write expressions that record operations with numbers and with letters standing for number
- Identify parts of an expression using mathematical terms and view one or more of those parts as a single entity.
- Evaluate expressions at specific values of their variables using expressions that arise from formulas used in real-world problems.

Apply the properties of operations to generate equivalent

NC.6.EE.3

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>expressions without exponents.</p> <p>Identify when two expressions are equivalent and justify with mathematical reasoning.</p> <p><u>Reason about and solve one-variable equations.</u></p> <p>Use substitution to determine whether a given number in a specified set makes an equation true.</p> <p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem.</p> <p>Solve real-world and mathematical problems by writing and solving equations of the form:</p> <ul style="list-style-type: none">• $x + p = q$ in which p, q and x are all nonnegative rational numbers; and,• $p \cdot x = q$ for cases in which p, q and x are all nonnegative rational numbers. <p>Reason about one variable inequalities.</p> <p>Reason about inequalities by:</p> <ul style="list-style-type: none">• Using substitution to determine whether a given number in a specified set makes an inequality true.• Writing an inequality of the form $* > .$ or $* < .$ to represent a constraint or condition in a real-world or mathematical problem.• Recognizing that inequalities of the form $* > .$ or $* < .$ have infinitely many solutions.• Representing solutions of inequalities on number line diagrams. <p>Represent and analyze quantitative relationships between dependent and independent variables.</p> <p>Represent and analyze quantitative relationships by:</p>	<p>NC.6.EE.4</p> <p>NC.6.EE.5</p> <p>NC.6.EE.6</p> <p>NC.6.EE.7</p> <p>NC.6.EE.8</p> <p>NC.6.EE.9</p>
--	---

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

- Using variables to represent two quantities in a real-world or mathematical context that change in relationship to one another.
- Analyze the relationship between quantities in different representations (context, equations, tables, and graphs).

Geometry

Solve real-world and mathematical problems involving area, surface area, and volume.

Create geometric models to solve real-world and mathematical problems to:

- Find the area of triangles by composing into rectangles and decomposing into right triangles.
- Find the area of special quadrilaterals and polygons by decomposing into triangles or rectangles.

Apply and extend previous understandings of the volume of a right rectangular prism to find the volume of right rectangular prisms with fractional edge lengths. Apply this understanding to the context of solving real-world and mathematical problems.

Use the coordinate plane to solve real-world and mathematical problems by:

- Drawing polygons in the coordinate plane given coordinates for the vertices.
- Using coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.
-

Represent right prisms and right pyramids using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the

NC.6.G.1

NC.6.G.2

NC.6.G.3

NC.6.G.4

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

context of solving real-world and mathematical problems.

Statistics and Probability

Develop understanding of statistical variability.

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

Understand that both a measure of center and a description of variability should be considered when describing a numerical data set.

- Determine the measure of center of a data set and understand that it is a single number that summarizes all the values of that data set.
- Understand that a mean is a measure of center that represents a balance point or fair share of a data set and can be influenced by the presence of extreme values within the data set.
- Understand the median as a measure of center that is the numerical middle of an ordered data set.
- Understand that describing the variability of a data set is needed to distinguish between data sets in the same scale, by comparing graphical representations of different data sets in the same scale that have similar measures of center, but different spreads.

Summarize and describe distributions.

Display numerical data in plots on a number line.

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

- Use dot plots, histograms, and box plots to represent data.
- Compare the attributes of different representations of the same data.

Summarize numerical data sets in relation to their context.

- Describe the collected data by:
- Reporting the number of observations in dot plots and histograms.
- Communicating the nature of the attribute under investigation, how it was measured, and the units of measurement
- Analyze center and variability by:
- Giving quantitative measures of center, describing variability, and any overall pattern, and noting any striking deviations.
- Justifying the appropriate choice of measures of center using the shape of the data distribution.

Reading:

Key Ideas and Details - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Integration of Knowledge and Ideas - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text

RL.6

RI.6

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text:

Key Ideas and Details - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Integration of Knowledge and Ideas - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.6

7th Grade

Math

Ratio and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

Compute unit rates associated with ratios of fractions to solve real-world and mathematical problems.

Recognize and represent proportional relationships between quantities.

Use scale factors and unit rates in proportional relationships to solve ratio and percent problems.

The Number System

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers, using the properties of operations, and describing real-world contexts using sums and differences.

NC.7.RP .1

Apply and extend previous understandings of multiplication and division.

NC.7.RP .2

Solve real-world and mathematical problems involving numerical expressions with rational numbers using the four operations.

NC.7.RP .3

Expressions and Equations

Use properties of operations to generate equivalent expressions.

Apply properties of operations as strategies to:

NC.7.NS.1

Understand that equivalent expressions can reveal real-world and mathematical relationships. Interpret the meaning of the parts of each expression in context.

NC.7.NS.2

Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.

NC.7.NS.3

Solve multi-step real-world and mathematical problems posed with rational numbers in algebraic expressions.

Use variables to represent quantities to solve real-world or mathematical problems.

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p style="text-align: center;"><u>Geometry</u></p> <p><u>Draw, construct, and describe geometrical figures and describe the relationships between them.</u></p> <p>Solve problems involving scale drawings of geometric figures by:</p> <p>Understand the characteristics of angles and side lengths that create a unique triangle, more than one triangle or no triangle. Build triangles from three measures of angles and/or sides.</p> <p><u>Solve real-world and mathematical problems involving angle measure, area, surface area, and volume.</u></p> <p>Understand area and circumference of a circle.</p> <p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve equations for an unknown angle in a figure.</p> <p>Solve real-world and mathematical problems involving:</p> <p style="text-align: center;"><u>Statistics and Probability</u></p> <p><u>Use random sampling to draw inferences about a population.</u></p> <p>Understand that statistics can be used to gain information about a population</p>	<p>NC.7.EE.1</p> <p>NC.7.EE.2</p> <p>NC.7.EE.3</p> <p>NC.7.EE.4</p> <p>NC.7.G.1</p>
--	---

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>Generate multiple random samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, and use this data to draw inferences about a population with an unknown characteristic of interest.</p> <p><u>Make informal inferences to compare two populations</u></p> <p>Recognize the role of variability when comparing two populations.</p> <p>Use measures of center and measures of variability for numerical data from random samples to draw comparative inferences about two populations.</p> <p><u>Investigate chance processes and develop, use, and evaluate probability models.</u></p> <p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.</p> <p>Collect data to calculate the experimental probability of a chance event, observing its long-run relative frequency. Use this experimental probability to predict the approximate relative frequency.</p> <p>Develop a probability model and use it to find probabilities of simple events.</p> <p>Determine probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p><u>Reading:</u></p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Craft and Structure - Determine the meaning of words and</p>	<p>NC.7.G.2</p> <p>NC.7.G.4</p> <p>NC.7.G.5</p> <p>NC.7.G.6</p> <p>NC.7.SP .1</p>
---	--

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	NC.7.SP .2
<p>Integration of Knowledge and Ideas - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	NC.7.SP .3
<p>Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	NC.7.SP .4
<p>Reading Standards for Informational Text:</p> <p>Key Ideas and Details - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	NC.7.SP .5
<p>Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	NC.7.SP .6
<p>Integration of Knowledge and Ideas - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	NC.7.SP .7
<p>Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	NC.7.SP .8

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

8th Grade

Math

The Number System

Know that there are numbers that are not rational, and approximate them by rational numbers.

Understand that every number has a decimal expansion. Building upon the definition of a rational number, know that an irrational number is defined as a non-repeating, non-terminating decimal.

NC.8.NS.1

Use rational approximations of irrational numbers to compare the size of irrational numbers and locate them approximately on a number line. Estimate the value of expressions involving:

NC.8.NS.2

- Square roots and cube roots to the tenths.
- 3 to the hundredths.

Expressions and Equations

Work with radicals and integer exponents.

Develop and apply the properties of integer exponents to generate equivalent numerical expressions.

NC.8.EE.1

Use square root and cube root symbols

NC.8.EE.2

Use numbers expressed in scientific notation to estimate very large or very small quantities and to express how many times as much one is than the other.

NC.8.EE.3

Perform multiplication and division with numbers expressed in

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

scientific notation to solve real-world problems, including problems where both decimal and scientific notation are used.

Analyze and solve linear equations and inequalities.

Solve real-world and mathematical problems by writing and solving equations and inequalities in one variable.

NC.8.EE.4

Analyze and solve pairs of simultaneous linear equations.

Analyze and solve a system of two linear equations in two variables in slope-intercept form.

Functions

Define, evaluate, and compare functions.

NC.8.F.1

Understand that a function is a rule that assigns to each input exactly one output.

NC.8.F.2

Use functions to model relationships between quantities.

NC.8.F.4

Geometry

Understand congruence and similarity using physical models, transparencies, or geometry software.

NC.8.G.2

Use transformations to define congruence.

Describe the effect of dilations about the origin, translations, rotations about the origin in 90 degree increments, and reflections across the x -axis and y -axis on two-dimensional figures using coordinates.

NC.8.G.3

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>Use transformations to define similarity.</p> <p>Use informal arguments to analyze angle relationships.</p> <p>Explain the Pythagorean Theorem and its converse.</p> <p>Apply the Pythagorean Theorem and its converse to solve real-world and mathematical problems.</p> <p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>	<p>NC.8.G.4</p> <p>NC.8.G.5</p> <p>NC.8.G.6</p> <p>NC.8.G.7</p>
<p style="text-align: center;"><u>Statistics and Probability</u></p>	
<p>Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Investigate and describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	<p>NC.8.SP .1</p>
<p>Model the relationship between bivariate quantitative data</p>	<p>NC.8.SP .2</p>
<p>Use the equation of a linear model to solve problems in the context of bivariate quantitative data, interpreting the slope and 1-intercept.</p>	<p>NC.8.SP .3</p>
<p style="text-align: center;"><u>Reading:</u></p>	
<p>Reading Standards for Literature:</p> <p>Key Ideas and Details - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p>Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or</p>	<p>NC.8.SP .1</p>

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

allusions to other texts.

Integration of Knowledge and Ideas - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text:

Key Ideas and Details - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Ideas - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Range of Reading and Level of Text Complexity - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

NC.8.SP .2

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

--	--

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

--	--

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

--	--

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

--	--

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

<p>Use substitution to determine whether a given number in a specified set makes an equation true.</p>	
---	--

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

--	--

Appendix B

Academy of Excellence Charter School K-8 Curriculum At-A-Glance

Reading- Science- Social Studies-	
Seventh Grade- Standards Math- Reading- Science- Social Studies-	
Eighth Grade- Standards Math- Reading- Science- Social Studies-	

Appendix C: Instructional Calendar

**ACADEMY OF EXCELLENCE CHARTER
2018-2019 CALENDAR**

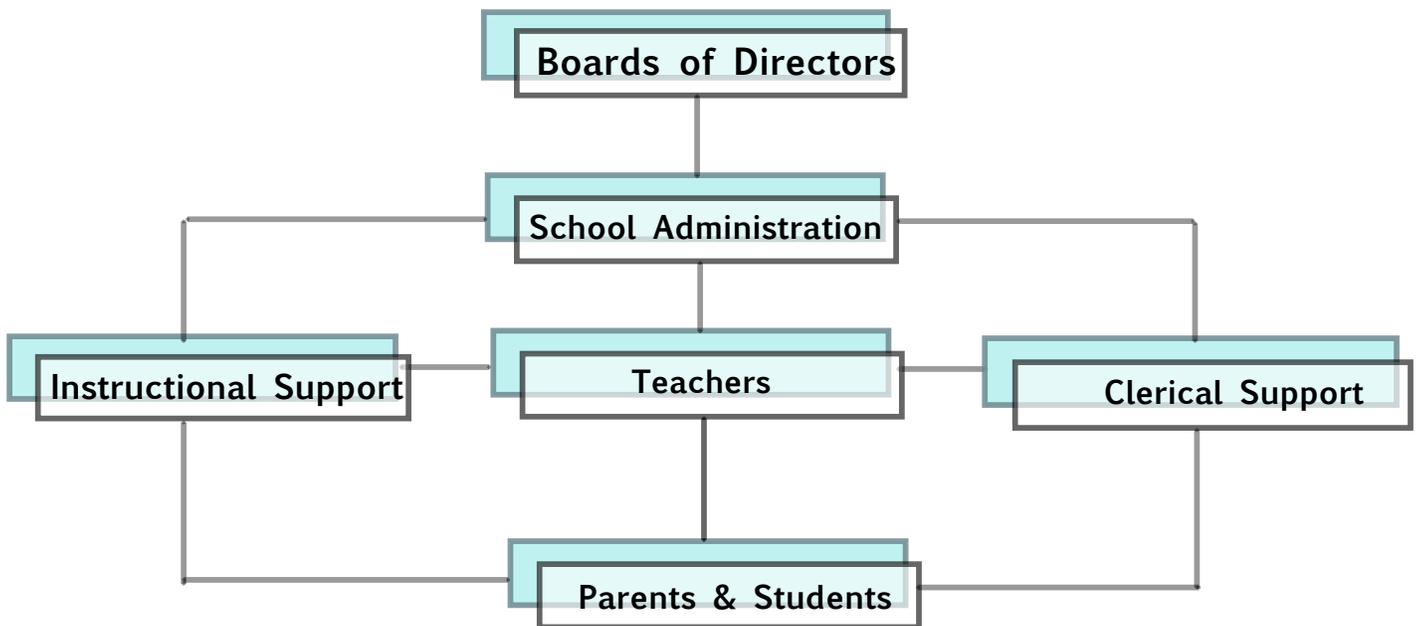
AUG 28 TH - FIRST DAY OF CLASS	TEACHER WORKDAY
SEP 3 RD LABOR DAY	EARLY RELEASE
SEP 19 TH / DEC 6 TH / FEB 22 ND / APR 26 TH - PROGRESS REPORTS	SCHOOL CLOSED
OCT 31 ST NO SCHOOL	FIRST DAY OF CLASS
NOV 22 ND -24 TH THANKSGIVING BREAK	HOLIDAY
DEC 24 TH / JAN 1 ST CHRISTMAS BREAK	PROGRESS REPORTS
JAN 1 ST NEW YEARS EVE	LAST DAY OF CLASS
NOV 7 TH / JAN 15 TH / APR 9 TH - REPORT CARDS ISSUED	REPORT CARDS ISSUED
JAN 15 TH - MARTIN LUTHER KING DAY	
FEB 19 TH - PRESIDENT'S DAY	
MAR 30 TH / APRIL 6 TH - EASTER BREAK	
MAY 28 TH - MEMORIAL DAY	
JUN 11 TH - LAST DAY OF CLASS	

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							JANUARY																																																																	
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S																																																											
			1	2	3	4	5						1	2	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																										
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	29	30	31	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																
27	28	29	30	31	24	25	26	27	28	29	30	29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	31	24	25	26	27	28	29	30	31	24	25	26	27	28	29	30	31																																																									

FEBRUARY							MARCH							APRIL							MAY							JUNE							JULY																																																		
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S																																												
				1	2	3				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4	5	6	7				1	2	3	4	5	6	7																																							
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28	29	30	31	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																	
25	26	27	28	25	26	27	28	29	30	31	29	30	27	28	29	30	31	24	25	26	27	28	29	30	31	24	25	26	27	28	29	30	31																																																				

Appendix E. Organizational Chart

Academy of Excellence Charter
Organizational Chart



Appendix F - Board Member Resumes and Member Forms

Darrell Peterson

106 Summer Breeze Ct. Statesville, NC 28677 | (C) 704-500-4475 (H) 704-980-4323 | Darrellpeterson1@hotmail.com

Motto: "Excellence is not the Exception; it is the Standard."

Principal

Highly motivated and accomplished professional educator/ prospective administrator that possesses passionate dedication towards the educational progress and cognitive development of students along with the professional development of staff members and educators. A quality educational leader that learns "on the go" and is very flexible in any environment. An exceptional asset that strives to implement and execute innovative strategies that provide a competitive edge within the learning experiencing of students, instructional practices of teachers, and relationships with parents and the community. Strengths include temperance in decision making, differentiated management among all stakeholders, solution development practices, data evaluation, superb organizational skills, and a consistent outstanding display of professional integrity.

Core Competencies:

- School Data Analysis & Evaluation
- Curriculum Developmental Strategies
- School Safety Procedures
- Community Outreach
- Instructional Practices Development
- Budget Expertise & Management
- Scheduling and School Operations
- Teacher Professional Development

EXPERIENCE

Iredell Statesville Schools	9/2014 to Current
North Iredell Middle School – Math Teacher - Statesville, NC	
- Member of the School Improvement Team	
- School Leadership Administrative Team	
- Lead Teacher/Chairman– Globally Competitive Professional Learning Community	
- Principal Intern	
Charlotte Mecklenburg Schools	
Northridge Middle School - Math Teacher - Charlotte N.C.	8/2009 – 5/2014
- Curriculum Math Lead Teacher	
- NAATE Candidate (National Academy of Advanced Teacher Education)	
Academy of Excellence – Math Curriculum Specialist - Statesville N.C.	9/2006 - 5/2013
- Created Math Curriculum Standards for grades 6-8	
Monticello Alternative School – Teacher - Statesville N.C.	8/2007 - 2009
- Composed student intervention plans for academic and behavior progression	

Appendix F - Board Member Resumes and Member Forms

EDUCATION

Gardner Webb University School Administration Licensure	Boiling Springs NC	04/2015 – 5/2017
Concordia University Master of Arts - Educational Leadership	Portland Or.	7/2014 - 7/2015
East Carolina University Teaching Licensure	Greenville NC.	6/2008 – 6/2009
Emmanuel College Bachelor of Science - Business Administration - Sigma Beta Delta Inductee	Franklin Springs GA.	8/2002 – 5/2006

COMMUNITY INVOLVEMENT

Royal Rangers inc. & Apostolic Kingdom Builders This mentor program is designed specifically for young boys and teenage males ages 7- 17. This weekly community event teaches a variety of males about life skills such as positive decision making, financial skills, drug awareness, peer pressure, leadership skills, and resume building etc.	Statesville NC.	7/2012 - Present
Christ Cathedral of Deliverance Charitable church event that feeds the needy and less fortunate families that are located within the community.	Statesville NC.	5/2000 - Present

COACHING

North Iredell Middle School Varsity Boys Basketball	Statesville N.C.	9/2015 – Current
Northridge Middle School Varsity Boys Basketball	Charlotte N.C.	9/2011 – 6/2014
Academy of Excellence High School Varsity Boys Basketball	Statesville N.C.	9/ 2006 – 6/2009

Appendix F:

Appendix F - Board Member Resumes and Member Forms

Charter School Board Member Information Form

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

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

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

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

Background

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

Academy of Excellence Charter School

2 Full name: **Darrell Anthony Peterson**

Home Address: **106 Summer Breeze Ct. Statesville N.C.
28677**

Business Name and Address: **N/A**

Appendix F - Board Member Resumes and Member Forms

Telephone No.: 704-500-4475

E-mail address: Darrell Peterson1@hotmail.com

3 Brief educational and employment history.

- Obtained Undergraduate Education from Emmanuel College where I receive a Bachelors of Arts in Business Administration with a Concentration in Marketing
- Received Teaching Licensure and Certification from East Carolina
- Attended Concordia University where I earned a Masters in Executive Leadership in School Administration
- Currently attending Gardner Webb University seeking Licensure in School Administration and Principal ship

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

NO

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

I was recruited by the stakeholders of the Academy of Excellence. I wish to serve on the Board of Directors due to the fact that I believe that the AOE Charter School will have a positive influence on all of its students not only academically but personally as well. The attributes and moral characteristics that the school will invest in its students will not only reflect in the lives of the students but ultimately influence positive collaboration within the community. Being a part of this great opportunity is a primary reason for serving on this Board.

Appendix F - Board Member Resumes and Member Forms

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

A board member should engage in the role of aiding in the establishment of the school culture. This notion describes such events as establishing financial stability, choosing the best educational curriculums that would prove most lucrative for students and create pathways of relationships with the hiring of quality staff members that will operate professionally. Some other roles would be to assist in teacher and staff development, and create marketable avenues for the publication of the school in the community and public eye.

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

I have not had previous experience serving on a charter school board, however I believe that I am more than capable of being an effective board member due to the fact that during the course of over 15 years in the field of education, one of the primary objectives in my life has been to invest in the lives of our 21st Century learners. In order to best serve students, the administration preparation and proper execution of laws, standards, and processes must be established. This is the major concept of establishing a concrete foundation for proper student success.

Appendix F - Board Member Resumes and Member Forms

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

There is a quote that says, “A humble follower makes an effective leader.” The specific knowledge and experience that I have is that I believe that learning is essential at all levels. In this instance, throughout the course of these years being in education, I have had the opportunity to learn and be exposed to many facets of the educational system. The architecture of providing and experiencing successful education initially begins with financial knowledge, a productive educational plan, communication with the community, interpersonal relationship with stakeholders and more.

School Mission and Program

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

I believe that the school’s mission and guiding beliefs is founded upon the notion of providing students with a quality education while investing a culture that will help mold our 21 Century learners into model citizens that are prepared for opportunities of experiencing higher education and modern society in the work force.

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

The Academy of Excellence offers students a quality educational experience by providing students with a vital differentiated aspect of learning. The pace that the AOE offers will be adaptive to the

Appendix F - Board Member Resumes and Member Forms

student's academic modality and learning style. Also class sizes are small in nature where there is a small teacher to student ratio thus conducive for a more productive learning environment.

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

Some Characteristics of a successful school are:

- Safe and Orderly School
- Academic rigor
- Financial Stability
- Educational Differentiation and Modifications for ALL students
- Comradery and Positive School Morale among Staff, Student, Parents
- Quality Educators and Professionals

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

We believe that our students are not the leaders of tomorrow but the leaders of today. On that note, a majority of the evidence that the school is succeeding is by measuring the productivity our students academically, physiologically, and cognitive results on major assessments. Other evidences of success or not is the operation of the finances and the marketing productivity in the community that will draw more students and parents to the school.

Governance

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

As stated above in the previously question, the board will be the primary support system for the school. They may be engaged in the role of aiding in the establishment of the school culture. This notion

Appendix F - Board Member Resumes and Member Forms

describes such events as establishing financial stability, choosing the best educational curriculums that would prove most lucrative for students, create pathways of relationship with the hiring of quality staff members that will operate professionally Some other roles are assisting in teacher and staff development, and create marketable avenues for the publication of the school in the community and public eye.

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

The way that we will know if the school is successful at the end of the first year is if our projections for enrollment of students are near the projected numbers also the academic success of our students as overall measurement of the school year. The success of the professional development of our teachers as educators and our school culture overall will also be evaluated.

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

As stated in the previous question, the way that we will know if the school is successful at the end of the first year is if our projections for enrollment of students are near the projected numbers also the academic success of our students as overall measurement of the previous 4 school years The success of the professional development of our teachers as educators and our school culture overall will also be evaluated.

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

As a whole, the charter school board will need to ensure that the learning environment is conducive for productive educational success. The board

Appendix F - Board Member Resumes and Member Forms

will also need to make sure that the structure of the laws and rules that govern the daily operation of the school coincide with the culture of the school's goals.

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

In retrospect, the primary concern of our school is the well - being of our stakeholders. If there is a situation that challenges that main objective, then the situation is of the utmost importance and will be handle with the highest of priority. If a board member is acting unethically, then the board member's behavior should be thoroughly evaluated and the unethical actions will be investigated but all board members would be present when the situation is addressed.

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

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

Appendix F - Board Member Resumes and Member Forms

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

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

Academy of Excellence Charter School

2 Full name: **Darrell Anthony Peterson**

Home Address: **106 Summer Breeze Ct. Statesville N.C. 28677**

Appendix F - Board Member Resumes and Member Forms

Myrah Lykes

1822 Gay Street
Statesville, NC
434 579-4569
mlykes.aoe@gmail.com

SUMMARY

- Over 20 years experience in educational system.
- Create program designed under Title I and Preschool Initiative that is curriculum based.
- Supervised and instructed paraprofessional staff performance.
- Administered state testing Phonological Awareness Learning Skills (PALS) Dial 3, and Brigance
- Administered assessment for children at risk and preventive services.
- Facilitated parent workshops for learning parenting skills, grade level training and offered community services and referrals.
- Organized and planned field trips local and distant.
- Developed lesson plans to improve and enhance developmental skills, fine, motor, and social skills
- Organized and collaborated new techniques for styles of teaching and learning
- Complied with state and federal regulations of funding, budgeting and purchasing of materials
- Led stiffening and coordinated services with other departments
- Provided services as a team member in planning, developing implementing and coordinating staff development
- Assessing, recording and reporting on the development, progress, and attainment of pupils.

HIGHLIGHTS

- Highly responsible and reliable
- Works well under pressure
- Exceptional interpersonal skills
- Safety-oriented
- Collaborative
- Production scheduling
- Results-oriented
- Effective communication skills
- Exceptional problem solver
- Administer curriculum based instruction
- Loyalty to goal accomplishments
- Inventory control
- Building Best Place To Work
- Multi- Tasker

ACCOMPLISHMENTS

- Coordinate conferences and workshops developing effective leaders.
- Developed scheduled staff meetings to execute decision making process.
- Prepared trainings for staff to properly be educated on expected duties.
- Instructed a continuing education class for those desiring to complete high school.
- Spearhead program mentoring parenting skills with first time parents.
- Certified Winspan, My Teaching Partner.
- Teacher of the Year.

PROFESSIONAL EXPERIENCE

Halifax County Public Schools – Halifax, VA

Retired Teacher 2012- present

Halifax County Public Schools – Halifax, VA

Teacher (Kindergarten & Fourth) 1999-2012

- Administered curriculum based instruction from Virginia Building Blocks, Building Language for Literacy , Complete Early Childhood and AI's PALS
- Communicating and consulting with the parents of pupils
- Implemented and created innovative and engaging lesson plans and activities, increasing student

Appendix F - Board Member Resumes and Member Forms

Lisa B. Perry

145 Summerwind Drive
Mooresville, NC 28117
(704) 528-6359 (H)
(704) 500-8007 (C)
Email: ladylbp@yahoo.com

Education: Penn State University, University Park, PA, 1986-1990
I obtained a Bachelor of Arts Degree in Broadcast-Cable from the school of Communications.

Longwood College, Farmville, VA, 1992-1997
I received 33 credit hours of course work in special education.

Johnson C. Smith University, Charlotte, NC, 2002
I received 9 hours of course work in Middle School Curriculum.

Experience: Pine Lake Preparatory Charter School, Mooresville, NC 2014-present
Exceptional Children's Teacher
Lakeshore Middle School, Mooresville, NC 2011-2014
Exceptional Children's Teacher
Brawley Middle School, Mooresville, NC 2007-2011
Exceptional Children's Teacher
Hopewell High School, Huntersville, NC, 2006-2007
Exceptional Children's Resource Teacher
Bradley Middle School, Huntersville, NC, 2002-2006
Specialized Behavioral Support teacher
Believers Faith Center Christian Academy, Statesville, NC 2001-2002
First Grade Teacher
American Child Day Care Center, Statesville, NC, 2000-2001
Lead teacher
Alan D. Rutherford Elementary School, Statesville, NC 1997-2000
Exceptional Children's Resource Teacher
Halifax County Middle School, South Boston, VA, 1994-1997
Special Education Teacher
C.H. Friend Elementary School, South Boston, VA, 1992-1994
Teacher Aide

Additional information:

I currently hold a teaching license in the area of Behavior-Emotional Disabilities from the state of North Carolina. I have passed the Praxis Teacher Exam and also the specialty areas of Learning Disabilities And Behavior-Emotional Disabilities. I have completed Child Care Credentials I and II at Mitchell Community College in Statesville, NC.

Appendix F:

Charter School Board Member Information Form

Appendix F - Board Member Resumes and Member Forms

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Academy of Excellence Charter School

2. Full name: **Lisa Perry**

Home Address: 145 Summerwind Drive

Business Name and Address: MLP Consulting (same as above)

Telephone No.: (704) 500-8007

E-mail address: ladylby@yahoo.com

3. Brief educational and employment history.
See attached resume.

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

No: X Yes:

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

I was asked to serve on the board because of my educational knowledge.

6. What is your understanding of the appropriate role of a public charter school board member? My most important role as a board member is to make sure the school abides by the rules of the charter. I would also be involved with approving the hiring of teachers and administrators.

Appendix F - Board Member Resumes and Member Forms

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have worked in a number of schools and I bring that knowledge to the board.
8. Describe the specific knowledge and experience that you would bring to the board.
My background of special education would be very helpful to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Academy of Excellence Charter School seeks to increase students' expectations, study habits, and pro-social behaviors. We believe that parental and community involvement is key to student success. Focusing on exceptional education will prepare students for competitive high schools and colleges.
2. What is your understanding of the school's proposed educational program?
The Academy of Excellence Charter School will provide a rigorous program that will enable students to grow academically as well as socially. It will follow the North Carolina Core Content Curriculum Standards in a way that will encourage a love of learning, adapt to individual learning styles. The Kindergarten through eighth graders will leave well prepared to enter secondary education.
3. What do you believe to be the characteristics of a successful school?
A successful school will create a nurturing, safe environment where children can learn and grow in character, knowledge, and sense of community.
3. How will you know that the school is succeeding (or not) in its mission?
It is necessary to monitor success through proper academic assessments and staff and student surveys.

Governance

1. Describe the role that the board will play in the school's operation.
The board will make sure the school is operating the way it should as set forth in the bylaws. The board will also make sure the students are performing and progressing. It is also responsible for ensuring that finances are allotted and used properly.
2. How will you know if the school is successful at the end of the first year of operation?
The board would have to review achievement of students, review financials and budget and monitor whether or not we adhered to what we said we were going to do.
3. How will you know at the end of five years of the schools is successful?

Appendix F - Board Member Resumes and Member Forms

The same checks and balances will be in place at regular intervals to monitor success of academic performance of the students, school improvement plans, and financial reports of the school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
A solid, diverse board, which meets regularly to monitor the effectiveness of the school, is key to the school's success.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The board should operate as one unit. No one person should be in complete control or have the final say in a matter. I would have to bring the grievance to the board and we would have to discuss whether or not my belief is a valid one, which could have any effect on the best interest of the school.

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

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

Appendix F - Board Member Resumes and Member Forms

Byron K. Long, Sr.
1414 Winter Drive
Statesville, NC 28677
704-253-4136
Cell: 704-402-3212
Email: elderbyronlong57@gmail.com

CAREER OBJECTIVES

My immediate objective is to grow my company, The Choice Awareness Group, Inc., of which I am the Founder and President. While maintaining a standard of excellence I will greatly solidify my role as a liaison between corporate, political, community leaders and those in need.

ACTIONS / RESULTS

Action: Utilize corporate, political, and community outreach professionals to empower people.

Results: Stronger working relationship with corporate, political, and community leaders to educate and empower program participants to a greater quality of life.

Action: Evaluate the greatest populist life event, to execute a resolve that benefits all parties involved.

Results: Unified movement towards the enrichment of community existence.

WORK EXPERIENCE

Lowe's Co., Inc. Troutman Planogram Facility, Troutman, NC, 28166 2008-2017
Supervising a team of ten in the daily operation of a 309,000sq. ft. Planogram Facility.

Surplus Recovery Center, Lowe's Companies, Inc., Wilkesboro NC, 2000-2008
Recovery of overstock steel to be reissued to all existing company retail store location.

Lowes Regional Distribution Center, Statesville NC 28677, 1997-2000
Loading product supply trucks to restock southeast retail store location.

EDUCATION

Kaplan University-(Enrolling for a B.A. in Business Adm.) Online completion date July 2018
Herbert H. Lehman College, Bx., N.Y. 10475, Business Management 1978-1979 (No degree)
N.Y. Tech. College, Bklyn., N.Y., Hotel / Rest. Mgmt. & Bus. Admin., 1975-1978 (No degree)
Evander Childs High School, Bx., N.Y. 10475, 1972-1975 (Academic Diploma)

Appendix F - Board Member Resumes and Member Forms

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

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

Academy of Excellence Charter School

10. Full name: **Byron K. Long, Sr.**

Home Address: 1414 Winter Dr., Statesville, N.C. 28677

Business Name and Address: The Choice Awareness Group, Inc.

Telephone No.: 980-292-0224

E-mail address: elderbyronlong57@gmail.com

11. Brief educational and employment history.

City University of New York (No Degree) Kaplan University (enrolling/seeking B.A. Bus. Adm.)

Lowes Co., Inc. 20years (Operations Supervisor 9yrs.)

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

No:

Yes:

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

Appendix F - Board Member Resumes and Member Forms

I was approached by the Chairman of the Board, at first face to face, and then a formal letter was given and I accepted the position. I am very active in my community and would love to assist in the formulation of an institution of education.

14. What is your understanding of the appropriate role of a public charter school board member?
As a board member, I will be instrumental in the charter decision making process and assist in maintaining the guidelines of the charter's By-Laws.
Also, as a board member I am obligated to assist with maintaining all governmental laws.
15. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have never served on as a board member; however, I have been part of community committees, (i.e. Health and Wellness-Christ Cathedral, Outreach and Evangelism, Food & Clothes closet, CMS Summer Lunch Program, Boy's and Girl's Club, and A way Out Youth Organization.
16. Describe the specific knowledge and experience that you would bring to the board.
I have been educated in Business Management and have 39 years' experience in food service industry mgmt. and 16 years' experience in corporate mgmt.

School Mission and Program

4. What is your understanding of the school's mission and guiding beliefs?
The Academy of Excellence Charter School's mission is to provide a quality academic experience with the collaboration of parents, teachers, and the community that cultivates 21st Century learners for global success.
5. What is your understanding of the school's proposed educational program?
Academy of Excellence Charter School has created curricula for each grade and subject area, administrators and teachers will adhere to North Carolina's Core Content Curriculum Standards.
Academic rigor and the pursuit of excellence are infused in both the overt and subtle curricula of Academy Excellence Charter School.
6. What do you believe to be the characteristics of a successful school?
A successful school has students that are academically on above their grade level.
Other characteristics are when the school has a 90% or higher graduation rate.
7. How will you know that the school is succeeding (or not) in its mission?
Grading rubrics are in place to help assess students' progress and testing scores will reveal each child accomplishments.

Governance

Appendix F - Board Member Resumes and Member Forms

6. Describe the role that the board will play in the school's operation.
The board will establish and define policies and procedures that specify the academic standards expected to be upheld with excellence.
7. How will you know if the school is successful at the end of the first year of operation?
As previously stated, grading rubrics are in place to help assess students' progress and testing scores will reveal each child's accomplishments, revealing the accomplishments of the school.
8. How will you know at the end of five years of the schools is successful?
Students' academic history charts will be a telltale report of the school's success.
Also, if the student body grows consistently each year.
9. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The school will need to constantly maintain all its regulatory standards and keep up with current academia.
10. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
As board members, we are supposed to be committed to a higher ethical standard that assures all shareholders that we can be trusted. As a resolve when there is an unethical occurrence the board may meet to determine a solution and a recourse. If the unethical act is severe in nature an impartial arbitrary entity may be utilized to administer a judgment or penalty.

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

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

Appendix F - Board Member Resumes and Member Forms

Wesley T. Tinsley II

200 Winding Forest dr.
Troutman, NC 28166

Cell: 704/658-6924

wtinsley@gmail.com

SUMMARY

Self- motivated, creative thinker. Excellent customer service skills. Proven ability to recognize and respond to sales opportunities. I enjoy meeting all types of individuals. I love to learn a little of everything because I like being able to relate and create conversation. I like to know what is expected of me so I can plan and prepare. Common quote I use; "Failure to prepare is preparing to fail"

Personal Banker/Lead Teller, Wells Fargo

Mooresville, NC — 2011- 2016

Handle customers transactions such as; check cashing/withdrawals, deposit funds, payments, money orders, cashier checks, merchant orders/change.

Teller Accomplishments

- Consistently maintains teller contributions
- Most Shops are perfect 5
- Customer service recognition
- Recognition for top 2 tellers in district

Banker Accomplishments

- Customer service recognition
- Business advocate

Cash Office Management, Staples

Statesville/Mooresville, NC — 2008- Present

Count and balance tills. Correct overages/shortages. Review settlement reports, variance reports.

Technician, Finish Line Ford

Statesville, Nc 2006-2008

Basic automotive maintenance. Oil change, tire rotation/repair & replace. Full brake service. North Carolina State Inspection License. Transmission service/flush. Service writing

EDUCATION

Liberty University Online

Bachelors in Elementary Education—2013/ Scheduled to attend fall of 2018

Mitchell Community College

Associate in Arts — 2010-2013

Started with one class at a time, later to become full-time student. Told myself I'd never go to college. Also said I'd never become teacher. Well, with encouragement and will power, today I'm working towards my Major: Elementary Education. Looking to attend Liberty University or Gardner-Webb University this Fall 2013

Nascar Technical Institute

Appendix F:

Appendix F - Board Member Resumes and Member Forms

Charter School Board Member Information Form

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

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

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

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

Background

17. Name of charter school on whose Board of Directors you intend to serve: Academy of Excellence Charter School

18. Full name: Wesley T Tinsley II

Home Address: 200 Winding Forest Dr, Troutman NC 28166

Business Name and Address:

Telephone No.: 704-658-6924

E-mail address: wttinsley@gmail.com

19. Brief educational and employment history.

High School Diploma- Laurel Park High School

Automotive Certification- Nascar Technical Institute

Associate in Arts (Elementary Education)- Mitchell Community College

Employment History

Finish Line Ford- Automotive Tech (2006-2008)

Staples Office Supplies- Office supplies/ Cash office (2008-Present)

Wells Fargo Bank- Teller/Personal Banker (2011-2016)

Residential Counselor for Lucas Hope (Group home for boys)

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

No: X

Yes:

Appendix F - Board Member Resumes and Member Forms

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

I received an invitation letter based on my experiences with the academic community, financial services with Wells Fargo Bank, and Royal Rangers mentorship for boys and young men focusing on character formation and leadership skills going on 10 years now. I believe my love for children rest in the fact that they deserve the very best in learning, mentorship, and character formation that we have to offer. We have the responsibility of shaping mindsets in the right direction. I'm confident knowing that I'm working alongside people of like faith and integrity. No child is to be left behind no matter the circumstance. I believe we have to sources and love to support different needs that may arise throughout student's time with our school.

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

My understanding is that board members are to thoroughly understand and believe in the mission of the school. A board member should be able to bring experiences and ideas from their background that are valuable to implement throughout the school. Overall, we are to ensure the school performs well and monitor what strategies we have in place to better our chance of survival and longevity.

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

I believe in and have an open mind in understanding the needs of this charter. My work-life balance is fair and I have no problem prioritizing for this organization. My experiences in finance can be a major key considering that we are dealing with public funds. I will ensure quality mentorship with our students and those who needs extra attention.

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

I have had the privilege of working with boys and young men from K-12 through a ministry called Royal Rangers introduced by my pastor to me at the age of 20. Mentoring young men quickly became a passion because I know firsthand how a good mentor can empower us to become our very best. The Royal Rangers program is such a balanced approach to teaching boys through earning merits, camping, derby car projects, gun safety, hunting, and trade specialties just to name a few. I've also have experience with financial services through banking of 5 years. Helping clients establish good money habits along with building credit, reviewing account statements and establishing loans was an everyday experience with Wells Fargo

School Mission and Program

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

My understanding of the school's mission and guiding beliefs are that we are impacting students' lives not just in the classroom but at home as well. We greatly encourage parental interaction which in fact creates more support for the children. Parents and

Appendix F - Board Member Resumes and Member Forms

teachers can work together creating consistent environments in which shape productive happens all around.

9. What is your understanding of the school's proposed educational program?
Our educational program knows the state of today's children. Technology advancements are quick to evolve and our students are eager to adapt. We know how critical it is to understand their accepted forms of communication. With information at their fingertips, students are ready to share and learn most by doing. By using different media sources, content is endless but opens areas of opportunities for students in creativity and critical thinking.
10. What do you believe to be the characteristics of a successful school?
I believe in teaching good content, but also find it important to teach students to think. Everyone's approach to learning will be different and I believe by adapting to the needs and technical advancements that's ever evolving, we will create a better student body. A successful school communicates as a team and is in touch and responsive to the community. Student progress should be monitored frequently to ensure a quality learning environment while assessing changes as needed.
11. How will you know that the school is succeeding (or not) in its mission?
I believe results don't lie. With an engaged board and strong leaders, I believe we will notice high retaining rates for our students. Our friendly atmosphere is second to none. Our students will produce at an above average level.

Governance

11. Describe the role that the board will play in the school's operation.
The board will ensure that students are learning at the performance level as required. With consistent meetings displaying current standings of students and staff, we have the responsibility of putting the right people in the right places to benefit the school as a whole. The board governs by implementing strategies, fundraising, and building reputation within the community.
12. How will you know if the school is successful at the end of the first year of operation?
I look forward to feedback from students, families, and the community in which we operate. I'll know how successful we are by the strategies and goals set forth being accomplished. As long as the vision is being fulfilled effectively with action plans that have been set in place, I believe the school is on a successful track.
13. How will you know at the end of five years of the school is successful?
5 years is a great measuring tool to gauge from. From my research, most charter schools are less than five years old. As I formerly stated, having a strong and strategic board plays the biggest part in maintaining the longevity and integrity of the school. I believe in effective and timely communication especially within the board. There may be a time when leadership needs to transition or change. That's ok, as long as that is

Appendix F - Board Member Resumes and Member Forms

communicated in a timely fashion and the task at hand is being addressed. With strong financial management and growing student recruitment I believe we will find success.

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

I think following the plan of consistent meetings where board members are actively engaged as well as upholding the vision of our school will ensure steady growth within our school.

In-depth parent involvement with their children is very important because having accountability from multiple angles greatly improves rates of success. By establishing and maintaining partnerships within the community, our school will continue to grow and flourish.

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

I would bring my concerns before the Committee Chairman to properly address the actions and motives related to unethical or questionable acts regarding our school.

*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

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

Appendix F - Board Member Resumes and Member Forms

Latoya L. Peterson

106 Summer Breeze Ct
Statesville, NC 28677

704.450.1657
LatoyaLackeyPeterson@gmail.com

Objective

To secure a position that will allow me to utilize my experience to provide coordination in the development, implementation and revitalization of related management processes, practices and communication in the realm of Human Resources.

Experience

Belk, Statesville, NC

Human Resources Associate/Lead Scheduler, October 2016 - July 2017

- Ensure weekly payroll deadlines are met with accurately.
- Daily maintenance of all Peoplesoft changes or updates to ensure data accuracy.
- New hire onboarding and exit interview completion.
- Ensuring compliance and retention of all associate files, including medical and payroll files.
- Maintain LOA documentation, time adjustment sheets and standard hours exception reporting.
- Responsible for all new hire and store transfer paperwork and setup of all files including I-9 and E-Verify completion within 48 hours of hire date.
- Ensure all new hire training, including training logistics, on-boarding and status check compliance is complete and timely for the store.
- Assist with implementation of new services, policies and procedures or programs
- Oversees all aspects of the scheduling system training associates and managers on the scheduling process and system navigation.
- Meets store budget, base staffing and weekend percent guidelines with minimal edits in the scheduling system.

Toter Manufacturing Plant, LLC a Division of Wastequip, Statesville, NC

Human Resources Generalist, January 2015 – June 2016

- Coordinate New Hire On-boarding process: initiate new hire activity working with hiring managers on new hire setup, completing paperwork and E-Verify process, averaging on-boarding 2-4 employees per month.
- Responsible for data entry and maintenance of HRIS system on a daily basis following up with new hire benefit enrollment.
- Process weekly and bi-weekly payroll for a plant of 200 employees.
- Maintain confidential employee records and attendance records for location.
- Assist with administrative support for annual processes such as open enrollment, annual reviews, incentive bonuses, and benefits.
- Recruitment for hourly personnel for all manufacturing positions and liaison with temporary agencies.
- Assist with safety initiatives including; injury report tracking, paperwork, and programs.
- Prepares and sends letters of employment and terminations. Conducts exit interviews upon termination.

Volvo Group, North Greensboro, NC

HR Board Coordinator & Admin Assistant, February 2011 – January 2015

- Managed Corporate HR and HR Country Committee Teamplace and Sharepoint sites.
- Supported SVP of Corporate HR through organizing/prioritizing schedules and meetings as well as organizing related travel arrangements.
- Coordinated meeting arrangements and special events (onsite and offsite).
- Organized HR Country Committee quarterly meetings, agendas, presentations and issued meeting minutes.
- Entered and process purchase orders, invoices and expense reports for SVP and team including reconciliation of corporate purchasing card.
- Supported HR Health, Safety and Environmental (HSE) function by preparing monthly environmental accrual reports; reconciled \$9 MUSD environmental accounts.

Volvo Trucks, North America (Volvo Business Services), Greensboro, NC

Human Resource Case Manager, July 2009 – February 2011

- Developed and implemented work instructions for HR processes for Business Units for benefits and disability for Tier 1 HR Associates.
- Provided assistance and guidance for Tier 1 HR Associates with processes and documentation needed to

Appendix F - Board Member Resumes and Member Forms

TARSHA DAVIS

119 Robin Aubrey Lane Apt. 304, Mooresville, NC 28117 | H: 434-420-7669 | C: 434-420-7669 |
davisth923@gmail.com

SUMMARY

To obtain an Instructional Facilitator or Teacher/ Student Learning Coach position at North Carolina Connections Academy.

HIGHLIGHTS

- Skilled using Microsoft Office Word, Excel, and Powerpoint)
- Proficient using I-pads (variety of Apps), and Canvas in the classroom
- Experienced using Google Apps (Docs, Drive, Calendar, etc.)

ACCOMPLISHMENTS

Elected as 2016-2017 Teacher of the Year at Statesville Middle School

EXPERIENCE

08/2015 to 11/2016

7th Grade/Advanced ELA Teacher

Statesville Middle School — Statesville, North Carolina

- Designed Blended Learning Lessons according to State Standards and Blooms Taxonomy
- Created a Professional Learning Community for an English Team
- Generated a vision and mission statement for the PLC
- Managed individual student Data Folders
- Planned differentiated lessons using data from Aimsweb, Benchmark test, and I/Ready on-line instructional program
- Retaught state standards based on data from benchmark test
- Organized materials for PLC meetings
- Incorporated different technology programs into lessons
- Invited parents to school to participate in student learning (Parent Project Presentation Day)

08/2005 to 08/2015

General Language Arts Teacher

Rustburg Middle School — Rustburg, VA

- Lead and served as a member of an English Professional Learning Community
- Organized grade level meetings
- Managed parent and student portal for grades
- Developed and analyzed lesson plans according to student's reading levels and the cognitive level of the state curriculum
- Utilized Dropbox to share lesson plans
- Tutored an Academic Academy after school program

06/2005 to 08/2003

6th-8th Grade Title I Reading and Math Teacher

Andrew Lewis Middle School — Salem, VA

- Implemented a Reading Intervention program, Soar to Success
- Taught a computer based Math Intervention program
- Maintained student's Reading and Math scores on Title I forms

07/2003 to 09/2002

K-5 Title I Reading and Math Teacher

G.W. Carver Elementary School — Salem, VA

- Established running records for reading students in small group

Student Handbook

***ACADEMY OF EXCELLENCE
CHARTER SCHOOL***

Statesville, NC

STUDENT HANDBOOK 2018-19

Main Office: (704) 873-9727

Table of Contents

<u>General Discipline Policies</u>	pg3
Expectations.....	pg3
Classroom Discipline.....	pg3
Acts of Misconduct.....	pg5
<u>Grades and Grading Policy</u>	pg5
<u>Student Records</u>	pg6
Student Record.....	pg6
Release of Records.....	pg6
<u>Confidentiality Statement</u>	pg7
School Policy.....	pg7
<u>Parent Educational Partners (PEP Hours)</u>	pg7
<u>After School Care</u>	pg8
<u>Student Pick-up</u>	pg8
<u>Homework/Assignment Policy</u>	pg8
<u>Retaking Failed Course Work</u>	pg9
<u>Cheating Policy</u>	pg9
<u>Lunchroom/Littering</u>	pg10
<u>Language Policy</u>	pg10
<u>Harassment/Bullying</u>	pg10
<u>Sexual Harassment</u>	pg11
Hostile Environment.....	pg11
Complaint Procedure.....	pg12
<u>Inclement Weather</u>	pg12

General Discipline Policies

Discipline is the training that corrects, molds, or perfects the mental faculties or moral character of an individual. However, we commonly use the word “Consequences” with our students. Discipline is established and maintained at Academy of Excellence Charter School with the intent to train each student. We desire to be fair yet firm and consistent. The first goal of our discipline policies and procedures is to help students with self-development. The second is to create an environment that facilitates maximum learning for each student. The third is to help each student learn to move forward from external control to self-control.

A student may be dismissed from school at any time if he or she is found to be out of harmony with the rules and policies of the school and its goals or admits to or displays lifestyle choices that are not expected from a student of AO ECS. Decisions in these matters are the full responsibility of the administration.

Expectations

It is expected that students will:

- Follow all rules, guidelines set forth by the school and the teacher (misbehaving is a matter of choice)
- Accept the responsibility for their own behavior.
- Respect the rights of the teacher and fellow students to learn
- Respect each teacher and each other
- Be obedient and respectful to all those in authority
- Take care of the building and all school equipment and materials
- Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to others, and being considerate of others’ and the school’s property.
- Students are also expected to follow the school dress code, be punctual, and refrain from cheating in any way.

Classroom Discipline

At AO ECS, the teacher is the principle authority in the classroom and assumes the major responsibility for training and disciplining each student. The students are expected to follow the specific guidelines and rules of the classroom and the school. The focus word is **RESPECT**. Specific behaviors in the classroom for which students will receive consequences from the teacher, monitor or administrator, include, but are not limited to:

- Not being prepared for class
- Failure to complete assignments
- Chewing gum or eating/drinking (except for bottled water) in the classroom
- Tardiness
- Lying
- Cheating
- Disobedience/Lack of respect
- Disrupting the teacher-learner process
- Swearing/inappropriate language (verbal or non-verbal)
- Dress code violations
- Disruptive behavior in the halls
- Students in areas that are not assigned
- Public displays of affection
- Horseplay
- Being out of your seat without permission
- Defacing student desks or boards or furniture
- Scoring violations

Consequential measures available to the teacher in dealing with a student's lack of self-discipline include but are limited to:

- Speaking directly to the student about the behavior
- Asking the child to sit out if an activity
- Establishing a classroom consequence (i.e. detention, work assignments)
- The teacher will inform the parents via telephone or in writing
- Parent/teacher conference or request administration involvement

Further inappropriate behavior may result in administrative discipline, which may include:

- Detention (lunch time or other)
- Suspension
- Expulsion

A school bus/van is considered an extension of the classroom. Violations of conduct code will be dealt with accordingly. This is true for all school activities inside and outside regular school hours. A student in grades 6-8 will earn detention if they receive three or more demerits in one day. A demerit is given when a student breaks a classroom or school rule.

Acts of Misconduct

Both minor and major acts of student misconduct will initiate school disciplinary procedures. Generally, discipline will be administered by the teachers but may also be administered by the principal or other staff member. Acts of misconduct are listed in the AOE Code of Conduct. This list is not to be construed as an all-inclusive list or as limiting the authority of school officials to deal appropriately with other types of conduct which therefore with the good order of the school, the proper functioning of the educational process or the health and safety of other students.

A student violating any of the acts of misconduct listed in of a gross misdemeanor and will be disciplined. Additionally, a student who engages in the act of misconduct that violates the law may be referred to the appropriate police authority.

The acts of misconduct and penalties listed below are applicable when a student:

- Engages in acts of misconduct on school property
- Engages in an act of misconduct in a motor vehicle being used for a school related purposes.
- Engages in an act of misconduct at a high-school related activity, function or event.
- Engages in an act of misconduct off school premises, which act, in the judgment of the administration, is of such seriousness that the student's continued attendance in school would present a danger to the health and safety of students or employees or would endanger the proper functioning of the educational process.

Grades and Grading Policy

Parents are naturally interested in the quality of work their student does in school. At the end of each nine-weeks period, report cards are provided to parents. The student is the one who determines just what the quality of work will be. The only grades permanently recorded on high school transcripts are semester grades.

The following grading system is used at the Academy of Excellence Charter School:

A	93-100	consistent superior work
B	86-92	exceeds minimum standards
C	80-85	meets minimum standards
D	70-79	below average
F	69 and below	below minimum standards (must repeat work)
Inc	incomplete (missing assignments)	

Mid quarter (four and a half weeks) of each grading period progress reports will be filled out by

each teacher for all students whose work is below minimum standards. These reports will be sent home informing the parents of the current grade and the amount of work complete. This will aid in improving the academic standing of each student.

Student Records

Student record shall include:

- All academic records including transcripts of grades and quarterly grades reports, record of attendance, progress reports, achievement test records, and records of health as required by state law.
- All behavioral records, including psychological testing, personality evaluation letters to parents, records of conversations, written transcripts of incidents, and formal administrative actions (i.e. suspensions or expulsion) taken relative to student behavior.

Release of records:

- All student records maintained by the school shall be made available for inspection by the students and parents or guardians. These records shall be made available only in the presence of a school official.
- Student records will only be forwarded to another school upon receiving written permission from parents or guardians.
- The administration may withhold report cards, diplomas, or other records if student owes fees or has lost or willfully damaged school property until the amount owed is paid in full.

Custodial/non-custodial parent access to records, administration and designated school personnel, in the fulfillment of their perspective functions, may have access to the student records. Outside the school community, only the person(s), usually the parent (s), who have legal responsibility for the student may have access to the student records. Any parent or adult student desiring to inspect their record must address their request to the Chief Administrator in writing. Such request must be honored within fifteen days. All tests and evaluations will be translated in meaningful terms, and emphasis is to be placed upon the relationship of all known factors influencing the educational development of the student. The administration of the Academy of Excellence Charter School, unless informed otherwise, assumes that there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's progress and activities. If restrictions are made relative to the above rights, the custodial parent will be requested to submit a copy of the court order, which curtails these specific rights. With exception of "directory" type information-name, address, phone number-the school will not release the information contained in the student's records to other parties without prior written consent of the person legally responsible for the

student. According to the law, the school is authorized to release the information contained in the student's records without permission to federal, state, and local authorities in the performance of their functions and to the court or law enforcement official upon issuance of a subpoena or court order. The administration of the Academy of Excellence Charter School presumes that the person who enrolls a student in the school is the student's custodial parent. The Board, unless informed otherwise, assumes that there are no restrictions regarding non-custodial parent's rights to be kept informed of the student's school programs and activities. The student is not permitted to visit or be released to anyone, including the non-custodial parent, without the approval of the custodial parent except provided in "Child Abuse" policy.

Confidentiality Statement

There may be some in our student body who need to receive counseling for academic, behavioral, and/or personal reasons. To further this school, parents and students need to understand the following information on both ethical and legal grounds:

Conversations in counseling sessions are considered confidential. However, the following are events that may necessitate a report to the Department of Health and Social Services.

- Legal Evidence of or suspected physical or sexual abuse
- Serious evidence of suicidal tendencies
- Serious evidence of the possibility of harm to others

School Policy:

Any school rule and state or federal law which has been broken, may be reported to the administration, parents, and /or police.

Parent Educational Partners (PEP Hours)

- AO ECS encourages parents to participate in the education of their children. All parents are responsible for four PEP hours per quarter. Possible opportunities for PEP Hours include making, phone calling from home on behalf of the school, general office help, graduation planning, snack program assistance, classroom volunteer, field trips, coaching athletics, merit store, assisting competitive preparation, running errands for school, cleaning and organizing. There may be other opportunities. Parents will be informed as they arise. Total PEP hours per year are twenty-eight.
- A minimum of four fundraisers will occur during the school year. Taking responsibility for one of the major fundraisers will cover all PER hours for the year. Each family is requested

to participate in at least two of these fundraisers.

After School Care

The school is open at 7:30 a.m., and class starts at 8:00 a.m. If there is a need, the school will provide before and after school care. No more than 1 hour before school and no more than 1 hour after school. Children are supervised before and after school. Some activities they may participate in are homework help, outdoor playtime, reading, coloring, finishing homework, etc.

Student Pick-up

A student may be picked up at any time during the school day by the parent/guardian. However, if you are picking up your child before 2:30, the following guidelines apply:

- The parent must come in the school and sign the child out for the day and provide a written reason for the early dismissal.
- Children will only be released to a parent, legal guardian, or persons on their emergency card. Prior arrangements must be made to have anyone else pick up your child.
- If the child is picked up before 11:00 a.m., the day will be counted as an absence.

Homework/Assignment Policy

- Homework is a valuable aid. It helps students make the most of their school experience. The AOECS defines homework as an independent activity to be accomplished outside of the school day and without teacher assistance to reinforce concepts learned in class. Some homework may require parental help. Assigning homework strengthens academic skills, helps students learn responsibilities and develop positive study habits, and helps parents stay aware of student's work. Effective use of homework requires cooperation among administration, teachers, students, and parents.
- Students who learn quickly and apply themselves during the school day will have less comparatively less homework than other students. Some will find it necessary to spend more time doing homework to keep up to grade level. The amount of evening study will be greatly affected by effective team management during and immediately after the school day. An average middle school student can expect three hours of homework each week per subject.
- Homework assignments will be left up to the discretion and judgment of the teacher. Some courses require more homework than others. However, all students are expected to have homework assignments completed on the following day of school unless otherwise noted by the teacher.
- The parent has a responsibility in assisting the student with their homework by providing a

time and place with an atmosphere that encourages concentration upon the work to be done. Parents should encourage their student by showing interest in affirming the importance of doing quality work on assignments. Parents should also be careful to monitor other activities that may conflict with time needed for study.

- Each student will have a parent/teacher envelope. Any homework assignments will be placed inside the envelope including the date on which the homework is assigned. Parents should check their child's envelope every day for correspondence from the teacher. Homework slips should be signed and returned to school.
- A parent may come to the school at any time the school is open and request permission to access their student's locker or desk to obtain any necessary books, notebooks, or other material their student might need to complete assignments at home. Homework not completed before class starts will or will not be counted incomplete at the discretion of the teacher.

Retaking Failed Course Work

- Any student who score a 69% or below in any course will be required to retake the course. Further, any students in honors or AP courses will be required to take the course over if they score less than 85%.

Cheating Policy

- It is our desire for the students at AO ECS to conduct their lives with integrity. Therefore, copying answers from the score key, form another student, and plagiarizing will not be tolerated. Plagiarism is defined as the failure to identify any part of an assignment that uses words or material of other people without giving credit to the proper source. The following guidelines will apply to plagiarizing and cheating:

First Offense- Telephone contact with parents and a written report sent to the principal's office. Student will receive a zero on the assignment.

Second Offense- Three-day suspension and removal from all extra-curricular activities including sports for that period. The student will receive a zero on the assignment.

Third Offense- Five (5) day suspension with the possibility of expulsion.

Lunchroom/Littering

It is our desire that student of AO ECS respect and appreciate our facilities. With this in mind, the following guidelines are for littering and for the lunchroom:

1. All trash is to be thrown in the garbage can
2. Students are to eat in the common area during lunch time
3. Student behavior should be based on courtesy and cleanliness
4. Students are responsible for clearing their table/desk and depositing trash and leftovers in the garbage cans
5. Lunchroom cleanup will be assigned for all grades 4th-8th on a rotating basis and will consist of wiping down tables and general cleaning.
6. Failure to complete assigned lunchroom duties, inappropriate lunchroom behavior, or leaving trash or food on tables will result in the following:

1st Offense 2nd Offense 3rd Offense

Language Policy

Lunch detention Additional lunch detention and/or Saturday School Short term suspension. The language that we use on the campus of the school (and elsewhere) written or spoken, verbal or non-verbal, should be consistent with what is expected of us. Profanity, gossip, filthy, and hurtful words proceed from an unkind heart. Students using inappropriate language will be referred to the administration. In addition, any terms in the opinion of the administration deemed to be obscene will be confiscated immediately. Parents will be notified and the offending student may receive Saturday school, suspension, or expulsion.

Harassment/Bullying

AO ECS has adopted a policy of "zero-tolerance" with respect to unlawful harassment. Harassment is verbal or physical conduct which denigrates or shows hostility or aversion toward an individual based on race, color, religion, sex, national origin, age, sexual orientation, personal appearance, disability, status as a Vietnam-era or special disabled veteran, or status in any group protected by state or local law. Harassment can also occur if conduct is directed toward a person's relative, friends, or associates.

- Harassment and bullying of any kind will not be tolerated. Harassment/ bullying include but are not limited to, focusing on a person's race, creed, color, handicap, faith, or national origin.

- Prohibited harassment/bullying actions include but are limited to comments, slurs, jokes, innuendos, cartoons, pranks, and physical harassment.

Teachers, students, and parents should feel free to contact the administration when they feel that harassment of bullying has occurred.

Sexual Harassment

Sexual Harassment is defined as:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:
 - Submission to such conduct is made either explicitly or implicitly a terms or conditions.
 - Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment
 - Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive learning environment.
2. Offensive comments, jokes, innuendos, and other sexually oriented statements.

“Hostile environment” this form of harassment occurs when a person is subjected to a pattern of unwelcome, sexually, racial, religious, etc. related conduct in a place that creates a hostile, intimidating, or offensive learning environment.

Such conduct includes, but is not limited to:

- Slurs
- Stereotyping
- Threats
- Intimidation
- Hostile or demeaning jokes and pranks
- Persecution

It should be noted, however, that sexually harassing conduct need not be of a specifically sexual nature, it need only be gender-based.

Examples of the types of conduct expressly prohibited by this policy include, but are not limited to, the following:

- Touching, such as rubbing or massaging someone's neck or shoulders, stroking someone's hair, or brushing against another's body.

- Sexually suggestive touching.
- Grabbing, groping, kissing, fondling.
- Violating someone's "personal space."
- Whistling at another person.
- Lewd, off-color, sexually oriented comments or jokes.
- Foul or obscene language.
- Leering, staring, stalking.
- Suggestive or sexually photographs, graffiti, cartoons.
- Unwanted or offensive letters or poems.
- Sitting or gesturing sexually.
- Offensive E-mail or voice-mail messages.
- Sexually oriented or explicit remarks, including written or oral references to sexual conduct, gossip regarding one's sex life, body, sexual activities, deficiencies, or prowess.
- Sexual favors in return for better grades, or threats if sexual favors are not provided.
- Spreading of sexual rumors.
- Sexual assault or rape.

Complaint Procedure

Students who feel that they are being harassed should report the incident immediately to the school administration unless the complaint involves the Chief Administrator, in which case employees should report to the Board of Directors. Employees who have personal knowledge of the occurrence of harassment shall report the incident immediately to the school administration and/or Board. Your complaint will be kept confidential to the maximum extent possible; however, AO ECS cannot guarantee anonymity to persons who report harassment. If AO ECS determines that an employee is guilty of harassing a student or another individual, appropriate disciplinary action will be taken against the offending employee up to and including termination of employment. AO ECS prohibits any form of retaliation against any student for filing a complaint under this policy or for assisting in a complaint investigation. However, if, after investigating any complaint of harassment or unlawful discrimination, it is determined that the complaint was not made in good faith or that a student or an employee has provided false information regarding the complaint, disciplinary action may be taken against the individuals who filed the complaint or who gave the false information, including disciplinary and/or legal action.

Inclement Weather In the event of inclement weather, AO ECS will follow Iredell-Statesville School District directives. Watch your local news station.

Appendix G: Proposed By-Laws

ARTICLE 1 – NAME

The name of the corporation shall be Academy of Excellence Charter School. (the “**Corporation**”).

ARTICLE 2 – PURPOSES

The purposes for which the Corporation is organized are: (A) To operate a public charter school in the State of North Carolina pursuant to N.C.

Gen. Stat. § 115C-238.29A *et seq.*; (B) To provide a K-8 education that places each student on the path to academic proficiency and college readiness; and

(C) To operate exclusively for religious, charitable, scientific, literary, or educational purposes within the meaning of Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provisions of any future U.S. Internal Revenue laws (the “**Code**”), provided the Corporation shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under Section 501(c)(3) of the Code.

ARTICLE 3 – OFFICES

1. Principal Office. The principal office of the Corporation shall be located at 612 South Race Street, Statesville, NC 28677 [address].

2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation; provided, however, the Corporation’s registered office shall be located in the State of North Carolina, and shall be the business office of the registered agent.

3. Other Offices. The Corporation may have offices at such other places within the State of North Carolina as the Corporation’s Board of Directors (the “**Board**”) may determine from time to time.

ARTICLE 4 – BOARD OF DIRECTORS

1. **General Powers.** The business, property, and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation’s Articles of Incorporation (the “**Articles**”), these Bylaws (the “**Bylaws**”).
2. **Number and Election.** The number of Directors on the Board (the “**Directors**”) shall not be less than five (5) or more than nine (9). At any annual meeting, the Directors may fix the number of Directors to be elected at the meeting by resolution. In the absence of such a resolution, the number of Directors elected at the meeting, plus the number of Directors continuing in office, shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Board. Directors shall be elected at any annual or special meeting of the Board by a vote of a majority of the Directors then in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board.
3. **Terms.** The initial Directors shall be divided into two (2) classes, as nearly equal in number as possible, to serve in the first instance for terms of one (1) and two (2) years, respectively, and until their successors shall be elected and shall qualify. Thereafter, the successors in each class of Directors shall be elected to serve for terms of four (4) years and until their successors shall be elected and shall qualify. In the event of any increase or decrease in the number of Directors, the additional or eliminated directorships shall be classified such that all classes of Directors remain or become equal in number, or as nearly equal in number as possible. In the event of the death, resignation, retirement, removal, or disqualification of a Director during the elected term of office, the Director’s successor shall be elected to serve only until the expiration of the term of the predecessor. Directors may be reelected with no limit on the number of terms.

4. **Qualifications.** A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board.
5. **Excluded Persons.** The following persons shall not be eligible to serve on the Board: (i) employees of the charter school operated by the Board; or (ii) any director, officer, or employee of a service provider or management company who contracts with the Corporation.
6. **Removal.** A Director may be removed by the Board with or without cause by a resolution duly adopted by a majority of the Directors then in office.
7. **Resignation.** A Director may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the next highest-ranking officer of the Corporation (an “**Officer**”). The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.
8. **Vacancies.** A vacancy on the Board shall be filled as provided in Section 2 of this Article.
9. **Compensation.** All Directors shall serve as volunteers without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 5 — MEETINGS OF DIRECTORS

1. **Annual Meeting.** The annual meeting of the Board shall be held in the month of June of each year for the purpose of electing Directors and Officers and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the

request of any two Directors and such meeting shall be designated and treated for all purposes as the annual meeting.

2. Regular Meeting. The Board shall set a schedule of the time and place for the holding of regular meetings, which shall occur at least once each month.

3. Special Meeting. Special meetings of the Board may be called by or at the request of any two Directors.

4. Open Meetings. All meetings of the Board shall comply with Article 33C of Chapter 143 of the North Carolina General Statutes. Consistent with that Article, the Board shall, among other things: (i) cause a current copy of the schedule of its regular meetings to be kept on file with the Secretary of the Corporation; (ii) give public notice of regular, special, and emergency meetings pursuant to N.C. Gen. Stat. § 143-318.12; and (iii) only take action by written ballot in accordance with N.C. Gen. Stat. § 143-318.13.

5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place as shall be designated in the notice of the meeting or agreed upon at or before the meeting by a majority of the Directors then in office. However, unless conducted electronically, all meetings of the Board shall take place within the State of North Carolina and within close proximity to the charter school operated by the Board, such that parents, students, and interested parties may attend.

6. Manner of Acting. The act of the majority of the Directors then in office at a properly noticed and conducted meeting shall be the act of the Board, except as otherwise provided by law.

7. Meeting by Conference Telephone. Any one or more Directors may participate in a meeting of the Board by conference telephone or other electronic means which allows all Directors to simultaneously hear one another during the meeting, and such participation shall be deemed

presence in person at such meeting. If the Board holds a meeting by conference telephone or other electronic means, it shall provide a location and means whereby members of the public may listen to the meeting, and notice of the meeting shall be provided as required by N.C. Gen. Stat. § 143-318.13.

ARTICLE 6 – COMMITTEES

1. Committee Authority. The Board may designate one or more committees by resolution. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporation's assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws, or applicable law.

2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article 5 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE 7 – OFFICERS OF THE CORPORATION

1. Number and Titles. The Officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. Except as otherwise provided in these Bylaws, the Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two or more Officers is required.

2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with or without cause.

4. Resignation. An Officer may resign at any time by providing written notice to the President of the Corporation, or if the President is resigning or the Presidency is vacant, then to the Officer holding the next highest office. The resignation shall be effective when communicated, unless the notice specifies a later effective date or subsequent event upon which it will become effective.

5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such

other duties as from time to time may be assigned to the Vice President by the President or by the Board.

8. Secretary. The Secretary shall be a member of the Board and shall be responsible for keeping the minutes of the Board meetings and seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

9. Treasurer. The Treasurer shall be a member of the Board and shall: (i) have charge and custody of and be responsible for all funds and securities of the Corporation; (ii) keep accurate books and records of receipts and disbursements; (iii) deposit all moneys and securities received by the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board; and (iv) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

10. Compensation. All Officers shall serve as volunteers without compensation. By resolution of the Board, Officers may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE 8 – CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

1. Contracts. The Board may authorize any one or more Officers to enter into any contract or other instrument on behalf of the Corporation. Such

authority may be general or confined to specific instances. When the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, without specifying the executing Officers, the President or Vice President, and the Secretary or Treasurer may execute the same.

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

3. Checks, Drafts, and Orders for Payment. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers as shall from time to time be determined by resolution of the Board.

4. Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a “**Conflict of Interest**”). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (i) has a material financial interest; or (ii) is presently serving as a director, trustee, officer, or general partner of another party. Pursuant to N.C. Gen. Stat. § 55A-8-31, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors then in office who have no Conflict of Interest, which must be more than one Director.

6. Contracts between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the

extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant sections of the Code or applicable provisions of state ethical requirements for local government officials.

ARTICLE 9 — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the North Carolina General Statutes each person who is or was a Director, Officer, or member of a committee of the Board and each person who serves or has served at the request of the Board as a trustee, Director, Officer, partner, or employee of another corporation, partnership, joint venture, trust, or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his or her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person described in this Article if such indemnification would jeopardize the Corporation's tax-exempt status under Section 501(c)(3) of the Code. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE 10 — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on the following June 30; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE 11 — DISPOSITION OF ASSETS

If the Corporation is granted a charter to operate a public charter school by the State Board of Education and the Corporation is subsequently dissolved or the charter is terminated or not renewed, then all net assets of the Corporation purchased for the school shall be deemed the property of and distributed to the local school administrative unit in which the school is located in accordance with N.C. Gen. Stat. § 115C-238.29F(i) or the corresponding provision of any future North Carolina charter school law. To the extent the Corporation possesses assets other than those subject to distribution pursuant to N.C. Gen. Stat. § 115C-238.29F(i), upon termination, dissolution, or winding up of the affairs of the Corporation, the Directors shall, after paying or making provision for payment of all liabilities of the Corporation, distribute all such remaining assets among one or more organizations, which are organized and operated for exempt purposes and qualified as exempt organizations under Section 501(c)(3) of the Code and to which contributions are deductible under Section 170(c)(2) of the Code, or to federal, state, and local governments to be used exclusively for public purposes.

ARTICLE 12 — NON-DISCRIMINATION

The public charter school operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status, and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

ARTICLE 13 — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors then in office at any regular or special meeting of the Board, provided that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed

amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment.

9. The street address and county of the principal office of the corporation is:

Principal Office Telephone Number: (704) 873-9727

Number and Street: 612 So. Race Street

City: Statesville State: NC Zip Code: 28677 County: Iredell

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

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (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.

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

This is the 21 day of Sept, 2017.

Incorporator Business Entity Name

✓ Daneel Peterson
Signature of Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Academy of Excellence Charter School

2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Darrell Peterson

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

Number and Street: 612 South Race Street

City: Statesville State: NC Zip Code: 28677 County: Iredell

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

5. The name and address of each incorporator is as follows:

Name	Address
<u>Byron Long</u>	<u>1414 Winter Drive Statesville NC 28677</u>
<u>Myrah Lyles</u>	<u>1822 Gay Street Statesville NC 28677</u>
_____	_____

6. (Check either "a" or "b" below.)

a. The corporation will have members.

b. The corporation will not have members.

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

8. Any other provisions which the corporation elects to include are attached.

SIGNATURE AND NOTARIZATION PAGE

FOR THE SCHOOL: Academy of Excellence Charter School
(School Name)

This 21st day of Sept 2017.

Darrell Peterson
(Print Name of Board Chair/ President)

Darrell Peterson
(Signature of Board Chair/President)



Sworn to and subscribed before me this 21st
day of September, 2017.

Dalene L. Keaton
Notary Public
My commission expires August 31st, 2020.

FOR THE STATE BOARD OF EDUCATION:

This _____ day of _____ 2017.

(State Superintendent)

(Signature of State Superintendent)

Sworn to and subscribed before me this _____
day of _____, 2017.

(Official Seal)

Notary Public
My commission expires _____, 20__.

Appendix L: Insurance Quotes

INSURANCE PEOPLE

Below are the **estimated annual premiums:**

Academy of Excellence Charter School

Property Premium Estimate		\$900
Building	\$300,000	
Contents	\$200,000	
Deductible	\$1,000	
Form	Special	
Equipment Breakdown Included		

General Liability Premium Estimate		\$1,188
Rating Basis:	Students	100
	Faculty	17
Limits:		
Per Occurrence Limit	\$1,000,000	
Annual Aggregate	\$3,000,000	
Sexual Abuse & Molestation	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	
Employee Benefits	\$1,000,000 per occurrence	
	\$3,000,000 aggregate	

School District & Educators Legal Liability (D&O/ E&O)		
Premium Estimate		\$3,056
	\$1,000,000 per occurrence	
	\$2,000,000 aggregate	
Additional Defense	\$100,000/\$50,000/\$100,000	

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate **\$332**

Limit \$250,000

Auto Premium Estimate **\$181**

Hired & Non Owned Autos Only
Limit of Liability \$1,000,000

Head of Class Endorsement **\$82**

Workers Compensation Premium Estimate **\$2,485**

Statutory State - NC
Employers Liability \$500/ \$500/ \$500
Payroll Estimate \$385,000

Umbrella Premium Estimate **\$2,387**

Limit of Liability \$1,000,000

TOTAL ESTIMATED PREMIUM **\$10,611**

Student Accident Coverage \$7.00/ student

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

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: Brain Crawford
- Date of Review: June 24th 2017
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Darrell Peterson
 - Byron B. Long, SR.
 - Mych C. Johnson
 - Wesley Jinsley
 - Lisa King
 - Tasha Davis
 - Latoya Peters

Certification

I, Darrell Peterson, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Academy of Excellence Charter School is true and correct in every respect.

Darrell Peterson _____ 9/21/17
Signature Date