

Achievement Charter Academy  
Appendix A1: Evidence of Educational Need

EDUCATIONAL NEED

Harnett County is the fifth fastest growing county in our state and the growth rate is predicted to continue increasing. The Natural Resources map included in this Appendix shows the growth pressure for Harnett County. The areas in red and dark red are the High and Very High areas. Note the “X” in the northern central part of the county. This is the proposed location for Achievement Charter Academy. It is situated in one of the most highly stressed growth areas of the county. Less than three miles south of our location and to the east is the location of Lafayette Elementary School, which is also in the highest growth pressure areas. Harnett Central Middle School is a few miles southeast of Lafayette Elementary and it also sits in the middle of the largest growth pressure area of the county. There are no known plans at this time to build either a new elementary or middle school to relieve the congestion that is bound to occur. Please refer to the recent articles from the Daily Record in Dunn, which describe in more detail the urgent need for new schools in our county due to overcrowding. A charter school in our area of the county would provide immediate relief of this situation and would reduce the need for re-districting and “express busing” by reducing overcrowding in the closest elementary school (Lafayette, which is capped at 875 and Harnett Middle, which is currently the most overcrowded school in the county).

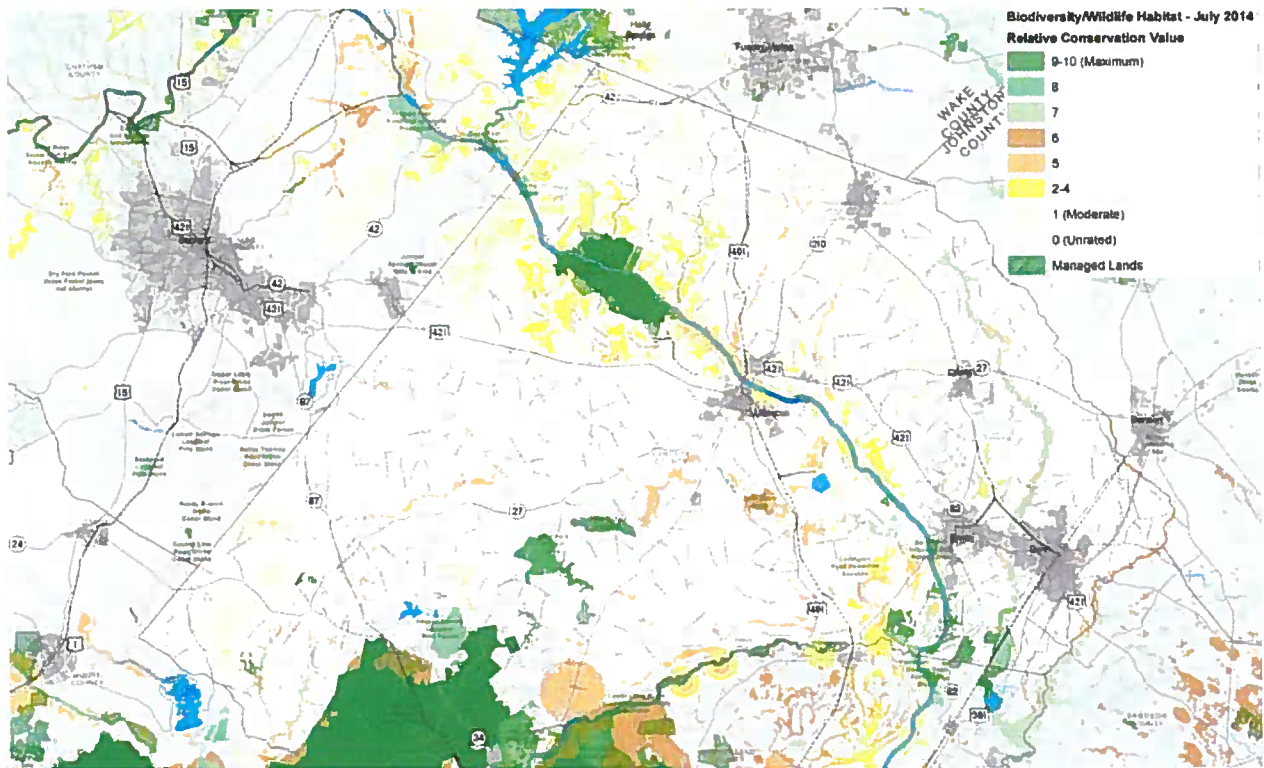
According to the NCDPI’s “Report to the N. C. General Assembly” of 3/15/17, the drop-out rate in Harnett County increased 19.3% from its 2014-15 rate of 3.46% to its 2015-16 rate of 4.00% , both of which were higher than the N. C. average in both school years of 2.39% and 2.29% respectively. The reasons for drop-out statewide were varied, with “attendance” being number one and “lack of engagement with school and or peers” as number three. Part of the mission of ACA is to create a “joyful and engaging learning environment” where students feel valued and receive the attention they need to meet individual needs. We believe that our charter, in doing all that can be done to create an environment where students like coming to school and to help students see themselves as succeeding, will carry over into their high school years and help reduce the likelihood that they will drop out.

Teacher turnover in our county is higher than the state average (18% in both elementary and middle). Achievement Charter Academy will provide an environment where teachers feel valued and are given more flexibility in the teaching strategies and interventions they use with their students. For this and other reasons explained in this application, we believe that our teacher turnover rate will be lower than the state average of 13% in elementary and 15% in middle school.

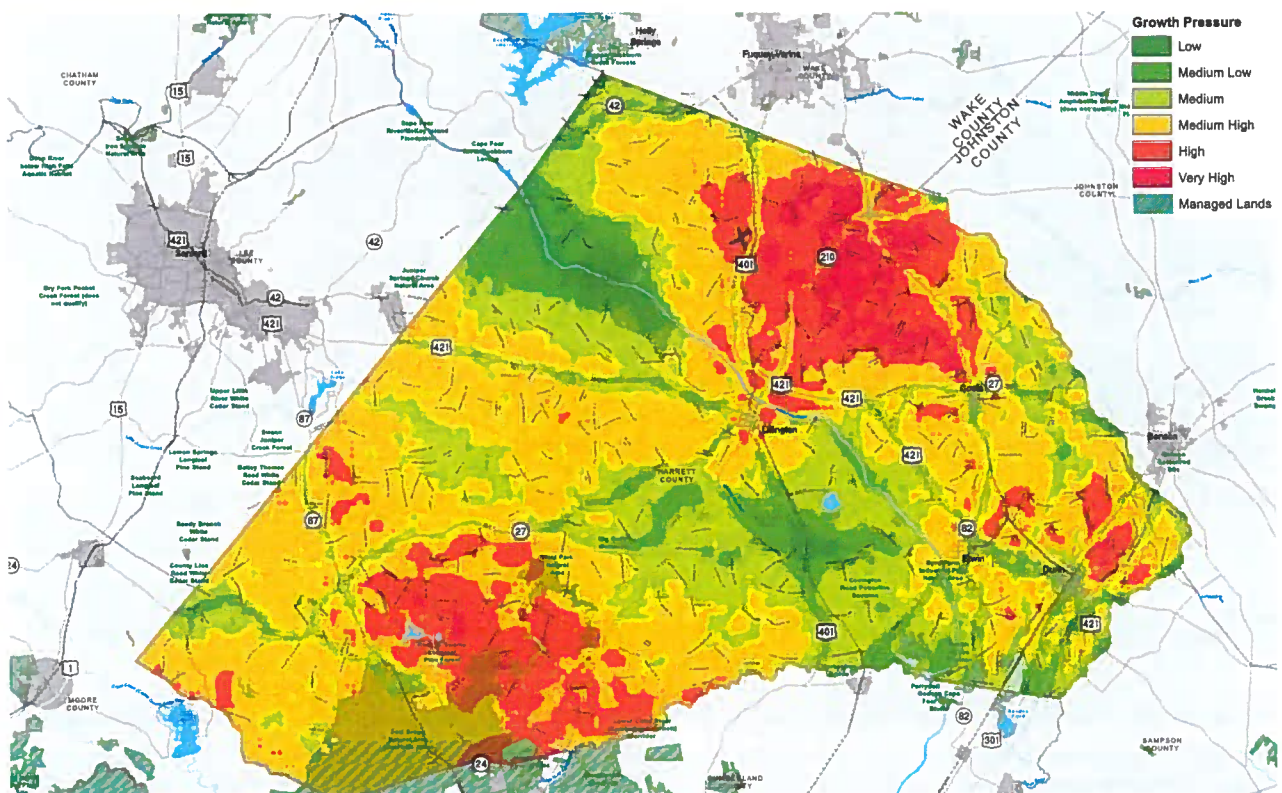
For the above reasons, in particular the current the growth rate and overpopulation in many of our county schools, we believe that there is an immediate need for a new charter school in this part of Harnett County.

# Natural Resources

## BIODIVERSITY AND HABITAT



## GROWTH PRESSURE



# Superintendent Asked About School Crowding At State Of County

August 2

By TOM WOERNER

Of The Record Staff

Interested residents heard about the state of the county, the local school systems and the local economy at a special event sponsored by the Lillington Chamber of Commerce Tuesday.

Speakers from Central Carolina Community College, Harnett County and the North Carolina General Assembly briefed the crowd on how Harnett County is progressing at a State of the County lunch on the campus of Campbell University.

Three speakers brought remarks to the crowd but perhaps one of the most interesting updates came in a question-and-answer session following the comment section.

One member of the audience asked Harnett's new superintendent and panel member Aaron Fleming what is being done to address overcrowding issues at Harnett Central Middle School.

See State Of County, Page 8

Daily Record Photo/Tom Woerner

A variety of vendors, shown here in the Pope Convocation Center in Buies Creek, showed local citizens what they have to offer at a State of the County lunch hosted by the Lillington Chamber of Commerce Tuesday. The event featured remarks from local governmental and educational leaders.

## Continued From Page One

The school has approximately 1,200 students in a building designed for just over 800. The crowding situation has forced the entire sixth grade to attend class in mobile classrooms. Meanwhile, other middle schools have empty seats.

Mr. Fleming said eight mobile units have recently been removed from the site, with 20 of the classrooms remaining.

“We are looking at ways we can find funding to build new schools,” Mr. Fleming said. “The question is determining where the new school will be located.”

He said studies are being done to determine where the best location to build a new middle school would be. Areas being considered are south of Lillington or in the U.S. 401 corridor north of Lillington. Mr. Fleming reinforced a board decision last week to look at construction of a new elementary school in Erwin as a replacement for the existing site.

“We have needs at the elementary level that we have to address,” Mr. Fleming said.

Mr. Fleming also said the schools are working at ways to increase teacher supplements. He said he would like to see the local school system move toward a supplement equaling 10 percent of the state allotted salary for teachers.

Harnett County currently has a supplement of approximately 6 percent of the state salary compared to schools in surrounding counties where the supplement reaches as high as 12 percent.

“If we get to 10 percent it is going to help us retain teachers,” Mr. Fleming said.

Rep. Lewis, speaking in place of N.C. Sen. Ronald Rabin, who had eye surgery, said the road issues are complicated by the fact Harnett County transportation planning is divided into two agencies, the Capital Area Metropolitan Planning Organization, or CAMPO, and the Fayetteville Area Metropolitan Planning Organization, or FAMPO.

“We have a good strategic location, but we have transportation issues and we are addressing them,” Mr. Lewis said.

He told the crowd plans are progressing for a bypass plan or road widening project in the Angier area, with completion tentatively scheduled in 2022. Three potential

plans have been proposed.

Rep. Lewis said plans are not as advanced for the widening of U.S. 401 into a four-lane road.

“We are working to secure funding for that project,” Rep. Lewis said.

Harnett County and Central Carolina Community College leaders talked about the current economic situation and ways the community college is training potential employees. Jon Matthews, Central Carolina College’s Harnett County provost, said his school is preparing to enroll approximately 55 students in the new early college program which will begin later this year. The program will be held in the school’s Dunn Center, located in the old Harnett High School on Johnson Street.

Other areas of growth at the school include implementation of a new small engine repair program, other programs at the Dunn Center and more technical needs to meet the needs of the local workforce.

“We have grown slowly and we continue to spread,” Mr. Matthews said. Mr. Dula brought good news to the crowd, saying he sees promise in the future.

“The Harnett County economy is strong, we have challenges, but we have potential,” he said.

Prior to the speaker part of the program, local nonprofit vendors provided information to the public on the floor of the Gore Arena, which is part of the Pope Convocation Center. Lillington Chamber of Commerce Director Phil Addison said he sold approximately 120 tickets for the event.

“We had a good response. I think it went well,” Mr. Addison said.

The event brought out an assortment of local officials. Among those in attendance were county Commissioners Gordon Springle, Howard Penny and Barbara McKoy; Angier Mayor Lew Weatherspoon; Angier Board members Bob Smith and Jerry Hockaday, along with Town Manager Coley Price; Coats Mayor Walter Weeks; and Dunn City Manager Stephen Neuschafer.

# School Growth Expected To Continue In Most Schools

April 19

- Schools in east may decline.

By TOM WOERNER

Of The Record Staff

The organization which has accurately predicted school growth in Harnett County for the last 10 years told a joint meeting of the Harnett County Boards of Education and Commissioners Monday night they need to plan now for more growth.

Officials with the Operations Research and Education Laboratory, or ORED, at North Carolina State University have worked with the school system since 1999. At the time the group predicted there would be 20,446 students in the system this year. The actual number of students enrolled as of Monday was 20,615. That indicates an error margin of less than 1 percent.

Charts for 2027 show there will likely be 22,843 students in the system in the 2026-27 school year. If no changes are made, Harnett Central Middle School, the most crowded school in the county, will be even larger. If districts remain the same, and no schools are built, Harnett Central Middle School is projected to have 1,392 students in a building designed for 950 students. As of Monday, there were 1,228 students enrolled in the school.

The entire sixth grade attends class in mobile units because of the crowding at the school.

See Ggrowth, Page 3 Growth

Continued From Page One

The county is expected to have 15 schools above capacity numbers for the 2026-2027 school year. Schools in the eastern part of the county, specifically Triton High

School, Dunn Middle and Coats-Erwin Middle, will remain under capacity and some will see their population numbers drop.

The charts show that in 2026 Triton High School is projected to have 1,346 students in a building designed for 1,625. The school had 1,356 students as of this week. The population at Dunn Middle School and Coats-Erwin Middle School is also projected to decrease.

Other schools predicted to be overcrowded 10 years from now include Benhaven, Boone Trail and Buies Creek Elementary, Gentry Primary, Johnsonville, La-Fayette, Overhills and Lillington-Shawtown Elementary, Overhills Middle and High schools and Western Harnett and Harnett Central High schools.

Schools are considered overcrowded if their enrollment is more than 105 percent of building capacity.

Mathew Palmer, with ORED, said the school board will have to look at different options to address issues as the county continues to grow.

“You will need to consider potential school locations and attendance district considerations,” Mr. Palmer said.

School leaders have not acted on a plan to build another school after the new Benhaven Elementary School is completed. They have also not acted on plans to redistribute school population through redistricting.

Mr. Palmer said the new Benhaven Elementary School, where ground was broken earlier this month, will spread population out in elementary schools in the western part of the county. School Board Chairman Bill Morris said the new Benhaven Elementary School will reduce the student population at Boone Trail Elementary School. Students are currently taken there each day from areas in the Benhaven attendance district in what is called express busing.

Buses pick up and drop off students each day with minimal stops on their way to and from their homes. The program was initiated when the new Boone Trail School was built to relieve overcrowding at elementary schools in the western part of the county.

“When we get Benhaven built, that should take Boone Trail off the overcrowded list,” Mr. Morris said.

# LEASE AGREEMENT

The Lease Agreement contained within is between

H-4 Investments, LLC, Landlord

and

Achievement Charter Academy, Tenant

and is for the properties located at 15/25 Randy Court, Fuquay-Varina, N. C. and 25 Buttonwood Court, Fuquay-Varina, N. C. being a total of 12,496 square feet building space and approximately 3.2 acres of land, plus use of all furnishings currently contained within the buildings and outside on the properties

## Description of Properties:

15/25 Randy Court consists of 2 buildings built in 2002 and 2008 specifically for educational use , one brick and one modular w/brick front, built parallel with a breezeway between; 6000 square feet in area on slightly over one acre of land

25 Buttonwood Court consists of 1 brick building built in 2001 specifically for educational use, 6496 square feet and 2.05 acres of land

All of these buildings have been permitted for educational occupancy, all classrooms have been repainted in 2017, renovations made where necessary, buildings are in excellent repair

## Description of Furnishings:

All furnishings currently located inside and outside of the buildings described above, including: playground equipment at both sites, including both anchored and unanchored equipment in good condition; all wall furnishings (bulletin boards, white boards, smart board, all educational wall accessories); desks, tables, chairs, shelves, cubbies; commercial kitchen equipment, front office equipment, computers, ipads, laptops are included in the lease.



**2.2 MONTHLY BASE RENT:** Monthly base rent for this lease is calculated at \$ 16 per sq. equaling a monthly base rent of \$ 16,661, effective August 1, 2018.

The first full "Lease Year" shall consist of twelve (12) calendar months following the Rent Commencement Date: Subsequent Lease Years shall commence on the anniversary of the Rent Commencement Date and shall include the twelve (12) month period thereafter.

Notwithstanding the foregoing, should the Rent Commencement Date fall on any day other than the first day of the calendar month, Lease Year 1 shall include the remainder of the calendar month from the Rent Commencement Date and the next twelve (12) calendar months. In such event, subsequent Lease Years shall commence on the anniversary of the first day of the calendar month following the Rent Commencement Date.

**2.3 Taxes and Assessments.** Landlord shall to pay all real property taxes, assessments or other impounds which may be assessed against the Premises by any taxing authority during the term of this Lease.

**2.4 Payment Address.** All Monthly Rent and other payments required to be made by Tenant to Landlord hereunder shall be payable to Landlord at the address set forth on the Face Page of this Lease or at such other address as Landlord may specify from time to time by written notice. Tenant's obligation to pay Monthly Rent and other amounts to Landlord under the terms of this Lease shall not be deemed satisfied until such payments have been actually received by Landlord.

### SECTION 3 LATE PAYMENT CHARGE AND SECURITY DEPOSIT

**3.1 Late Payment.** In the event that any installment of Monthly Base Rent or Additional Rent or any other payment or reimbursement due hereunder is not received by Landlord within seven (7) days of the date when such payment or reimbursement is due, Tenant shall pay to Landlord on demand a late charge ("**Late Payment Charge**") in an amount equal to one and one-half percent (1.5%) of such payment or reimbursement. The provision for such Late Payment Charge shall be in addition to all of Landlord's other rights and remedies hereunder or at law and shall not be construed as liquidated damages or as limiting Landlord's remedies in any manner.

**3.2 Security Deposit.** Tenant agrees to deposit with Landlord on the date hereof the Security Deposit (as defined on the Face Page of this Lease). Landlord will hold the Security Deposit, without obligation for interest as security for the performance of Tenant's covenants and obligations under this Lease. The Security Deposit will not be deemed an advance payment of Monthly Base Rent or other amounts due under this Lease nor will the Security Deposit be deemed a measure of Landlord's damages for any Tenant default. Upon the occurrence of any event of default by Tenant, Landlord may, from time to time, without prejudice to any other remedy provided herein or provided by law, use the Security Deposit to the extent necessary to make good any arrearages of Monthly Base Rent, Additional Rent or other payments due Landlord hereunder, and any other damage, injury, expense (including, without limitation, court costs and reasonable attorney's fees) or liability caused by such event of default; and Tenant shall pay Landlord on demand the amount so applied in order to restore the Security Deposit to its original amount. Any remaining balance of such Security Deposit shall be returned to Tenant at such time after termination of this Lease that all of Tenant's obligations under this Lease have been fulfilled.

### SECTION 4 SURRENDER OF PREMISES AND HOLDOVER

**4.1 Surrender of Premises.** Upon the expiration or termination of this Lease or the termination of Tenant's right of possession of the Premises, Tenant shall surrender and vacate the Premises immediately and deliver possession thereof to Landlord in a clean, good and tenantable condition, ordinary wear excepted. If the Premises are not surrendered in such condition, Landlord may undertake all necessary cleaning, trash removal and repair work, including, without limitation, removal of Tenant's equipment (including telecommunications equipment and wiring) and fixtures, all at the

expense of Tenant, which expense Tenant shall pay on demand by Landlord. Without limiting its remedies, Landlord may apply any Security Deposit of Tenant against the cost of such work. Upon any termination which occurs other than by reasons of Tenant's default, prior to such termination Tenant shall be entitled to remove from the Premises all unattached and movable trade fixtures and personal property of Tenant without credit or compensation from Landlord, provided Tenant immediately shall repair all damage resulting from such removal and shall restore the Premises to a good and tenantable condition. If Tenant shall fail to remove any unattached and movable trade fixtures and personal property which Tenant is entitled to remove prior to any termination, Landlord may remove the same without any liability to Tenant. Any fixtures and personal property not so removed upon the vacancy of the Premises by Tenant shall be conclusively presumed to have been abandoned by Tenant, and to the extent Landlord elects to accept the same, title to such property shall pass to Landlord without any payment or credit. Landlord may, at its option and at Tenant's expense, store and/or dispose of any such property remaining in the Premises.

**4.2. Holdover.** Tenant will, at the termination of this Lease by lapse of time or otherwise, yield up immediate possession of the Premises to Landlord with all repairs and maintenance required herein to be performed by Tenant completed. If Tenant remains in possession after such termination without Landlord's written consent, such holdover shall not be deemed to be a renewal of this Lease but shall be deemed to create a month-to-month term which may be terminated by either party on the seventh (7<sup>th</sup>) day after written notice is delivered to the other party. In the event that any such holdover exists, all of the terms and provisions of this Lease shall be applicable during such holdover period, except that Tenant shall pay Landlord from time to time upon demand, as rent for the period of any holdover, an amount equal to one hundred twenty percent (120%) of the Monthly Base Rent and those addition taxes, insurance and other assessments, as set forth in paragraph 2.2 above, in effect on the termination date, computed on a daily basis for each day of the holdover period. Tenant agrees to indemnify, defend and hold Landlord harmless from any and all claims, loss or damage arising from Tenant's holdover.

#### SECTION 5 USE AND COMPLIANCE

The Premises shall be used only in conjunction with the Tenant's Charter School and for no other purpose without the prior written consent of Landlord. Tenant covenants that it (i) shall comply with all governmental laws, ordinances and regulations (including specifically all zoning, access, and safety regulations) applicable to the operation of Tenant's business or use of the Premises, provided however that Tenant shall not be required to make any structural changes or modifications to the Premises, (ii) shall promptly comply with all governmental orders and directives for the correction, prevention and abatement of any violations and any nuisances in, upon or connected with the Premises, all at Tenant's sole expense, provided however that Tenant shall not be required to make any structural changes or modifications to the Premises, (iii) shall not permit nor take any action, which would constitute a nuisance.

#### SECTION 6 HAZARDOUS SUBSTANCES

**6.1. Definitions.** As used in this Section, "Hazardous Substance" means any pollutant, contaminant, toxic or hazardous substance, hazardous waste, dangerous substance, potentially dangerous substance, noxious substance, hazardous, ignitable, explosive, toxic or radioactive material, urea formaldehyde foam insulation, asbestos, PCBs, petroleum products or any other substances the removal of which is required, or the manufacture, production, generation, use, maintenance, disposal, treatment, storage, transfer, handling or ownership of which is restricted, prohibited, regulated or penalized, by any federal, state or local statute, law, regulation or other legal requirement now or at any time hereafter in effect, including but not limited to, the Comprehensive Environmental Response, Compensation, and Liability Act (U.S.C. 9601 *et seq.*), the Hazardous Materials Transportation Act (49 U.S.C. 1801 *et seq.*), the Resource Conservation and Recovery Act (42 U.S.C. 6901 *et seq.*), the Federal Water Pollution Control Act (33 U.S.C. 1251 *et seq.*), the Clean Air Act (42 U.S.C. 7401 *et seq.*), the Toxic Substances Control Act, as amended (15 U.S.C. 2601 *et seq.*), and the Occupational Safety and Health Act (29 U.S.C. 651 *et seq.*), as these laws and legal requirements have been or are in the future amended or supplemented.

**6.2. Covenants.** Tenant shall not use or permit others to use, the Premises or any other part of the Premises for the production, generation, manufacture, treatment, transportation, storage or disposal of any Hazardous Substance, except with the prior written consent of Landlord and in compliance with any and all applicable legal requirements. Tenant covenants with Landlord that it will: (i) deliver

promptly to Landlord true and complete copies of all notices received by Tenant from any governmental authority with respect to the generation, storage or use by Tenant of any Hazardous Substance (whether or not on or in the Premises); (ii) upon reasonable prior notice permit entry onto the Premises by Landlord or Landlord's representatives at any reasonable time to verify Tenant's compliance with the provisions of this Section 7 and to monitor Tenant's generation, storage or use of any Hazardous Substance, including, but not limited to the performance of testing required by Landlord, any governmental agency or lender to determine the status of any Hazardous Substance on or in the Premises; (iii) complete fully, truthfully and promptly any questionnaires sent by Landlord with respect to Tenant's generation, storage or use of any Hazardous Substance and any affidavits, representations and the like from time to time at Landlord's request with respect to Tenant's generation, storage or use of any Hazardous Substance.

**6.3. Indemnity.** From the date of occupancy until the date of termination of this leasehold, Tenant shall indemnify, defend and hold harmless Landlord from and against any and all liabilities, expenses (including, without limitation, court costs and reasonable attorney fees), demands, damages, costs, losses, clean-up costs, actions, causes of action, claims for relief, penalties, fines and charges incurred, assessed, resulting from or arising out of the presence of any Hazardous Substance on, in or under the Premises (and any off-site property when such Hazardous Substance emanated from the Premises) resulting from the activities, operations or occupancy of Tenant or any act or omission of Tenant or Tenant's employees, agents, visitors or invitees, regardless of whether Landlord shall have consented to, approved of, participated in or had notice of such act or omission or the presence of such Hazardous Substance. The provisions of this Section 7.3 shall survive the expiration or earlier termination of this Lease.

**6.4. Landlord Representation.** Landlord represents and warrants to Tenant that Landlord has not, to the best of its actual knowledge as of the execution date of this Lease, received a notice of violation from any governmental authority with respect to the generation, storage or use of Hazardous Substance on the Premises. Landlord shall have performed a Phase I environmental test performed by an environmental engineer who shall inspect the premises and provide a report of findings. Landlord shall be responsible for all remediation costs associated with such contamination and Tenant shall have no responsibility for such clean up costs.

#### SECTION 7 LANDLORD'S REPAIRS AND MAINTENANCE

Landlord shall at its expense maintain the roof, the foundation and the structural soundness of the exterior walls of the Premises. Tenant shall repair and pay for any damage caused by the negligence of Tenant or Tenant's employees, agents, visitors, students, parents or invitees, or caused by Tenant's default hereunder. The term "walls" as used herein shall not include windows, glass or plate glass, doors, store fronts or office entries. Tenant shall promptly give Landlord written notice of any defect or need for repairs, after which Landlord shall have a reasonable opportunity to cure such defect or make such repairs.

#### SECTION 8 TENANT'S REPAIRS AND MAINTENANCE

**8.1. Tenant's Responsibility.** Tenant shall, at its sole cost and expense keep and maintain all parts of the Premises (except those for which Landlord is expressly responsible under the terms of this Lease) in good condition, promptly making all necessary repairs (including any cleaning or required maintenance), including but not limited to: windows, glass and plate glass, doors and door frames and hardware, any office entries, demising walls, interior walls and finish work, ceilings, floors and floor coverings, light bulbs and tubes, heating and air conditioning systems, grease traps, septic systems, plumbing work and fixtures, fencing, pipes, alarm panels, fire extinguishers, electrical wiring and devices.

Notwithstanding the foregoing, Landlord shall be responsible for the modification, replacement or repair of the plumbing, heating and air conditioning systems located on the Premises, where the cost of such modification, replacement or repair exceeds five hundred dollars. (\$500.00). No modifications, replacements or repairs shall be made by Tenant wherein the cost or estimated costs exceed five hundred dollars (\$500.00). Landlord, not Tenant shall contract for such services.

**8.2. Maintenance Program.** Tenant shall, at its own cost and expense, enter into a regularly scheduled quarterly preventive maintenance/service contract for servicing all hot water, heating and air conditioning systems and equipment serving the Premises.

Tenant shall, at its own cost and expense, shall at least annually have preventive servicing and/or maintenance and cleanouts for all grease traps and septic systems serving the Premises.

## SECTION 9 INSPECTION

Upon reasonable prior notice, Landlord and Landlord's agents and representatives shall have the right to enter and inspect the Premises at any reasonable time during normal business hours (unless in the opinion of Landlord an emergency exists, in which event Landlord shall have immediate access), for the purpose of inspecting same or for the purpose of making any repairs Landlord considers necessary or desirable. During the period that is ninety days (90) prior to the end of the Term and upon reasonable prior notice, Landlord and Landlord's agents and representatives shall have the right to enter the Premises at any reasonable time during business hours for the purpose of showing the Premises and shall have the right to erect on or in front of the Premises, a suitable sign indicating the Premises are available.

## SECTION 10 UTILITIES

Tenant shall pay for all water, sewer, electricity, gas and telephone charges and any other utilities and services used on or from the Premises, together with any maintenance charges and taxes, penalties, surcharges or the like pertaining thereto. In no event shall Landlord be liable for any interruption or failure of utility services on the Premises and no such failure shall be deemed to be an eviction or disturbance of Tenant's use of the Premises.

## SECTION 11 ALTERATIONS

11.1. **Alterations to Premises.** Tenant shall not make any alterations, additions or improvements ("Alterations") to the Premises without the prior written consent of Landlord which consent shall not be unreasonably withheld. All such Alterations must be made at Tenant's sole cost and expense by a contractor approved in writing by Landlord and in accordance with any and all applicable laws, ordinances, regulations and insurance policy provisions. Any Tenant request to make Alterations to the Premises shall be in writing accompanied with all construction drawings (and any additional materials reasonably requested by Landlord). Upon completion of any such Alterations, Tenant will provide Landlord with a copy of the Certificate of Occupancy issued by the applicable governmental authority and final lien waivers and contractors' affidavits from all contractors and subcontractors providing work or materials to the Premises.

11.2. **Ownership of Alterations; Indemnity.** All Alterations erected by Tenant shall be and remain the property of Tenant during the Term, and Tenant shall, unless Landlord otherwise elects as hereinafter provided, remove all such Alterations erected by Tenant and restore the Premises to its original condition, reasonable wear and tear excepted, by the expiration or earlier termination of this Lease; provided however, that if Landlord so elects, such Alterations shall become the property of Landlord as of the expiration or earlier termination of this Lease and shall be delivered up to the Landlord with the Premises. Notwithstanding the foregoing sentence, all shelves, bins, machinery (including telecommunications equipment and wiring) and trade fixtures installed by Tenant shall be removed by Tenant prior to the termination of this Lease unless Tenant notifies Landlord in writing that such items will remain in the Premises, and Landlord consents in writing, in which event all such items shall become the property of the Landlord. Upon any such removal, Tenant shall restore the Premises to its original condition, reasonable wear and tear excepted and shall repair any damage to the Premises and Premises caused by such removal. Tenant agrees to indemnify, defend and hold Landlord, and its agents and employees forever harmless against all claims, liabilities and expenses (including reasonable attorney fees) of every kind, nature and description which may arise out of or in any way be connected with any of the work described in this Section 11.

**SECTION 12  
SIGNS**

Tenant may install standard signs upon the Premises only when first approved in writing by Landlord and subject to Landlord's signage requirements for the Premises, any applicable governmental laws, ordinances, regulations and other requirements. Tenant shall remove all such signs by the termination of this Lease. Any such installations or removals shall be made at Tenant's sole expense and in such manner as to avoid injury to or defacement of the Premises or the Project and other improvements, and Tenant shall repair any injury or defacement, including without limitation discoloration, caused by any such installations or removals.

**SECTION 13  
PROPERTY AND CASUALTY DAMAGE**

**13.1. Insurance.** Landlord shall to maintain insurance covering the Premises, as required by its mortgage lender insuring against the perils of Fire, Lightning and Extended Coverage, Vandalism and Malicious Mischief, extended by Special Extended Coverage Endorsement to insure against all other Risks of Direct Physical Loss, casualty and business income and such additional reasonable coverage as the Landlord may elect to further protect its interest in the Premises; such coverage and endorsements to be as defined, provided and limited in the standard bureau forms prescribed by the insurance regulatory authority for the state of North Carolina for use by insurance companies admitted in North Carolina for the writing of such insurance on risks located within North Carolina. Subject to the provisions of Sections 13.3, 13.4 and 13.5 below, such insurance shall be for the sole benefit of Landlord and under its sole control. Under no circumstances shall such insurance include nor shall Landlord have any responsibility to insure, repair, or replace Tenant's personal property, Tenant's fixtures or any Alterations or improvements made by Tenant to the Premises.

**13.2. Notice of Casualty.** If the Project or Premises should be damaged or destroyed by any peril covered by the insurance as provided under Section 13.1 above, then Tenant shall give immediate written notice thereof to Landlord.

**13.3. Substantial Damage.** If the Premises should be totally destroyed by any peril covered by the insurance provided under Section 13.1 above or if the Premises should be so damaged thereby that rebuilding or repairs cannot in Landlord's reasonable estimation be completed within sixty (60) days after the date upon which Landlord is notified by Tenant of such damage, this Lease shall terminate, and the Monthly Base Rent and Additional Rent shall be abated during the unexpired portion of this Lease, effective upon the date of the occurrence of such damage.

**13.4. Minor Damage.** If the Premises should be damaged by any peril covered by the insurance to be provided under Section 13.1 above, but only to such extent that rebuilding or repairs can in Landlord's reasonable estimation be completed within sixty (60) days after the date upon which Landlord is notified by Tenant of such damage, this Lease shall not terminate, and Landlord shall at its sole cost and expense (but only to the extent insurance proceeds are available) thereupon proceed with reasonable diligence to rebuild and repair the Premises to substantially the condition in which the Premises existed prior to such damage, except that Landlord shall not be required to rebuild, repair or replace any part of Tenant's personal property, Tenant's fixtures or any Alterations or improvements made by Tenant to the Premises. If the Premises are untenantable in whole or in part following such damage, the Monthly Base Rent and Additional Rent payable hereunder during the period in which they are untenantable shall be reduced to such extent as may be fair and reasonable under all of the circumstances. In the event that Landlord should fail to complete such repairs and rebuilding within sixty (60) days after the date upon which Landlord is notified by Tenant of such damage, Tenant may at its option terminate this Lease by delivering written notice of termination to Landlord as Tenant's exclusive remedy, whereupon all rights and obligations hereunder shall cease and terminate.

**13.5. Proceeds to Mortgagee.** Notwithstanding anything herein to the contrary, in the event the holder of any indebtedness secured by a mortgage or deed of trust covering the Premises or the Project requires that the insurance proceeds paid as a result of a loss covered under the insurance to be provided under the terms of Section 13.1 above be applied to such indebtedness, then Landlord shall have the right to terminate this Lease by delivering written notice of termination to Tenant within fifteen (15) days after such requirement is made by any such holder, whereupon all rights and obligations hereunder shall cease and terminate.

**SECTION 14  
LIABILITY**

**14.1. Injury to Persons or Property.** Landlord shall not be liable to Tenant or Tenant's employees, agents, students, parents, patrons or visitors, or to any other person whomsoever, for any injury to person or damage to property on or about the Premises except for such injury or damage which results from the negligence or willful misconduct of Landlord or Landlord's employees or agents and Tenant hereby covenants and agrees that it will at all times indemnify, defend and hold safe and harmless the Landlord, Landlord's employees, agents and lender(s) from any loss, liability, claim, suit, or expense, including without limitation attorney fees, both actual and alleged, arising out of or relating to any such damage or injury to the extent such damage or injury is caused by Lessees or Lessee's employees or agents; except injury to persons or damage to property which results from the negligence or willful misconduct of Landlord or Landlord's employees, agents or lenders, or from the breach by Landlord of any of its obligations under this Lease.

**14.2. Tenant Insurance.** Tenant shall, at Tenant's sole expense, procure and maintain throughout the Term a policy or policies of (i) commercial general liability insurance, insuring against all claims, demands or actions arising out of or in connection with Tenant's liability assumed under this Lease, covering injury to persons (including death), and property damage (including loss of use thereof) in the amount of at least \$1,000,000 per occurrence with an aggregate limit of at least \$2,000,000.00, and (ii) all risk (special form) property insurance in an amount equal to the full replacement cost of all Alterations or improvements made by, for or on behalf of Tenant to the Premises, and all furniture, fixtures, equipment and other personal property of Tenant located in the Premises. All such policies procured by Tenant shall be issued by an insurance company authorized to transact business in North Carolina with a rating of not less than A: Class VIII by A.M. Best Company. Certified copies of such policies or valid certificates of insurance evidencing same, naming Landlord, and (at Landlord's sole discretion) Landlord's lender(s) as additional insureds, together with a receipt evidencing payment of premiums therefor, shall be delivered to Landlord prior to the Commencement Date of this Lease. Not less than thirty (30) days prior to the expiration date of any such policies, certified copies of the renewal policies or valid certificates of insurance evidencing such renewal (bearing notations evidencing the payment of renewal premiums) shall be delivered to Landlord. Such policies shall further provide that not less than thirty (30) days written notice shall be given to Landlord before such policy may be canceled or changed to reduce insurance provided thereby. If Tenant shall not comply with this covenant, Landlord may at its option, cause insurance as aforesaid to be issued, and in such event Tenant agrees to pay the premium for such insurance promptly upon Landlord's demand.

**SECTION 15  
WAIVER OF SUBROGATION:**

**15.1. Landlord Waiver.** Tenant shall not be responsible or liable to Landlord for any loss from any event, act or omission to the extent actually paid by the proceeds of insurance obtained and maintained by Landlord in connection with the Project. To the extent available, Landlord shall cause its policy or policies of insurance to contain effective waivers of subrogation for the benefit of Tenant.

**15.2. Tenant Waiver.** Landlord and the Project property manager shall not be responsible or liable to Tenant for any loss, event, act or omission to the extent covered by insurance required to be obtained and maintained by Tenant with respect to the Premises and its use and occupancy thereof (whether or not such insurance is actually obtained or maintained) or otherwise covered by the proceeds of such other insurance as is obtained and maintained by Tenant. Tenant shall from time to time provide Landlord with effective waivers of subrogation by its insurers for the benefit of Landlord and the Project property manager in a form reasonably satisfactory to Landlord.

**15.3. Survival.** The terms and provisions of this Section 16 shall supersede any provisions to the contrary contained in this Lease and shall survive the expiration or earlier termination of this Lease with respect to any occurrences before the effective date of such termination or expiration.

**SECTION 16  
CONDEMNATION**

**16.1. Complete Taking.** If the whole or any substantial part of the Premises should be taken for any public or quasi-public use under governmental law, ordinance or regulation, or by right of eminent domain, or by private purchase in lieu thereof and the taking would prevent or materially interfere with the use of the Premises for the purpose for which it is being used, this Lease shall terminate, and the

Monthly Base Rent and Additional Rent payable hereunder shall be abated during the unexpired portion of the Term, effective when the physical taking of the Premises shall occur.

**16.2. Partial Taking.** If part of the Premises shall be taken for any public or quasi-public use under any governmental law, ordinance or regulation, or by right of eminent domain, or by private purchase in lieu thereof, and this Lease is not terminated as provided in Section 16.1 above, this Lease shall not terminate, but the Monthly Base Rent and Additional Rent payable hereunder during the unexpired portion of the Term shall be reduced to such extent as may be fair and reasonable under all of the circumstances.

**16.3. Proceeds.** In the event of any such taking or private purchase in lieu thereof, Landlord shall be entitled to the proceeds arising out of any such acquisition of the Premises, or portion thereof, under the power of eminent domain; provided, however, that nothing herein contained shall be construed so as to prevent Tenant from making a claim for a separate award for any relocation expense, or for such losses as it may sustain in connection with any items belonging to Tenant and not a part of the Premises, but Tenant shall in no event be entitled to compensation for the loss of its leasehold interest in the Premises.

#### SECTION 17 EVENTS OF DEFAULT

The following events shall be deemed to be events of default by Tenant under this Lease:

**17.1.** Tenant shall fail to pay any installment of Monthly Base Rent or Additional Rent herein reserved when due, or any other reimbursement, Late Payment Charge or payment to Landlord required herein when due, and such failure shall continue for a period of seven (7) days from the date such payment was due.

**17.2.** Tenant shall abandon or vacate all or any substantial portion of the Premises.

**17.3.** Tenant shall fail to comply with any term, provision or covenant of this Lease (other than as provided in this Section 18), and shall not cure such failure within thirty (30) days after written notice thereof to Tenant.

**17.4.** Any Guarantor of this Lease shall default in the terms of his, her or its Guaranty or shall declare bankruptcy or insolvency or shall make assignment for the benefit of creditors.

**17.5.** Tenant shall become insolvent or shall make a transfer in fraud of creditors or shall make an assignment for the benefit of creditors.

**17.6.** Tenant shall file a petition or have an involuntary petition filed against it, under any section or chapter of the United States Bankruptcy Code, as amended or under any similar law or statute of the United States or any State thereof and such petition is not dismissed within sixty (60) days of its filing; or Tenant shall be adjudged bankrupt or insolvent in proceedings filed against Tenant thereunder.

**17.7.** A receiver or trustee shall be appointed for all or substantially all of the assets of Tenant.

**17.8.** Tenant allows any vehicle to be driven on the asphalt or concrete located on the premises which does not have pneumatic or rubberized tires.

#### SECTION 18 REMEDIES

Upon the occurrence of any of such events of default described in Section 17 of this Lease, Landlord shall have the option to pursue any one or more of the following remedies without any notice or demand whatsoever:

**18.1. Termination of Lease.** Terminate this Lease, in which event Tenant shall immediately surrender the Premises to Landlord, and if Tenant fails to do so, Landlord may, without prejudice to any other remedy which it may have for possession or arrearages in Monthly Base Rent or Additional Rent, enter upon and take possession of the Premises and expel or remove Tenant and any other person who may be occupying such Premises or any part thereof, without being liable for prosecution or any claim of damages therefor; and Tenant agrees to pay to Landlord on demand the amount of all loss and damage

which Landlord may suffer by reason of such termination, whether resulting from Landlord's inability to relet the Premises on satisfactory terms, any reasonable costs incurred to upfit, modify, repair and/or relet the Premises, or otherwise. Additionally, Landlord will use reasonable efforts and discretion in reletting the premises upon default of the tenant so as to mitigate the damages owed by Tenant.

**18.2. Termination of Possession.** Without terminating the Lease or releasing Tenant in whole or in part, from any obligation, including without limitation, Tenant's obligation to pay Monthly Base Rent and Additional Rent, Landlord may terminate Tenant's right to possession by entering upon and taking possession of the Premises and expelling or removing Tenant and any other person(s) who may be occupying such Premises or any part thereof, without being liable for prosecution or any claim for damages therefor. Landlord may relet the Premises and receive the rent therefor; and Tenant agrees to pay to Landlord on demand any deficiency that may arise by any reason of such reletting, together with all reasonable costs incurred by Landlord to upfit, modify or repair the Premises for reletting. In the event Landlord is successful in reletting the Premises at a rent in excess of that agreed to be paid by Tenant pursuant to the terms of this Lease, Landlord and Tenant each mutually agree that Tenant shall not be entitled, under any circumstances, to such excess rent, and Tenant does hereby specifically waive any claim to such excess rent.

**18.3. Performance of Tenant's Obligations.** Enter upon the Premises without being liable for prosecution or any claim for damages therefor, and do whatever Tenant is obligated to do under the terms of this Lease; and Tenant agrees to reimburse Landlord, on demand, for any expenses which Landlord may incur in this effecting compliance with Tenant's obligations under this Lease, and Tenant further agrees that Landlord shall not be liable for any damages resulting to Tenant from such action, whether caused by the negligence of Landlord or otherwise.

**18.4. Miscellaneous Provisions.** Pursuit of any remedies defined in this Lease shall not preclude pursuit of any of the other remedies herein provided or any other remedies provided by law, nor shall pursuit of any remedy herein provided constitute a forfeiture or waiver of any payment due to Landlord hereunder or of any damages accruing to Landlord by reason of the violation of any of the terms, provisions and covenants herein contained. No act or thing done by the Landlord or its agents during the Term shall be deemed an acceptance of the surrender of the Premises, and no agreement to terminate this Lease or accept a surrender of the Premises shall be valid unless in writing signed by Landlord. No waiver by Landlord of any violation or breach of any of the terms, provisions and covenants herein contained shall be deemed or construed to constitute a waiver of any other violation or breach of any of the terms, provisions and covenants herein contained. Landlord's acceptance of the payment of Monthly Base Rent, Additional Rent or other payments hereunder after the occurrence of any event of default shall not be construed as a waiver of such default, unless Landlord so notifies Tenant in writing. Forbearance by Landlord to enforce one or more of the remedies herein provided upon an event of default shall not be deemed or construed to constitute a waiver of such default or of Landlord's right to enforce any such remedies with respect to such default or any subsequent default. Tenant agrees that in the event Landlord must bring an action to enforce any provision of this Lease or otherwise engages legal counsel to assist with the enforcement of any provision of this Lease or the collection of any amounts due hereunder, Tenant shall pay all reasonable costs associated with any such action or effort to enforce, including, without limitation, reasonable attorney fees, provided that Landlord is a prevailing party in any action or effort to enforce any of the terms of this agreement.

## SECTION 19 MECHANIC'S LIENS AND OTHER TAXES

Tenant shall have no authority, express or implied, to create or place any lien or encumbrance of any kind or nature whatsoever upon the Premises or the Project, or in any manner to bind the interests of Landlord in the Premises or the Project or to charge the rents payable hereunder for any claim in favor of any person dealing with Tenant, including those who may furnish materials or perform labor for any construction or repairs, and each such claim shall affect and each such lien shall attach to, if at all, only the leasehold interest granted to Tenant by this instrument. Tenant covenants and agrees that it will pay or cause to be paid all sums due and payable by it on account of any labor performed or materials furnished in connection with any work performed on the Premises on which any lien is or can be validly and legally asserted against its leasehold interest in the Premises or the improvements thereon and that it will save and hold Landlord harmless from any and all loss, cost or expense based on or arising out of asserted claims or liens against the leasehold estate or against the right, title and interest of the Landlord in the Premises or under the terms of this Lease. Tenant agrees to give Landlord immediate written notice if any lien or encumbrance is placed on the Premises.



**SECTION 20  
ASSIGNMENT AND SUBLETTING**

**20.1. Landlord's Consent.** Tenant shall not, voluntarily, by operation of law, or otherwise, assign, transfer, mortgage, pledge or encumber this Lease, or sublease the Premises or any part thereof, or allow any person other than Tenant, its employees, agents, patrons and invitees to occupy or use the Premises or any portion thereof, without the express written consent of Landlord, such consent not to be unreasonably withheld, and any attempt to do any of the foregoing without such written consent shall be null and void and shall constitute an event of default under this Lease. Landlord's consent to any assignment or sublease hereunder does not constitute a waiver of its right to consent to any further assignment or sublease. Notwithstanding the foregoing, provided that the use of the Premises does not change from that described in Section 5 of this Lease, Tenant shall have the right to assign this Lease, or to sublet all or any portion of the Premises to any party controlling, controlled by or under common control with Tenant (a "Permitted Transfer"), provided that subsequent to such Permitted Transfer, Tenant shall remain liable for the payment and performance of Tenant's obligations under this Lease. Provided however, that in the event of a Permitted Transfer, Tenant shall provide Landlord with proper documentation of such assignment or sublease within thirty (30) days of said assignment or sublease.

**20.2. Tenant Liability.** Tenant agrees to use Landlord's standard assignment or sublease forms and to pay Landlord's actual attorney fees associated with Landlord's review and documentation of any requested assignment or sublease hereunder regardless of whether Landlord consents to any such assignment or sublease. No assignment or sublease by Tenant shall relieve Tenant of any obligations under this Lease, and Tenant shall remain primarily liable for the payment of all amounts due and for the performance of all obligations of Tenant under this Lease. Any transfer of this Lease by merger, consolidation or liquidation or any change in a majority of the voting rights or other controlling rights or interests of Tenant shall be deemed an assignment for the purposes of this Lease.

**SECTION 21  
SALE, ASSIGNMENT OR TRANSFER OF LANDLORD'S INTEREST**

Landlord may freely sell, assign and transfer its rights under this Lease or its interest in the Project and/or Premises. In the event of the sale, assignment or transfer by Landlord of its interest in the Project and/or Premises or of its rights in this Lease (other than a collateral assignment to secure debt) to an assignee or successor in interest who shall expressly assume the obligations of Landlord hereunder, said purchaser or assignee shall become the Landlord under this Lease and Landlord shall be released from all of its covenants, liabilities and obligations under this Lease, except such obligations which have accrued prior to any such sale, assignment or transfer, and Tenant agrees to look solely to such assignee or successor in interest of Landlord for performance of such obligations.

**SECTION 22  
QUIET ENJOYMENT**

Landlord represents and warrants that it has full right and authority to enter into this Lease and that Tenant, upon paying the Monthly Base Rent, Additional Rent and other payments herein set forth and performing its other covenants and agreements herein set forth, shall peaceably and quietly have, hold and enjoy the Premises for the Term without hindrance or molestation from Landlord, subject to the terms and provisions of this Lease.

**SECTION 23  
SUBORDINATIONS AND ESTOPPELS**

**23.1. Subordination and Attornment.** Tenant accepts this Lease subject and subordinate to any mortgages and/or deeds of trust now or at any time hereafter constituting a lien or charge upon the Premises or the improvements situated thereon, provided, however, that if the mortgagee, trustee, or holder of any such mortgage or deed of trust elects to have Tenant's interest in this Lease superior to any such instrument, then by notice to Tenant from such mortgagee, trustee or holder, this Lease shall be deemed superior to such lien, whether this Lease was executed before or after said mortgage or deed of trust. In the event of the foreclosure of any such mortgage by voluntary agreement or otherwise, or the commencement of any judicial action seeking such foreclosure, Tenant, at the request of the then Landlord, shall attorn to and recognize such mortgagee or purchaser in foreclosure as Tenant's Landlord under this Lease. Upon the request of Landlord, Tenant agrees to execute any instruments, releases, subordinations or other documents which may be required by any mortgagee for the purpose of subjecting and subordinating this Lease to the lien of any such mortgage. Tenant also agrees to execute

a commercially reasonable subordination non-disturbance and attornment agreement with Landlord's lender(s) if requested by Landlord.

**23.2. Estoppel Certificate.** Tenant agrees that within ten (10) days after request of Landlord, it will deliver to Landlord or Landlord's designee, an estoppel certificate stating that this Lease is in full force and effect, the date to which rent has been paid, the unexpired Term and such other matters pertaining to this Lease as may be requested by Landlord. It is understood and agreed that Tenant's obligation to furnish such estoppel certificates in a timely fashion is a material inducement for Landlord's execution of this Lease.

#### SECTION 24 MISCELLANEOUS PROVISIONS

**24.1. Notices.** Any notice or document required or permitted to be delivered hereunder shall be deemed to be delivered (i) if and when personally delivered or (ii) on the day (not including Saturdays, Sundays, or federal holidays) after such notice is deposited with Federal Express or a comparable bona fide overnight courier, for delivery on the next business day with all postage and/or charges paid by sender, addressed to the parties hereto at the respective addresses set out on the Face Page of this Lease, or at such other address as the parties may specify by written notice delivered in accordance herewith. Prior notice shall be deemed reasonable if given at least twenty four hours prior to the date of meeting, inspection or showing.

#### ALL PAYMENTS SHALL BE DELIVERED TO THE ADDRESS SET FORTH IN THE FACE PAGE OF THIS LEASE.

**24.2. Processing and Review Fees.** In the event Tenant requests Landlord to process, review and/or execute any third party documents, including, but not limited to, lien waivers, telecommunication access agreements, or other service provider agreements, then Tenant shall submit such documentation to Landlord. Tenant agrees to pay as Additional Rent all reasonable legal costs and professional costs incurred by Landlord in connection with Landlord's review of such documents.

**24.3. Survival.** All obligations of Tenant hereunder not fully performed as of the expiration or earlier termination of this Lease shall survive the expiration or earlier termination hereof, including without limitation all obligations with respect to ADDITIONAL RENT payments and any other payments due Landlord hereunder and all obligations concerning the condition of the Premises.

**24.4. Captions.** Words of any gender used in this Lease shall be held and construed to include any other gender, and words in the singular number shall be held to include the plural, unless the context otherwise requires. The captions inserted in this Lease are for convenience only and in no way define, limit or otherwise describe the scope or intent of this Lease, or any provision hereof, or in any way affect the interpretation of this Lease.

**24.5. Enforceability.** If any clause or provision of this Lease is illegal, invalid or unenforceable under present or future laws effective during the Term, then and in that event, it is the intention of the parties hereto that the remainder of this Lease shall not be affected thereby.

**24.6. Authority.** Each party agrees to furnish to the other, promptly upon demand, a resolution, proof of due authorization by partners, or other appropriate documentation evidencing the due authorization of such party to enter into this Lease.

**24.7. Lease Amendment.** Any amendment or agreement of this Lease shall be ineffective to change, waive, amend, modify, supplement, discharge or terminate this Lease in whole or in part unless such amendment or agreement is in writing and signed by Landlord and Tenant.

**24.8. Time is of the Essence.** Time is of the essence with regard to all of the terms, covenants and conditions of this Lease.

**24.9. Governing Law.** This Lease and the rights of parties hereunder shall be construed and enforced in accordance with the laws and judicial decisions of the State of North Carolina.

**24.10. Entire Agreement.** This Lease, including the Face Page and all exhibits and attachments hereto contains the entire agreement between Landlord and Tenant concerning the Premises, and there are no other agreements, either oral or written, regarding the lease of the Premises by Tenant (any prior

**21.10. Entire Agreement.** This Lease, including the Face Page and all exhibits and attachments hereto contains the entire agreement between Landlord and Tenant concerning the Premises, and there are no other agreements, either oral or written, regarding the lease of the Premises by Tenant (any prior agreements being merged into this Lease). Neither Landlord nor any agent of Landlord has made any representations, warranties or promises with respect to the Premises, the Project or the existence or use of any amenities or facilities, except as expressly set forth in this Lease.

**24.11. Brokers.** Tenant represents that it has not dealt with any real estate broker, salesperson, or finder in the connection with this Lease, and no such person initiated or participated in the negotiation of this lease or showed the Premises to Tenant. Tenant agrees to indemnify, defend and hold harmless Landlord from and against any and all liabilities, claims, commissions, fees and other costs (including without limitation reasonable attorney fees) arising out of a breach of the foregoing representation. Landlord shall only be responsible for the payment of commissions to the broker, if any, specified in this section 24.11, if Landlord has entered into a separate written agreement with such broker, and then only as provided in such agreement.

**24.12. Successors and Assigns.** The terms, provisions and covenants and conditions contained in this Lease shall apply to, inure to the benefit of, and be binding upon the Landlord and Tenant and upon their respective heirs, legal representatives, successors and permitted assigns, except as otherwise expressly provided in this Lease.

**24.13. Incorporation of Face Page and Exhibits.** The Face Page, the Premises set forth in Exhibit "A" and the Special Provisions set forth in Exhibit "B" attached hereto are incorporated herein by reference.

**24.14. PURSUANT TO NORTH CAROLINA GENERAL STATUTE 115C-238.29H, "No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions."**

**IN WITNESS WHEREOF,** each party hereto has execute this Lease under seal, acknowledging and signifying its authority to enter into this Lease, by its duly authorized officer, manager, or representative, in two or more counterparts on the day and year first written above.

LANDLORD: H-4 Investments, LLC

By: Robert Harnack

Print Name: Robert Harnack

Its: Member

Witness: Kayla Strain

TENANT: Achievement Charter Academy

By: Leaja Horne

Print Name: Leaja Horne

Its: Secretary

Witness: Kayla Strain

Proposed Site: ACA, #15 + #25 Randy Ct.

**HARNETT COUNTY, NORTH CAROLINA**  
**GIS/LAND RECORDS**



- AddressPoints
- Road Centerlines
- MajorRoads
- Rivers
- Parcels
- County\_Boundary
- CityLimits
- Harnett\_2013.sid
  - Red: Band\_1
  - Green: Band\_2
  - Blue: Band\_3

Harnett County GIS  
305 W Cornelius Harnett Blvd, Suite 100  
Lillington NC 27546  
Phone: 910-893-7523    [www.harnett.org](http://www.harnett.org)

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**Achievement Charter Academy  
Appendix B: Core Curriculum**

**Kindergarten *Social Studies* Scope and Sequence**

| <b>• <u>Essential Standards Unpacked</u></b> |   | <b>• <u>Video Sample</u></b>   |  |
|--|---|--|--|
|  | <b>First Quarter</b>  | <b>Second Quarter</b>  |  |
| Unit   | <i>"I Am A Citizen"</i>   | <i>"We Have Needs and Wants"</i>   |  |
| Key Ideas                                    | K.C&G.1 Understand the roles of a citizen   | K.E.1 Understand basic economic concepts<br>K.G.2 Understand the interaction between humans and environment. |  |
| Standards                                    | K.C&G.1.1<br>K.C&G.1.2  | K.E.1.1<br>K.E.1.2   | K.G.2.1<br>K.G.2.2   |
|  |   |  |  |
|  | <b>Third Quarter</b>  | <b>Fourth Quarter</b>  |  |
| Unit   | <i>"We Are Allike, We Are Different"</i>  | <i>"What's Around Me"</i>  |  |
| Key Ideas                                    | K.C.1 Understand how individuals are similar and different.<br>K.H.1 Change over time<br>K.G.2 Understand the interaction between humans and the environment. | K.G.1 Use geographic representations and terms to describe surroundings.                                     |  |
| Standards                                    | K.C.1.1<br>K.C.1.2  | K.H.1.1<br>K.H.1.2<br>K.H.1.3  | K.G.2<br><br>K.G.1<br>K.G.1.1<br>K.G.1.2<br>K.G.1.3<br>K.G.1.4 |

## 1<sup>st</sup> Grade *Social Studies* Scope and Sequence

| • <u>Essential Standards Unpacked</u> |  | • <u>Video Sample of Classroom</u>  |  |
|---------------------------------------|--|---|--|
|                                       | First Quarter  | Second Quarter  |  |
| Unit                                  | <i>"I Am A Citizen of Many Communities"</i>  | <i>"Our Community Celebrates"</i>   |  |
| Key Ideas                             | 1.C&G.1 Understand the importance of rules.  | 1.C.1 Understand the diversity of people in the local community.<br>1.H.1 Understand that history tells a story of how people and events changed society over time. |  |
| Standards                             | 1.C&G.1.1<br>1.C&G.1.2<br>1.C&G.1.3  | 1.C.1.1<br>1.C.1.2  | 1.H.1.2<br>1.H.1.3                           |
|                                       |  |   |  |
|                                       | Third Quarter  | Fourth Quarter  |  |
| Unit                                  | <i>"I Can Find My Way Around My Community"</i>   | <i>"We Care for Our Community"</i>  |  |
| Key Ideas                             | 1.E.1 Understand basic economic concepts.<br>1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective. | 1.G.2 Understand how humans and the environment interact within the local community.  |  |
| Standards                             | 1.E.1.1<br>1.E.1.2<br>1.E.1.3  | 1.G.1.1<br>1.G.1.2<br>1.G.1.3   | 1.H.1.1<br><br>1.G.2.1<br>1.G.2.2<br>1.G.2.3 |

## 2<sup>nd</sup> Grade *Social Studies* Scope and Sequence

| ● <u>Essential Standards Unpacked</u> |  |                        |                | ● <u>K-2 Video Sample of Classroom</u>  |  |
|---------------------------------------|--|------------------------|----------------|---|--|
| First Quarter                         |  |                        | Second Quarter |   |  |
| Unit                                  | <i>Understanding Government</i>  |                        |                | <i>Culture and History</i>  |  |
| Key Ideas                             | <p>2.C&amp;G.1 Understand the purpose of governments</p> <p>2.C&amp;G.2 Understand the roles and responsibilities of citizens.</p> <p>2.C.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups</p> |                        |                | <p>2.C.1 Understand how various cultures influence communities.</p> <p>2.H.1 Understand how various sources provide information about the past.</p>   |  |
| Standards                             | 2.C&G.1.1<br>2.C&G.1.2   | 2.C&G.2.1<br>2.C&G.2.2 | 2.C.1.3        | 2.C.1<br>2.C.1.1<br>2.C.1.2   | 2.H.1<br>2.H.1.1<br>2.H.1.2<br>2.H.1.3 |
| Third Quarter                         |  |                        | Fourth Quarter |   |  |
| Unit                                  | <i>Understanding Basic Economics</i>   |                        |                | <i>Geography and Environmental Literacy</i>   |  |
| Key Ideas                             | <p>2.E.1 Understand basic economic concepts.</p>   |                        |                | <p>2.G.1 Use geographic representations, terms and technology to process information from a spatial perspective.</p> <p>2.G.2 Understand the effects of humans interacting with their environment</p> |  |
| Standards                             | 2.E.1.1<br>2.E.1.2<br>2.E.1.3<br>2.E.1.4<br>2.E.1.5<br>2.E.1.6   |                        |                | 2.G.1.1<br>2.G.1.2<br>2.G.2<br>2.G.2.1<br>2.G.2.2   |  |

### 3<sup>rd</sup> Grade *Social Studies* Scope and Sequence

|                                       |  |  |   |
|---------------------------------------|--|--|---|
| <b>● Essential Standards Unpacked</b> |  | <b>● 3-5 Video Sample of Classroom</b> |   |
| <b>First Quarter</b>                  |  | <b>Second Quarter</b>                  |   |
| <b>Unit</b>                           | <i>Civics and Government</i>   |  | <i>History and Colonial America</i>   |
| <b>Key Ideas</b>                      | <b>3.C&amp;G.1</b> Understand the development, structure and function of local government.<br><b>3.C&amp;G.2</b> Understand how citizens participate in their communities. |  | <b>3.H.1</b> Understand how events, individuals and ideas have influenced the history of local and regional communities.<br><b>3.H.2</b> Use historical thinking skills to understand the context of events, people and places. |
| <b>Standards</b>                      | 3.C&G.1.1<br>3.C&G.1.2<br>3.C&G.1.3  | 3.C&G.2.1<br>3.C&G.2.2<br>3.C&G.2.3    | 3.H.1<br>3.H.1.1<br>3.H.1.2<br>3.H.1.3<br><br>3.H.2<br>3.H.2.1<br>3.H.2.2   |
| <b>Third Quarter</b>                  |  | <b>Fourth Quarter</b>                  |   |
| <b>Unit</b>                           | <i>Geography, Environmental Literacy and Culture</i>   |  | <i>Economics and Financial Literacy</i>   |
| <b>Key Ideas</b>                      | <b>3.G.1</b> Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).                   |  | <b>3.E.1</b> Understand how the location of regions affects activity in a market economy.<br><b>3.E.2</b> Understand entrepreneurship in a market economy.  |
| <b>Standards</b>                      | 3.G.1.1<br>3.G.1.2<br>3.G.1.3<br>3.G.1.4<br>3.G.1.5<br>3.G.1.6   |  | 3.E.1.1<br>3.E.1.2<br><br>3.E.2.1<br>3.E.2.2  |



## 4<sup>th</sup> Grade *Social Studies* Scope and Sequence

| ● <b>Essential Standards Unpacked</b> |   |                               |                    | ● <b>3-5 Video Sample of Classroom</b>   |  |                                     |  |
|---------------------------------------|---|-------------------------------|--------------------|--|--|-------------------------------------|--|
| <b>First Quarter</b>                  |   |                               |                    | <b>Second Quarter</b>  |  |                                     |  |
| Unit                                  | <i>History</i>  |                               |                    | <i>Government</i>  |  |                                     |  |
| Key Ideas                             | <b>4.H.1</b> Analyze the chronology of key historical events in North Carolina history.<br><b>4.H.2</b> Understand how notable structures, symbols, and place names are significant to North Carolina.  |                               |                    | <b>4.C&amp;G.1</b> Understand the development, structure and function of North Carolina's government.<br><b>4.C&amp;G.2</b> Analyze the North Carolina Constitution.   |  |                                     |  |
| Standards                             | 4.H.1.1<br>4.H.1.2<br>4.H.1.3<br>4.H.1.4  | 4.H.2.1<br>4.H.2.1            |                    | 4.C&G.1.1<br>4.C&G.1.2<br>4.C&G.1.3<br>4.C&G.1.4   |  | 4.C&G.2.1<br>4.C&G.2.2<br>4.C&G.2.3 |  |
| <b>Third Quarter</b>                  |   |                               |                    | <b>Fourth Quarter</b>  |  |                                     |  |
| Unit                                  | <i>Economy</i>  |                               |                    | <i>Culture, Geography and Environmental Literacy</i>   |  |                                     |  |
| Key Ideas                             | <b>4.G.1</b> Understand how human, environmental and technological factors affect the growth and development of North Carolina.<br><b>4.E.1</b> Understand how a market economy impacts life in North Carolina.<br><b>4.E.2</b> Understand the economic factors when making personal choices. |                               |                    | <b>4.G.1</b> Understand how human, environmental, and technological factors affect the growth and development of North Carolina.<br><b>4.C.1</b> Understand the impact of various cultural groups in North Carolina. |  |                                     |  |
| Standards                             | 4.G.1   | 4.E.1.1<br>4.E.1.2<br>4.E.1.3 | 4.E.2.1<br>4.E.2.2 | 4.G.1.1<br>4.G.1.2<br>4.G.1.3<br>4.G.1.4   |  | 4.C.1.1<br>4.C.1.2                  |  |

## 5<sup>th</sup> Grade *Social Studies* Scope and Sequence

| ● <u>Essential Standards Unpacked</u> |   |                    |                               | ● <u>3-5 Video Sample of Classroom</u>  |                               |                    |           |
|---------------------------------------|---|--------------------|-------------------------------|---|-------------------------------|--------------------|-----------|
| First Quarter                         |   |                    |                               | Second Quarter  |                               |                    |           |
| Unit                                  | <i>Our Early Economy</i>  |                    |                               | <i>Revolutionary Unit</i>   |                               |                    |           |
| Key Ideas                             | 5.E.1 Understand how a market economy impacts life in the United States.<br>5.E.2 Understand that personal choices result in benefits or consequences.  |                    |                               | 5.H.1 Analyze the chronology of key events in the United States.<br>5.H.2 Understand the role of prominent figures in shaping the United States.<br>5.G.1 Understand how human activity has and continues to shape the United States.<br>5.C&G.1 Understand the development, structure and function of government in the United States.<br>5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.   |                               |                    |           |
| Standards                             | 5.E.1.1<br>5.E.1.2  | 5.E.21<br>5.E.2.2  |                               | 5.H.1.1<br>5.H.1.2<br>5.H.1.3<br>5.C&G.1.3  | 5.H.2.1<br>5.H.2.2            | 5.G.1.1            |           |
| Third Quarter                         |   |                    |                               | Fourth Quarter  |                               |                    |           |
| Unit                                  | <i>Government and Westward Expansion</i>  |                    |                               | <i>Civil War and Reconstruction</i>   |                               |                    |           |
| Key Ideas                             | 5.H.1 Analyze the chronology of key events in the United States.<br>5.H.2 Understand the role of prominent figures in shaping the United States.<br>5.G.1 Understand how human activity has and continues to shape the United States.<br>5.C&G.1 Understand the development, structure and function of government in the United States. |                    |                               | 5.H.1 Analyze the chronology of key events in the United States.<br>5.H.2 Understand the role of prominent figures in shaping the United States.<br>5.G.1 Understand how human activity has and continues to shape the United States.<br>5.C&G.1 Understand the development, structure and function of government in the United States.<br>5.C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens.<br>5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States. |                               |                    |           |
| Standards                             | 5.H.1.3<br>5.H.2.3  | 5.C.1.2<br>5.C.1.3 | 5.G.1.2<br>5.G.1.3<br>5.G.1.4 | 5.C&G.1.1<br>5.C&G.2.1<br>5.C&G.2.3<br>5.C&G.2.4  | 5.C.1.4<br>5.H.1.3<br>5.H.2.3 | 5.G.1.3<br>5.G.1.4 | 5.C&G.2.1 |

**NC Social Studies Essential Standards**

**Year-Long Pacing Guide for Social Studies, Grade 6**

Note on Coding: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

| 9-Weeks Period                    | Unit  | NC Essential Standards/<br>Clarifying Objectives  | Major Topics/Concepts from<br>DPI's Unpacking Documents   | Textbook<br>Alignment   |
|-----------------------------------|---|---|---|---|
| <b>1<sup>st</sup><br/>9-Weeks</b> | <b>Geography Skills</b><br>(4 Weeks)  | <b>History:</b> 6.H.1.1<br><b>Geography:</b><br>6.G.1.1; 6.G.1.3;<br>6.G.2.1; 6.G.2.2   | <ul style="list-style-type: none"> <li>● Map Skills</li> <li>● Landforms</li> <li>● Culture</li> <li>● Climate</li> </ul>   | <b>6<sup>th</sup> grade textbook:</b><br>Geography Handbook<br>Chapter 1  |
|                                   | <b>Emergence of Civilizations—</b><br>(5 Weeks)<br><br>Human Origins and Early Civilizations, Prehistory to 1000 BC (BCE)                       | <b>History:</b> 6.H.1.3; 6.H.2.2; 6.H.2.3<br><b>Geography:</b><br>6.G.1.1; 6.G.1.4; 6.G.2.1; 6.G.2.2<br><b>Economics:</b> 6.E.1.1<br><b>Civics &amp; Gov:</b> 6.C&G.1.4<br><b>Culture:</b> 6.C.1.1  | <ul style="list-style-type: none"> <li>● Map Skills</li> <li>● Landforms</li> <li>● Human Origins</li> <li>● Agricultural Revolution</li> <li>● Early Civilizations/Culture                             <ul style="list-style-type: none"> <li>○ Ancient River Valley (Mesopotamia, Nile River, Indus River, Huang He Valley)</li> </ul> </li> </ul>  | <b>7<sup>th</sup> grade book</b><br>Chapter 5 (all)<br>Chapter 6 Sec. 1<br>pp 144-151   |
| <b>2<sup>nd</sup><br/>9-Weeks</b> | <b>Development of Civilizations 1000BC-500AD-</b><br>(9 Weeks)<br><br>Classical Civilizations and Rise of Religious Traditions, 1000BC to 500AD | <b>History:</b> 6.H.1.2; 6.H.1.3; 6.H.2.1; 6.H.2.2; 6.H.2.3; 6.H.2.4<br><b>Geography:</b> 6.G.1.1; 6.G.1.2; 6.G.1.3; 6.G.1.4; 6.G.2.1; 6.G.2.2<br><b>Economics:</b><br>6.E.1.1; 6.E.1.2<br><b>Civics &amp; Governance:</b><br>6.C&G.1.1; 6.C&G.1.2; 6.C&G.1.3; 6.C&G.1.4<br><b>Culture:</b> 6.C.1.1; 6.C.1.2; 6.C.1.3 | <ul style="list-style-type: none"> <li>● History of Ancient Societies</li> <li>● Development of languages and writing of Ancient Societies</li> <li>● Government of Ancient Societies</li> <li>● Economic Development of Ancient Societies</li> <li>● Religions of Ancient Societies</li> <li>● Four Cradles of Ancient Society: <u>Mesopotamia (Tigris and Euphrates River Valley)</u>, <u>Egypt (Nile River Valley)</u>, <u>Ancient India (Indus River Valley and Harappa)</u>, <u>Ancient China (Yellow River Valley and Shang and Zhou Dynasties)</u></li> <li>● Hierarchy of social classes</li> </ul> | <b>6<sup>th</sup> grade textbook</b><br>Ancient Greece<br>pp 221-223<br>Ancient Rome<br>pp 221-223<br><b>7<sup>th</sup> grade book</b><br>Ancient Egypt<br>pp 278-305<br>Chapter 11<br>Ancient China-<br>Chapter 20<br>Ancient India-<br>Chapter 19 |
| <b>3<sup>rd</sup><br/>9-Weeks</b> | <b>Expansion of Civilizations—</b><br>(9 Weeks)<br><br>Postclassical Civilizations, 300 to 1000AD   | <b>History:</b> 6.H.1.1; 6.H.1.2; 6.H.1.3; 6.H.2.1; 6.H.2.2; 6.H.2.3; 6.H.2.4<br><b>Geography:</b> 6.G.1.2; 6.G.1.4; 6.G.2.1<br><b>Economics:</b> 6.E.1.1; 6.E.1.2<br><b>Civics &amp; Governance:</b><br>6.C&G.1.2; 6.C&G.1.3; 6.C&G.1.4<br><b>Culture:</b> 6.C.1.1; 6.C.1.2; 6.C.1.3                                 | <ul style="list-style-type: none"> <li>● Spread of Empires</li> <li>● Religious Influence</li> <li>● Effects of Trade Routes</li> <li>● Establishment and Spread of Goods, Technology, and Ideas</li> <li>● Investigate the differences of the Medieval Periods</li> </ul>  | <b>7<sup>th</sup> grade textbook</b><br>Chapter 6 Sec. 3<br>pp 160-164<br>Byzantine<br>Ch 8 224-226   |
| <b>4<sup>th</sup><br/>9-Weeks</b> | <b>Regional Civilizations –</b><br>(9 Weeks)<br><br>Regional Interactions, 1000 to 1450 AD  | <b>History:</b> 6.H.1.3; 6.H.2.2; 6.H.2.4<br><b>Geography:</b> 6.G.1.1; 6.G.1.2; 6.G.1.3; 6.G.1.4; 6.G.2.1<br><b>Economics:</b> 6.E.1.1; 6.E.1.2<br><b>Civics &amp; Governance:</b><br>6.C&G.1.2; 6.C&G.1.3; 6.C&G.1.4<br><b>Culture:</b> 6.C.1.1   | <ul style="list-style-type: none"> <li>● Renaissance</li> <li>● The Late Medieval Period</li> <li>● Age of Exploration</li> <li>● Major Trade Patterns/Routes</li> <li>● Economic Interdependence</li> <li>● Technological Advances and Transfers between Civilizations</li> <li>● Exchange of Ideas and Resources between Regions</li> <li>● Knowledge of Eastern and Western Hemisphere Civilizations</li> </ul>  | <b>6<sup>th</sup> grade textbook</b><br>Chapter 5, 135-139<br>Chapter 8, 221-223<br>Chapter 8, 225-226  |

1st Nine Weeks

| Unit   | Essential Standards   | Major Topics/Concepts from DPI's Unpacking Documents  | Resources   | Time Needed    |
|--|---|---|---|----------------|
| <b>Themes of Geography, Basic Tools of History &amp; Cultural Overview</b> | 7.H.1.1-3<br>7.H.2.1-4<br>7.G.1.1-3<br>7.G.2.1-2<br>7.E.1.1<br>7.C&G.1.4<br>7.C.1.1-2 | *Five Themes of Geography<br><br>*Cultural Overview: 5 major world religions, types of economies, population (ethnicity, values)<br><br>*Review of map skills (latitude/longitude, hemispheres, interpreting maps)  | <b>Holt's <i>Eastern World: Africa, Asia, and Australia</i>:</b> pp. 4-20; Geography Skills Handbook, H1-H13; Origins of Judaism and Christianity, Ch. 6, Sections 1&2, pp. 144-159; Origins of Islam, Ch. 7, Sections 1&2, pp. 170-179; Origins of Hinduism, Ch. 19, pp. 478-483; Origins of Buddhism, Ch. 19, pp. 484-489; Population, Government, Economy and Global Connections, Ch. 4 pp. 78-100.  | <b>4 weeks</b> |
| <b>Emergence of First Global Age</b><br><br><i>A.D.1500-1650</i>           |   | Renaissance Period (Exploration & Trade; Plague; Slavery; Columbian Exchange/Triangle Trade; Migration)<br><br>Reformation (Martin Luther, John Calvin, Henry VIII, Elizabeth I; Inquisition & Catholic Reformation; Impact of Printing Press on cultural values, traditions, and philosophies) | <a href="http://www.teacheroz.com/renaissance.htm">http://www.teacheroz.com/renaissance.htm</a><br><br>Web Museum, Paris<br><a href="http://www.biblio.org/wm/paint/glo/renaissan">http://www.biblio.org/wm/paint/glo/renaissan</a><br><br>The Renaissance <a href="http://www.pbs.org/empires/medici/renaissance">www.pbs.org/empires/medici/renaissance</a><br><br>The Plague <a href="http://www.history Channel.com">http://www.history Channel.com</a><br><br>Age of Discovery: <a href="http://www.historyguide.org">http://www.historyguide.org</a><br><br>Reformation:<br>World History Center <a href="http://history-world/reformation.htm">http://history-world/reformation.htm</a><br><br><a href="http://www.history.com/topics/reformation">http://www.history.com/topics/reformation</a> | <b>5 Weeks</b> |

| Essential Vocabulary:   | Essential Questions:   |
|---|--|
| secular<br>dowry<br>humanism<br>vernacular<br>Lutheranism<br>salvation<br>militant<br>Spanish Armada<br>indulgence<br>baroque<br>natural rights<br>sultan<br>poverty<br>famine<br>migration<br><br>monotheism<br>reincarnation<br>Christian Humanism<br>predestination<br>conquistadors<br>Columbian Exchange<br>colony<br>mercantilism<br>subsidies<br>plantations<br>Triangle trade<br>Middle Passage<br>Divine right of kings<br>absolutism<br>free market economy<br>standard of living | <ul style="list-style-type: none"> <li>• What were the artistic, literary, and intellectual ideas of the Renaissance?</li> <li>• Where were the five major world religions located around A.D. 1500?</li> <li>• What were the regional trading patterns around the 1500s and why were they important?</li> <li>• What were the major economic, political, and theological issues involved in the Reformation?</li> <li>• What was the role of the printing press in the spread of new ideas?</li> <li>• Why were the Europeans interested in discovering new lands and markets?</li> <li>• How did the expansion of European empires into the Americas, Africa, and Asia affect religion in those areas?</li> <li>• What was the impact of the Columbian Exchange between European and indigenous cultures?</li> <li>• What was the triangular trade?</li> <li>• Where was the Ottoman Empire located, and how did it expand?</li> </ul> |

2nd Nine Weeks

| Unit   | Essential Standards   | Major Topics/Concepts from DPI's Unpacking Documents   | Resources  | Time Needed           |
|--|---|--|--|-----------------------|
| <p><b>Age of Revolution</b><br/><br/><i>A.D. 1650-1914</i></p> | <p><b>7.H.1.1-3</b><br/><b>7.H.2.1,2,3</b><br/><b>7.G.1.2-3</b><br/><b>7.G.2.1-2</b><br/><b>7.E.1.1,1.3</b><br/><b>7.C&amp;G.1.1-4</b><br/><b>7.C.1.1-2</b></p> | <p><b>Scientific Revolution</b><br/>(Copernicus, Kepler, Hook, Newton)</p> <p><b>Enlightenment</b> (John Locke, Baron Montesquieu, Voltaire, Denis Diderot, Mary Wollenscraft )<br/>* Discuss how the philosophies of the Enlightenment affected the formation of American government and economic system.<br/>* Discuss how the philosophies of the Enlightenment led to the French Revolution.</p> <p><b>Absolutism</b> (Louis XIV and Peter the Great)</p> <p><b>French Revolution</b><br/>* Impact of American and French Revolution on Latin America (Toussaint L'Ouverture, Simon Bolivar)<br/>* Monroe Doctrine<br/>* Napoleon</p> <p><b>Industrial Revolution (capitalism, socialism, and Communism)</b><br/>* Changes in labor force<br/>- Effects on families, status of women, slave trade, labor union movement<br/>- Rise of industrial economies and their link to imperialism and nationalism</p> | <p><b>Columbian Exchange</b><br/><a href="http://nationalhumanitiescenter.org/tserve/nat/trans/nccoindian/essays/columbian.htm">http://nationalhumanitiescenter.org/tserve/nat/trans/nccoindian/essays/columbian.htm</a><br/><a href="http://www.learnnc.org/lp/editions/nchist-two-worlds/1866">http://www.learnnc.org/lp/editions/nchist-two-worlds/1866</a></p> <p><b>Scientific Revolution:</b><br/><a href="http://academickids.com/encyclopedia/index">http://academickids.com/encyclopedia/index</a><br/><a href="http://regentsprep.org/Regents/global/themes/change/sci.cfm">http://regentsprep.org/Regents/global/themes/change/sci.cfm</a></p> <p><b>Enlightenment:</b><br/><a href="http://www.fordham.edu/halsall/mod/modsbook10.asp">http://www.fordham.edu/halsall/mod/modsbook10.asp</a><br/><a href="http://score.rims.k12.ca.us/score_lessons/growth_of_democratic/">http://score.rims.k12.ca.us/score_lessons/growth_of_democratic/</a><br/><a href="http://history-world.org/age_of_enlightenment.htm">http://history-world.org/age_of_enlightenment.htm</a></p> <p><b>Absolutism:</b><br/><a href="http://www.fordham.edu/halsall/mod/modsbook05.asp">http://www.fordham.edu/halsall/mod/modsbook05.asp</a></p> <p><b>French Revolution</b><br/><a href="http://ehnm.gmu.edu/revolution/">http://ehnm.gmu.edu/revolution/</a><br/><a href="http://www.history.com/topics/french-revolution">http://www.history.com/topics/french-revolution</a></p> <p><b>American Revolution:</b><br/><a href="http://www.history.com/topics/american-revolution">http://www.history.com/topics/american-revolution</a><br/><a href="http://www.theamericanrevolution.org/">http://www.theamericanrevolution.org/</a><br/><a href="http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm">http://www.mce.k12tn.net/revolutionary_war/american_revolution.htm</a></p> <p><b>Industrial Revolution:</b><br/><a href="https://www.msu.edu/user/brownlow/indrev.htm">https://www.msu.edu/user/brownlow/indrev.htm</a><br/><a href="http://history-world.org/Industrial%20Intro.htm">http://history-world.org/Industrial%20Intro.htm</a><br/><a href="http://www.victorianweb.org/technology/ir/irchron.html">http://www.victorianweb.org/technology/ir/irchron.html</a><br/><a href="http://americanhistory.about.com/library/charts/blchartindrev.htm">http://americanhistory.about.com/library/charts/blchartindrev.htm</a></p> | <p><b>9 weeks</b></p> |

| Essential Vocabulary:   |   | Essential Questions:   |  |
|---|---|--|--|
| <p>absolute monarchy<br/>geocentric<br/>heliocentric<br/>philosopher<br/>separation of powers<br/>deism<br/>laissez faire<br/>assembly line<br/>mass production<br/>feminism<br/>socialism<br/>liberalism</p> | <p>secede<br/>romanticism<br/>social contract<br/>salon<br/>federal system<br/>bourgeoisie<br/>faction<br/>coup d'etat<br/>nationalism<br/>consulate<br/>enlightened<br/>absolutism</p> | <p>capital<br/>entrepreneur<br/>cottage industry<br/>industrial capitalism</p> | <ul style="list-style-type: none"> <li>• What were some effects of the new scientific theories and discoveries?</li> <li>• What effect did absolute monarchs have on their countries?</li> <li>• How did philosophers of the Enlightenment influence thinking on political issues?</li> <li>• How did the Enlightenment promote revolution in the American colonies?</li> <li>• How did the American and French Revolutions influence Latin American independence movements?</li> <li>• How did the Monroe Doctrine impact revolutions in Latin America?</li> <li>• What was the legacy of Napoleon?</li> <li>• How did nationalism and democracy influence national revolutions?</li> <li>• How did the Industrial Revolution produce changes in culture and society?</li> <li>• What was role of capitalism and market competition in the Industrial Revolution?</li> <li>• How did the Industrial Revolution impact the lives of women, children, and the family?</li> <li>• Why did workers organize into labor unions?</li> <li>• Why did European countries participate in imperialism and a race for colonies?</li> </ul> |

3rd Nine Weeks

| Unit  | Essential Standards  | Major Topics/Concepts from DPI's Unpacking Documents  | Resources   | Time Needed           |
|---|--|---|---|-----------------------|
| <p><b>Era of Global Wars</b><br/><br/><i>A.D. 1914-1945</i></p>   | <p>7.H.1.1-3<br/>7.H.2.1-3<br/>7.G.1.1-2<br/>7.G.2.1-2<br/>7.E.1.1<br/>7.C&amp;G.1.1-4<br/>7.C.1.1</p> | <p><b>* World War I</b><br/>- factors that produced WWI<br/>- reasons why U.S. entered WWI<br/>- major events and leaders of WWI (Woodrow Wilson and Kaiser Wilhelm II)<br/>- Outcome (global changes and treaties)<br/>- Causes and outcomes of Russian Revolution</p> <p><b>* Post World War I</b> (Great Depression, League of Nations, mandate system)<br/>- Rise of dictatorial regimes and identifying their major leaders</p> <p><b>* World War II</b><br/>- factors that produced WWII<br/>- reasons why the U.S. entered WWII<br/>- major events and major leaders of WWII<br/>- Holocaust and genocide<br/>- terms of peace, division of Europe, creation of international cooperative organizations and the Universal Declaration of Human Rights</p>  | <p>The Great War/PBS: <a href="http://www.pbs.org/greatwar">www.pbs.org/greatwar</a></p> <p>BBC-History:World War One<br/><a href="http://www.bbc.co.uk/history/worldwars/wone">www.bbc.co.uk/history/worldwars/wone</a></p> <p>World War One- <a href="http://www.teacheroz.com/wwi#docs">www.teacheroz.com/wwi#docs</a></p> <p>BBC History: World War Two-<a href="http://www.bbc.co.uk/history/worldwars">www.bbc.co.uk/history/worldwars</a></p> <p>World War 2- <a href="http://www.world-war.info/">www.world-war.info/</a></p> <p>Three World Wars- <a href="http://www.threeworldwars.com/world-war-2">www.threeworldwars.com/world-war-2</a></p> <p>Holocaust -<br/><a href="http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143">http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143</a></p> <p><a href="http://www.holocaustsurvivors.org/">http://www.holocaustsurvivors.org/</a></p> <p><a href="http://www.jewishvirtuallibrary.org/jsource/holo.html">http://www.jewishvirtuallibrary.org/jsource/holo.html</a></p> <p><a href="http://www.historyplace.com/worldwar2/holocaust/timeline.html">http://www.historyplace.com/worldwar2/holocaust/timeline.html</a></p> | <p><b>9 weeks</b></p> |
| <b>Essential Vocabulary:</b>  |  | <b>Essential Questions:</b>   |   |                       |
| <p>propaganda<br/>trench warfare<br/>armistice<br/>reparations<br/>alliance<br/>dictator<br/>depression<br/>Kristallnacht<br/>Treaty of Versailles<br/>collective bargaining<br/>fascism<br/>Nazi<br/>Aryan<br/>concentration camp<br/>Nuremberg laws</p> |  | <ul style="list-style-type: none"> <li>• What were the factors that produced WW I?</li> <li>• Where were the outcomes and global effects of WWI?</li> <li>• What were the terms of the Treaty of Versailles?</li> <li>• Why did Russia erupt in revolution while fighting in WWI?</li> <li>• What was the League of Nations and why did it fail?</li> <li>• Why did the world experience economic depression in the 1930s and what political changes resulted from the depression?</li> <li>• What factors influenced the rise of dictatorial governments after WWI?</li> <li>• What were the causes of WWII?</li> <li>• Why did the Holocaust occur?</li> <li>• What are other examples of genocide in the 20<sup>th</sup> century?</li> <li>• What were the outcomes of WWII?</li> <li>• What were the international cooperative organizations created after WWII?</li> </ul> |   |                       |

4th Nine Weeks

| Unit   | Essential Standards  | Major Topics/Concepts from DPI's Unpacking Documents   | Resources  | Time Needed    |
|--|--|--|--|----------------|
| <p>The Post War Period<br/><br/>1945-Present</p> | <p>7.H.1.1-3<br/>7.H.2.1-4<br/>7.G.1.1-3<br/>7.G.2.1-2<br/>7.E.1.1-4<br/>7.C&amp;G.1.3-4<br/>7.C.1.1</p> | <p>* Cold War<br/>- Causes of and global impact of the Cold War<br/>- impact of nuclear weapons</p> <p>* Conflicts and revolutionary movements in eastern Asia and the leaders associated with each</p> <p>* Major world leaders since 1945 and their contributions</p> <p>* End of Imperialism and quest for independence (India, Middle East, Africa)</p> <p>* Economic interdependence (rise of multinational corporations, international organizations, and trade agreements)</p> <p>* Impact of terrorism</p> | <p>Cold War: BBC History<br/><a href="http://www.bbc.co.uk/history/worldwars/coldwar">www.bbc.co.uk/history/worldwars/coldwar</a></p> <p>Cold War-<br/><a href="http://www.coldwar.com">www.coldwar.com</a></p> <p>Origins of the Cold War-<br/><a href="http://www.learnnc.org/lp/editions/ncchist-post">www.learnnc.org/lp/editions/ncchist-post</a></p> | <p>9 weeks</p> |

|  |   |
|--|---|
| <p><b>Essential Vocabulary:</b></p>  | <p><b>Essential Questions:</b></p>  |
| <p>economy<br/>interdependence<br/>trade<br/>refugee<br/>poverty<br/>famine<br/>migration<br/>developing nation<br/>free market economy<br/>standard of living<br/>political freedom</p> | <ul style="list-style-type: none"> <li>• What events led to the Cold War?</li> <li>• What was the impact of nuclear weapons?</li> <li>• What was Nelson Mandela's leadership role in South Africa?</li> <li>• What was the role of Golda Meir and Gamal Abdel Nasser in the creation of the states in the Middle East?</li> <li>• What new technologies have created opportunities and challenges?</li> <li>• How does the developing world compare with the developed world in terms of economic, social, and population characteristics?</li> <li>• How is economic interdependence changing the world?</li> <li>• What are some examples of international terrorism in our world today that have impacted developed and developing nations?</li> </ul> <p><u>Suggested text resources:</u></p> <p>Glencoe-World History Journey Across Time National Edition, ISBN#978-0-07-875051-9</p> <p>DK HISTORY The Definitive Visual Guide, ISBN#978-0-7566-3119-2</p> <p><u>Ready to use PowerPoints</u><br/>Petes Power Point Station: <a href="http://www.pppst.com">www.pppst.com</a></p> <p><u>Ready to use Movie Sheets</u><br/><a href="http://www.moviesheets.com">www.moviesheets.com</a></p> |

**At a Glance Yearly Pacing Guide --- 8<sup>th</sup> Grade SOCIAL STUDIES**

| 1 <sup>st</sup> Nine Weeks  | 2 <sup>nd</sup> Nine Weeks   | 3 <sup>rd</sup> Nine Weeks   | 4 <sup>th</sup> Nine Weeks  |
|---|--|--|---|
| <p align="center"><b>Weeks 1-2</b><br/><b>North Carolina/United States Geography</b></p> <p><b>Essential Standards/Clarifying Objs:</b><br/>Apply historical thinking to understand the creation and development of North Carolina and the United States.<br/>8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4<br/>Understand the geographic factors that influenced North Carolina &amp; the US.<br/>8.G.1.1, 8.G.1.3</p> <p align="center"><b>Weeks 2-3</b><br/><b>North Carolina/United States Colonization</b></p> <p><b>Essential Standards/Clarifying Objs:</b><br/>Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times.<br/>8.G.1.1, 8.G.1.3, 8.E.1.1</p> <p align="center"><b>Weeks 4-9</b><br/><b>Beginning of a New Nation</b></p> <p><i>Political and Democratic Ideals of a New Nation</i></p> <p><b>Essential Standards/Clarifying Objs:</b></p> <ul style="list-style-type: none"> <li>Trace the causes and effects of the Revolutionary War and assess how they affected people during the Constitutional Period in NC &amp; the US.<br/>8.H.1, 8.H.2, 8.H.3, 8.G.1, 8.G.1.2, 8.E.1.2, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> </ul> <p><b>Suggestion:</b><br/>A writing assessment should be included each nine weeks.<br/>****First Common Unit Test should be completed during the 10<sup>th</sup> or 11<sup>th</sup> week.</p> | <p align="center"><b>Weeks 10-18</b><br/><b>Life in the Antebellum Period and the Civil War</b></p> <p><i>Expansion and Division within the United States</i></p> <p><b>Essential Standards/Clarifying Objs:</b></p> <ul style="list-style-type: none"> <li>Identify key events and evaluate the impact of reform and expansion in NC/US during the first half of the 19<sup>th</sup> century.<br/>8.H.1, 8.H.2, 8.H.3, 8.G.1, 8.E.1, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> <li>Understand why secession occurred and analyze the Civil War along with its impacts on NC and the nation.<br/>8.H.1, 8.H.2, 8.H.3, 8.G.1, 8.E.1, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> <li>Evaluate the impact of political, economic, social, and technological changes in life in NC during the 1800's.<br/>8.H.1, 8.H.2, 8.H.3, 8.G.1, 8.E.1, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> </ul> <p><b>Suggestion:</b><br/>A writing assessment should be included each nine weeks.</p> <p>****Second Common Unit Test should be completed during the 19<sup>th</sup> or 20<sup>th</sup> week.</p> | <p align="center"><b>Weeks 19-23</b><br/><b>Reunion and Growth of the United States</b></p> <p><i>Transition to an Industrial Power</i></p> <p><b>Essential Standards/Clarifying Objs:</b></p> <ul style="list-style-type: none"> <li>Analyze Reconstruction along with its impact on NC and the nation.<br/>8.H.1, 8.H.2, 8.H.3, 8.E.1, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> <li>Evaluate the impact of political, economic, social, and technological changes on life in NC in the second half of the 1800's.<br/>8.H.1, 8.H.2, 8.H.3, 8.E.1, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> </ul> <p align="center"><b>Weeks 24-27</b><br/><b>Increasing Involvement in World Affairs</b></p> <p><i>Emergence of a World Power</i></p> <p><b>Essential Standards/Clarifying Objs:</b></p> <ul style="list-style-type: none"> <li>Describe the US and NC's reaction to increasing involvement in world affairs and the impact on the economy.<br/>8.H.1, 8.H.2, 8.H.3.2, 8.H.3.3, 8.H.3.4, 8.G.1.3, 8.E.1, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> <li>Causes and effects of the Great Depression and the New Deal<br/>8.H.1, 8.H.2, 8.H.3, 8.E.1, 8.C&amp;G.1.1, 8.C&amp;G.1.3, 8.C&amp;G.2.2</li> </ul> <p><b>Suggestion:</b><br/>A writing assessment should be included each nine weeks.<br/>****Third Common Unit Test should be completed during the 28<sup>th</sup> or 29<sup>th</sup> week.</p> | <p align="center"><b>Weeks 28-36</b><br/><b>The US as a World Power</b></p> <p><i>Transitions into the Modern Era</i></p> <p><b>Essential Std/Clarifying Objs:</b></p> <ul style="list-style-type: none"> <li>Describe the US's and NC's reaction to increasing involvement in world affairs and the impact on the economy.<br/>8.H.1, 8.H.2, 8.H.3.2, 8.H.3.3, 8.H.3.4, 8.G.1.3, 8.E.1, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1</li> <li>Causes and effects of major historical events during this time period.<br/>8.H.1, 8.H.2, 8.H.3, 8.E.1, 8.C&amp;G.1, 8.C.1</li> <li>Analyze changes in NC during the postwar period to the 1970's.<br/>8.H.1, 8.H.2, 8.H.3, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1, 8.E.1, 8.G.1</li> <li>Evaluate the impact of demographic, economic, technological, social, and political developments since the 1970's.<br/>8.H.1, 8.H.2, 8.H.3, 8.C&amp;G.1, 8.C&amp;G.2, 8.C.1, 8.E.1, 8.G.1</li> <li>Explore examples of and opportunities for active citizenship, past and present, at the local and state levels.<br/>8.C&amp;G.1, 8.C&amp;G.2</li> </ul> <p><b>Suggestion:</b><br/>A writing assessment should be included each nine weeks.<br/>****Fourth Common Unit Test should be completed during the 34<sup>th</sup>, 35<sup>th</sup>, or 36<sup>th</sup> week.</p> |



Achievement Charter Academy  
Appendix C: Instructional Calendar

| July 2018 |    |    |    |    |    |    | August 2018 |     |    |    |    |    |    | September 2018 |    |    |    |    |    |    | October 2018 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|-------------|-----|----|----|----|----|----|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa | Su          | Mo  | Tu | We | Th | Fr | Sa | Su             | Mo | Tu | We | Th | Fr | Sa | Su           | Mo | Tu | We | Th | Fr | Sa |
| 1         | 2  | 3  | 4  | 5  | 6  | 7  |             |     |    | 1  | 2  | 3  | 4  |                |    |    |    |    |    | 1  |              | 1  | 2  | 3  | 4  | 5  | 6  |
| 8         | 9  | 10 | 11 | 12 | 13 | 14 | 5           | 6   | 7  | 8  | 9  | 10 | 11 | 2              | 3  | 4  | 5  | 6  | 7  | 8  | 7            | 8  | 9  | 10 | 11 | 12 | 13 |
| 15        | 16 | 17 | 18 | 19 | 20 | 21 | 12          | 13  | 14 | 15 | 16 | 17 | 18 | 9              | 10 | 11 | 12 | 13 | 14 | 15 | 14           | 15 | 16 | 17 | 18 | 19 | 20 |
| 22        | 23 | 24 | 25 | 26 | 27 | 28 | 19          | 20  | 21 | 22 | 23 | 24 | 25 | 16             | 17 | 18 | 19 | 20 | 21 | 22 | 21           | 22 | 23 | 24 | 25 | 26 | 27 |
| 29        | 30 | 31 |    |    |    |    | 26          | ★27 | 28 | 29 | 30 | 31 |    | 23             | 24 | 25 | 26 | 27 | 28 | 29 | 28           | 29 | 30 | 31 |    |    |    |
|           |    |    |    |    |    |    |             |     |    |    |    |    |    | 30             |    |    |    |    |    |    |              |    |    |    |    |    |    |

| November 2018 |    |    |    |    |    |    | December 2018 |    |    |    |    |    |    | January 2019 |    |    |    |    |    |    | February 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa | Su            | Mo | Tu | We | Th | Fr | Sa | Su           | Mo | Tu | We | Th | Fr | Sa | Su            | Mo | Tu | We | Th | Fr | Sa |
|               |    |    |    | 1  | 2  | 3  |               |    |    |    |    |    | 1  |              |    | 1  | 2  | 3  | 4  | 5  |               |    |    |    |    | 1  | 2  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 | 2             | 3  | 4  | 5  | 6  | 7  | 8  | 6            | 7  | 8  | 9  | 10 | 11 | 12 | 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 | 9             | 10 | 11 | 12 | 13 | 14 | 15 | 13           | 14 | 15 | 16 | 17 | 18 | 19 | 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 18            | 19 | 20 | 21 | 22 | 23 | 24 | 16            | 17 | 18 | 19 | 20 | 21 | 22 | 20           | 21 | 22 | 23 | 24 | 25 | 26 | 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 25            | 26 | 27 | 28 | 29 | 30 |    | 23            | 24 | 25 | 26 | 27 | 28 | 29 | 27           | 28 | 29 | 30 | 31 |    |    | 24            | 25 | 26 | 27 | 28 |    |    |
|               |    |    |    |    |    |    | 30            | 31 |    |    |    |    |    |              |    |    |    |    |    |    |               |    |    |    |    |    |    |

| March 2019 |    |    |    |    |    |    | April 2019 |    |    |    |    |    |    | May 2019 |    |    |    |    |    |    | June 2019 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa | Su         | Mo | Tu | We | Th | Fr | Sa | Su       | Mo | Tu | We | Th | Fr | Sa | Su        | Mo | Tu | We | Th | Fr | Sa |
|            |    |    |    |    | 1  | 2  |            | 1  | 2  | 3  | 4  | 5  | 6  |          |    |    | 1  | 2  | 3  | 4  |           |    |    |    |    |    | 1  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  | 7          | 8  | 9  | 10 | 11 | 12 | 13 | 5        | 6  | 7  | 8  | 9  | 10 | 11 | 2         | 3  | 4  | 5  | 6  | ★7 | 8  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 | 14         | 15 | 16 | 17 | 18 | 19 | 20 | 12       | 13 | 14 | 15 | 16 | 17 | 18 | 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 17         | 18 | 19 | 20 | 21 | 22 | 23 | 21         | 22 | 23 | 24 | 25 | 26 | 27 | 19       | 20 | 21 | 22 | 23 | 24 | 25 | 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 24         | 25 | 26 | 27 | 28 | 29 | 30 | 28         | 29 | 30 |    |    |    |    | 26       | 27 | 28 | 29 | 30 | 31 |    | 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 31         |    |    |    |    |    |    |            |    |    |    |    |    |    |          |    |    |    |    |    |    | 30        |    |    |    |    |    |    |

This calendar provides 1,088 hours of instructional time.

★ = First Day of School

RED = Federal Holiday - NO SCHOOL

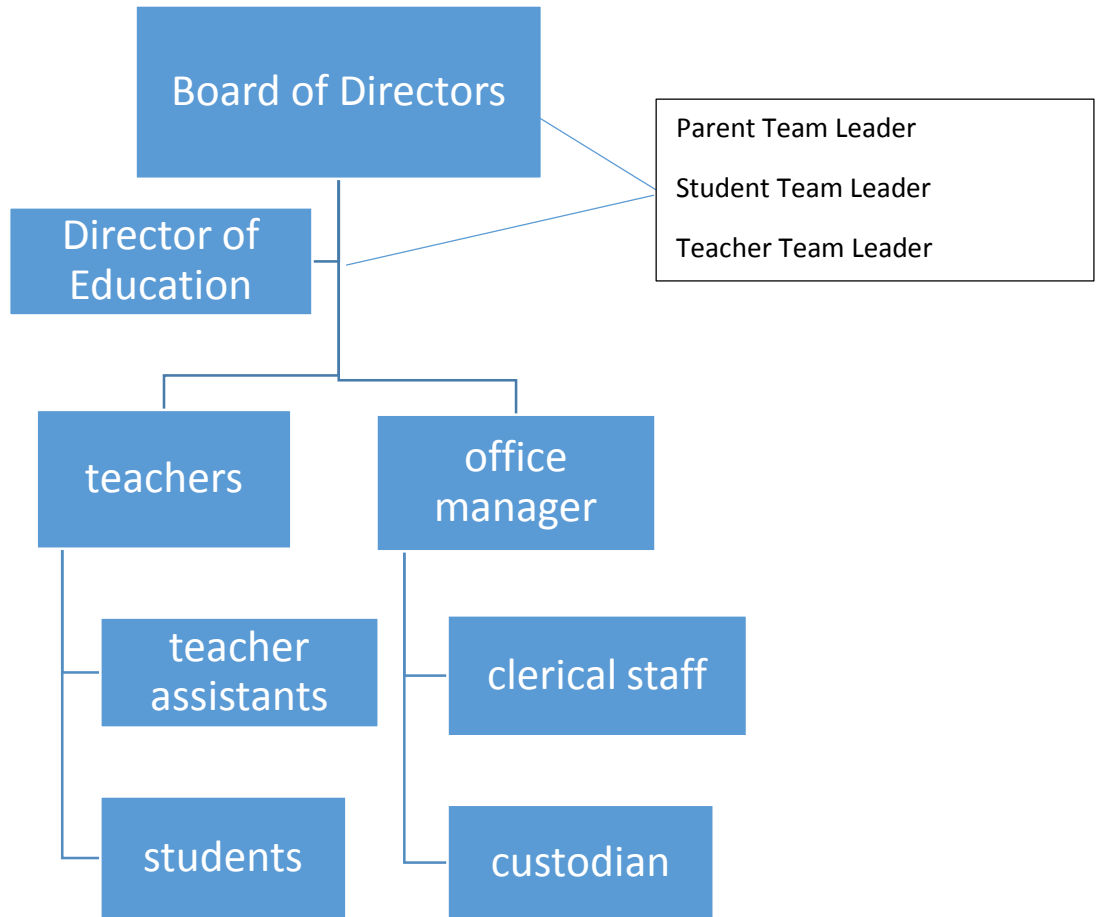
GREEN = School Holiday = NO SCHOOL

YELLOW = Teacher Workday - NO SCHOOL FOR STUDENTS

PURPLE = Exam Days

# Achievement Charter Academy

## Organizational chart



**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: Achievement Charter Academy

2. Full name: Brenda Harnack

Home Address: 8450 U.S. 401 N., Fuquay-Varina, N. C. 27526

Business Name and Address: LearningTime Achievement Center

Telephone No.: 919-753-7307

E-mail address: brenda-learningtime@earthlink.net

3. Brief educational and employment history.

M.A., Psychology, Lindenwood College, St. Louis, Mo. 1982; B.A. Psychology and Sociology, ASU, Boone, NC 1970; currently director/owner LearningTime, a child care center in Harnett Co. for 20 years; prior staff psychologist, Division of Youth Services, NC

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

No:       Yes:

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

As a provider of child care and school-age services to the families of Harnett Co., I have been asked numerous times to open a charter school. I believe I would be an asset to the board based on experience in education and running a successful business

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

It is the responsibility of the board members to ensure that the charter school is being run in a way that is financially and educationally sound and is following its mission and to show support for the staff, students, and families of the school.

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

I have served on the Harnett Co. Partnership for Children's board for seven years, understand rules of order, been an active committee member, and assisted with fund raising. I have the experience to be an effective board member. I served on the board for Wake County Mental Health. I believe I have the necessary experience to be an effective board member.

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

I am certified as an instructor in the Quality School philosophy and understand the tenets of a Quality School; have many years of experience dealing with families and students, am passionate about offering our families a choice in education

### **School Mission and Program**

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

I understand the school's mission as it is stated and the guiding beliefs to be that given a warm and friendly environment, students will achieve success when there is a collaborative effort between them, parents, and teachers.

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

The school will follow the Quality School model which focuses on a warm and friendly environment, students evaluating to produce quality work, student/parent/teacher collaboration, teambuilding, & enrichment subjects.

3. What do you believe to be the characteristics of a successful school? ...one in which the administrators, teachers, and students work as a team, the students feel they are respected and their individual needs are being met, the parents are involved, students are excited about doing quality work and are meeting or exceeding their IAP's (Individual Achievement Plan's) academic and personal goals.

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

Board members will visit the school to evaluate the environment as to whether the students are engaged in the process; administration will report to the board regularly on matters of parent involvement and student achievement.

### **Governance**

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

The board will ensure that the school's mission is being upheld, will make budgetary and policy decisions with input from parents, teachers, and students, and will provide guidance in any area where needed.

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

The number of students and teachers being retained, EOG scores, progress met toward the board goals, progress by students toward IAP goals and IEP goals, adherence to mission, successful audit, operating within the budget with cash reserves

3. How will you know at the end of five years of the school's operation if it is successful? Look at how well the board's goals have been met, how the school's growth has compared with initial projection, overall student performance, parent satisfaction surveys, and readiness for increased growth via cash reserves.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
regular communication with school administration; continued evaluation of board goals for the school; providing necessary support to the school; listening to student, teacher and parent ideas and concerns
  
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  
I would seek counsel from the board chair; if board chair, I would speak to the member privately to determine whether further action should be taken; if so I would call a meeting of the Executive Committee and perhaps seek legal advice as well to determine what action should be taken next.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

**Certification**

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



September 14, 2017

Signature

Date

**Appendix F:**

**Charter School Board Member Information Form**

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

**Background**

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

2. Full name: **Nancy Diane Herrick, M.Ed.**

Home Address: 1416 Beaverton Trail, Winston-Salem, NC 27103

Business Name and Address: Reality Counseling and Training Center, Winston-Salem, NC 27103

Telephone No.: 336 407-8311

E-mail address: ndherrick@msn.com

3. Brief educational and employment history:

*B.A. Sociology, University of Florida, 1967*

*Master of Education in Counseling, Campbell University, NC 1984*

*Teacher, counselor, special education K-12, & Industry Ed. Coordinator, **NC Public Schools**, 28 yrs.*

*Director, trainer, Supervisor & Program Developer for **Reality Counseling and Training Center**, NC, 30 years*

*Senior Faculty Instructor: **William Glasser Institute**, Program design and mentoring, online courses, Faculty Program Consultant and Instructor, Intensive Training Instructor, Practicum Supervisor, 25 years.*

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

No:

Yes:

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

Invited by school administrator. I would like to support the staff development and systemic changes continue that were initially started a few years ago. I believe this school will excel, develop an exemplary environment and receive state recognition for excellence.

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

I will function as Vice chairman. I will serve, support, and provide information when requested and assist in the evaluation of the school's success.

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.

Served 6 years on the William Glasser Institute Advisory Board (non-profit)

Serving 5 years on the Wm Glasser International Legal Board of Directors (non-profit)

Serving on the Board of Directors of the St. Joseph's Academy, Kalawa Kenya. (Non-profit)

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

Considerable knowledge and experience in school development and change. As a consultant to public and private schools around the world, I have facilitated program development, staff development, system change and improvement for many schools. Trained in Deming and Covey management, Golemans' Emotional Intelligences, Glasser's Choice Theory and Quality School Management, Benadro's Deep Brain Learning, Alfie Kohn's system change, Cozolino's Neuroscience of Relationships, and others (i.e, Multiple Intelligences, Mindfulness, Mindsets, and Resilience) In my Ph.D School Administration and Leadership program I worked directly with many of these authors and perfected my knowledge and understanding of the school system change and development needed to be a successful school in the 21<sup>st</sup> century.

### **School Mission and Program**

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

As a colleague of the Director, we share strong beliefs that all children have the potential to excel in academics and to become leaders in the 21<sup>st</sup> century. We agree on creating a school climate design that will enhance the learning of the entire school community, staff, students and parents.

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

I have been one of the consultants that the school has looked to for support in the development of their creative educational program. I am excited to be a part of their journey towards creating the highest quality academics and environment for learning.

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

A successful school in the 21<sup>st</sup> century must focus on each individual student's strengths while creating interest, excitement, and joy in the daily learning process. Relationships in a school will make or break the quality of the learning. Without awareness and understanding of self-regulation, self-evaluation, and effective problem-solving skills, students may lose the synergistic effect of cooperation, leadership, and collaboration. Quality learning is based on knowing how to enhance relationships and communicate acceptance and understanding. Servant leadership and community service blend into successful teaching and learning.

Since technology is increasingly part of our students' lives, the skills to be effective decision makers about the use and value of online resources. Safe, conscientious practices with strong guidance can enhance the applicability of resources from outside the classroom. Leaders of tomorrow will need to be discerning and selective of their usage of technology to balance their interaction between virtual and real- world communities.

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

The staff, students and parents will all share accolades about the changes in the relationships and learning environment. Students will be excited and happy to participate each day. Parents will complain that they cannot keep their children from going to school even when they are sick, because their children do not want to miss the day's activities. If it is not succeeding, the complaints will be about the lack of useful learning and discontented children.

## **Governance**

1. Describe the role that the board will play in the school's operation.  
I will serve in the role of Vice Chairman, providing support and innovative ideas.
2. How will you know if the school is successful at the end of the first year of operation?  
The community will be requesting more availability for students due to the information about the enjoyable learning environment.
3. How will you know at the end of five years of the schools is successful?  
Standardized state exams will show considerable improvement in the scores of these students. The enrollment will be ballooning to capacity and teachers will be applying to become staff.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
It would be helpful if the charter school board were to share the innovations and system developments with the community. Support through funding, recommendations to visit an exemplary program, and media acknowledgement of the school's success would be appreciated.
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 member would be asked to self-evaluate the value of their contributions to the board, what they intend to achieve and how they will demonstrate that goal. If their contributions could serve to be detrimental to the school's success, the member would be asked to adhere to ethical behaviors or to resign from the board.

\*Please include the following with your Information Form

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

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



**Certification**

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

Nancy D. Herrick

Signature

September 2, 2017

Date

**Appendix F:**

**Charter School Board Member Information Form**

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

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: Achievement Charter Academy

2. Full name: Leaja Hartman Horne

Home Address: 2601 Tryon Pines Dr.

Business Name and Address: LearningTime Inc.

Telephone No.: 919-753-6975

E-mail address: Leaja-learningtime@earthlink.net

3. Brief educational and employment history.

I received a MA degree in Psychology from North Carolina Central University in 2011 and am licensed in the state of NC as a Licensed Psychological Associate since 2012. I studied Psychology and English at East Carolina University, where I received a BA in 2004. I am currently pursuing a EdD in Educational Leadership degree from Liberty University. I have many years of experience using Choice Theory and applying the concepts in a school setting. I was certified in Choice Theory and Reality Therapy in 2017. I have worked for LearningTime Inc. since 2004 and have been a leader and manager at both the child care center and the private school. Duties range from managing staff, financial planning and distributing of funds, billing and collection, overseeing day to day operations, staff hiring and firing, and developing programs and supervising program quality.

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

No:                       Yes: X

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 served on the board with Brenda Harnack in 2012 when we applied for charter. Brenda reached out to me about applying again this year. The goal still remains to create a learning environment that uses the Quality School Model to promote internal motivation to achieve academic excellence. This school will be an

invaluable asset to the families in our community. I look forward to being a part of creating this opportunity for student's to develop a lifelong love of learning.

6. What is your understanding of the appropriate role of a public charter school board member?  
To be a part of making decisions that are in the best interest of the school and the families and community it serves.
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.  
As mentioned previously, I served on the board that applied for charter in 2012.
8. Describe the specific knowledge and experience that you would bring to the board.  
I can offer the board a view of the Quality School Model that is based on experience working with teachers, students, and parents over my career.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To use the Quality School Model to promote an environment where teachers, students, and parents work together to help students achieve academic success.
2. What is your understanding of the school's proposed educational program?  
I understand the charter will be using the Glasser Quality School model for its educational program which emphasizes meeting student's individual needs, parent/teacher/student collaboration, and focusing on encouraging the students to do quality work.
3. What do you believe to be the characteristics of a successful school?  
A successful school is one in which students are engaged in the educational process and are working toward meeting or exceeding their academic goals, teachers are excited to be involved in each students success, parent involvement is evident, and students are academically prepared for the future.
4. How will you know that the school is succeeding (or not) in its mission?  
Members of the board will visit the school to observe learning environment and the board will receive reports from the head of the school regarding progress on IAPs. Parents, teacher, and student representatives will be required to attend a board meeting every nine weeks to provide feedback.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will ensure that the school's operational and educational programs are effective and the school is upholding its mission. The board will make policy decisions and ensure that the school is financially solvent
2. How will you know if the school is successful at the end of the first year of operation?  
The school will have met budgetary requirements, progress will be made toward meeting board goals, the school will have had a successful audit, and student enrollment will be up for the next school year.
3. How will you know at the end of five years of the schools is successful?

By comparing enrollment at the end of five years to original projections, by being financially sound and having cash reserves, by student and parent surveys of satisfaction, and by increase evident in academic performance.

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

By ensuring the best possible communication between the school and the board, by being an effective board in matters of governance, by ensuring that the board's original goals are being met, by being supportive of school personnel, by providing the school with whatever is needed to uphold its mission.

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

I will meet with the person to discuss the allegations and get clarification of what happened. If warranted I would then discuss it with the board chair or bring it before the board at the next board meeting.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

### Certification

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

Signature



9-6-2017

Date

Appendix F:

**Charter School Board Member Information Form**

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

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

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

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

**Background**

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

2. Full name: Mary Charlene Kelly

Home Address: 6657 Burgenfield Drive, Fayetteville, NC 28314

Business Name and Address: n/a

Telephone No.: 910-705-5683

E-mail address: makelly9211@hotmail.com

3. Brief educational and employment history.

Masters of Social Work from Ohio State University. Over 25 years of training and experience in working with adult and most recently military child behavioral health patient population.

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

No:       Yes:

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

I was asked by the director, as I offered to assist her school in any way possible. I wish to serve on the board to make a positive and professional difference in our community. I have visited the school and was very impressed by the way they care for their students, school and conduct business. They are very passionate about educating their students, teachers and staff in a successful positive way.

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

To serve as a board member on a team of members who provide oversight, guidance and suggestions for school operations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I have served in the capacity of PTA, church and sorority officers and board members in the past.
8. Describe the specific knowledge and experience that you would bring to the board.  
I will provide a wealth of knowledge, experience and expertise related to educating, establishing, building and improving the school.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The school's mission is to create a joyful and engaging learning environment based on the belief that all students can and will succeed when teachers, students and parents collaborate to achieve excellence. I believe that the school operates in a manner that promotes growth, education and makes a positive contribution to the community and our society.
2. What is your understanding of the school's proposed educational program?  
My understanding of the school's proposed education program is an environment where the students and teachers work together to ensure success of all. Students, teachers and staff manage themselves in a way that promotes respect for others, operate in a fun learning environment and increasing self-esteem, self-awareness and self-control.
3. What do you believe to be the characteristics of a successful school?  
A successful school allows for students to learn and grow in their unique fashion in a fun and loving environment. They hiring competent and qualified educators who love to work with children and have a passion for the mission of the school and serving the children of the school. The school operates in a professional manner that respects their staff, operates by their budget and uses resources wisely.
4. How will you know that the school is succeeding (or not) in its mission?  
The school will succeed when their students succeed which will be evidenced by the students desire to return to the school, staff and parent satisfaction. Indication that the school is succeeding will be test scores as well as satisfaction surveys of students, teachers and community members.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will meet on a scheduled basis with faculty and administration to evaluate the progress of the school, recommend courses of actions, highlight what works, provide guidance, oversight and support.
2. How will you know if the school is successful at the end of the first year of operation?  
Increase in enrollment, positive student, teacher and parent satisfaction. Increased test scores and staying within budget will indicate a successful year.
3. How will you know at the end of five years of the schools is successful?  
A steady increase in enrollment, student, parent and teacher satisfaction and financial growth of the school. The school will also have a positive reputation in the community.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school will follow the budget, listen to the needs of the students, staff and parents, follow the mission statement and any other guidelines that assure the success of the school.

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

I would follow the guidelines of the bylaws and the responsibilities of the board and bring the matter to the attention of the board if I had legitimate concerns of a board member or members acting unethically or not in 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.

**Certification**

I, Mary C. Kelly, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for \_\_\_\_\_ Charter School is true and correct in every respect.

Mary C. Kelly

Signature

9-7-17

Date

**Appendix F:**

**Charter School Board Member Information Form**

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

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: Achievement Charter Academy

2. Full name: Barbara Kinton Marchioni

Home Address: 1519 S Main Street Fuquay-Varina, NC 27526

Business Name and Address:

Telephone No.: (919)-244-3459

E-mail address: bkmarchioni1519@gmail.com

3. Brief educational and employment history.

B.A. Campbell University 1973 in Sociology; North Carolina Real Estate license in 2002; employed as supervisor of the social work and activity program for two nursing homes in North Carolina, lead registrar for Superior School in Wake County, NC

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

No:       Yes:

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

I wish to serve on the board of this proposal charter school to promote education in a safe and engaging environment.

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

Role is to oversee and be responsible for all aspects of the school legal, financial, staff and students.

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.



Presently serving on Apex Peak Charter School Board, a new school that opened on August 28, 2017 with 595 students.

8. Describe the specific knowledge and experience that you would bring to the board.  
Currently serving on Apex Peak Charter Board, responsible for building, opening, approving staff and school regulations. School is very successful!

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
To provide a school for students to develop skills to excel in a positive learning environment where parents, teachers, and students collaborate for the student's best interest.
2. What is your understanding of the school's proposed educational program?  
Providing a learning environment where students feel safe and respected and can achieve success following the tenets of the Glasser Quality School.
3. What do you believe to be the characteristics of a successful school?  
The engagement of the teachers and parents to promote the students highest education in a safe and comfortable environment.
4. How will you know that the school is succeeding (or not) in its mission?  
Board should meet monthly with all reports to the board from financial, staff, and legal so that the board will be informed and can act on anything needed to promote the success of the school.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Oversee all aspects as to financial, staffing, legal, and to promote the success of the school.
2. How will you know if the school is successful at the end of the first year of operation?  
Board should know of school's success prior to the end of the first year by information obtained in regular board meetings throughout the school year.
3. How will you know at the end of five years of the schools is successful?  
Compare data from all years prior to the fifth year as to growth, financial status, and educational outcomes.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
monthly meetings, reviewing all reports including test scores, and modifying anything as needed.
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?  
Contact Board Chair person and bring before the Board.

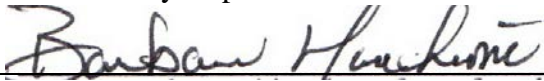
\*Please include the following with your Information Form

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

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

**Certification**

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



September 12, 2017

Signature

Date

**Appendix F:**

**Charter School Board Member Information Form**

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

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: Achievement Charter Academy
2. Full name: Cynthia Patton Pierce

Home Address: 558 Loop Rd. Bunnlevel, NC 28323

Business Name and Address: Harnett County Health Dept., 307 W. Cornelius Harnett Blvd. Lillington, NC 27546

Telephone No.: 919-612-0362, 910-984-4935

E-mail address: cpierce@harnett.org

3. Brief educational and employment history.  
BS, MS North Carolina State University; REHS credential, State of North Carolina Board of Sanitarian Examiners  
Research / Teaching Assistant, NCSU; Agricultural Research Technician, NCSU; Registered Environmental  
Health Specialist, Harnett County, NC

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

No:       Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?  
-Brenda Harnack, President and CEO of LearningTime Inc. and principal applicant for the proposed charter requested I serve on the board.  
-I wish to serve on the board of the proposed charter school due to a sense of duty to the community. I believe all individuals shall seek to return guidance and support wherein they are capable and qualified.
6. What is your understanding of the appropriate role of a public charter school board member?  
The responsibility of a public charter school board member is to facilitate all aspects of the charter's program including quality, fiscal responsibility and obligations as laid out in the terms of the charter.

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.  
Despite having not served in a board member capacity, I have had the experience of being a member of several organizations where the membership served to guide the direction of the organization. Committee membership (currently Harnett County Employee Wellness Committee) also has provided me the experience of cooperating with other members to steward programming as well as funding.
8. Describe the specific knowledge and experience that you would bring to the board.  
Familiarity with the Quality Schools model, governmental systems, financial budgeting, as well as strategies of management of both people and planning are some items I could provide to the board.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
My understanding of the Achievement Charter Academy's mission and guiding beliefs include the desire to create an inclusive, nurturing, engaging, joyful learning environment in which all students can succeed. Success of the student is a cooperative and collaborative effort between the student, the parent(s) and the instructors.
2. What is your understanding of the school's proposed educational program?  
My understanding of the Achievement Charter Academy's education program includes the use of a faceted approach to provide a warm and friendly environment while encouraging quality work utilizing self-evaluation. Ability groups provide flexibility for varied learning levels while interventions create the opportunity for students to learn to make wise behavioral choices on a personal level.
3. What do you believe to be the characteristics of a successful school?  
A successful school creates a fire for learning and a gregarious spirit. The entire school family to include student, parent and staff are committed to one another's success and operate as a cooperative unit. Students exit as well-rounded productive members of society equipped with life skills and empathy of one's fellow man. Beyond the achievement of the student, the school is fiscally responsible, in good repair and able to retain quality employees.
4. How will you know that the school is succeeding (or not) in its mission?  
A school succeeding in its mission will experience growth in both students and staff desiring a position. Students who complete their education at a successful school will continue to succeed once they step into the next phase of their lives and reflect positively on their alma mater.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
The board will serve to guide, assist, supervise and implement all facets of the school's operation including mission adherence, legal compliance, financial responsibility, as well as future planning and evaluation.
2. How will you know if the school is successful at the end of the first year of operation?  
The school is successful at the end of one year if the mission and goals as set forth have been met. Students are energetic, successful (per quantitative measures of growth) and desirous to return for future instruction. Parents are engaged and desirous of their child's continued association with the

school. The school is operating within budget, has good staff retention and solid plans for future management.

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

The school is successful at the end of five years if the goals for year one are still met with the addition of increased community involvement and increased positive name recognition. Continued growth plans are needed.

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

The board will establish regular means of observation and evaluation of the overall operation of the school. The board will establish regular and effective means of communication to stay well informed of the current condition of operation. Items requiring board attention will be addressed rapidly and with professionalism.

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

Established by-laws and terms shall be adhered to. Unethical situations shall be addressed within the board and then referred to the appropriate legal jurisdiction in the event it is necessary.

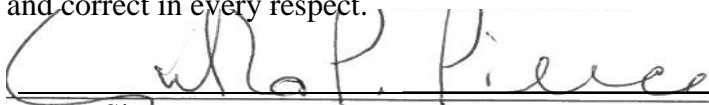
\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

**Certification**

I, Cynthia P. Pierce, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Achievement Charter School is true and correct in every respect.



Signature

September 9, 2017

Date

**Appendix F:**

**Charter School Board Member Information Form**

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

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: Achievement Charter Academy

2. Full name: Raymond E. Strain

Home Address: 59 Troy Dr. Fuquay-Varina, NC 27526

Business Name and Address: LearningTime Achievement Center

Telephone No.: 919-753-5992

E-mail address: rstrain64@gmail.com

3. Brief educational and employment history.

Sanderson High School, US Army 82nd Airborne, and currently employed at QVS Software.

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

No:

Yes:

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

Being the past parent of 3 children who attended LearningTime, I was asked to serve on the Board. In past years, I chaired a Board of Directors for New Hope Presbyterian Church for almost 5 years. I feel my experience will contribute to the success of Achievement Charter Academy

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

Help assure the academic programs are successful, participate in all meetings, be proactive in my role as a board member, and take ownership of assigned tasks.

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 served as Chairmen of the Board at A Place to Grow Childcare center a non profit, church supported childcare center from Jan 2009-May 2013 in Willow Springs, NC. My responsibilities as Chairmen:

1. Setting policies and procedures for the organization
2. Support and supervising the Executive Director
3. Conduct performance appraisals for Executive Director
4. Monitoring the organization's operations
5. Serve as a public figure for A Place to Grow

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

I am a strong and influential administrator known for delivering results in challenging environments with a "mission first, people always" approach. Recognized as an effective communicator and dependable team player with a history of solving complex issues using critical thinking.

### **School Mission and Program**

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

I believe that when parents, teachers, and students work in a collaborative way it creates a positive learning environment for all students to succeed.

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

The school will follow the Quality School Model. It will focus on a warm and friendly environment.

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

When everyone from the Board and the administrators, students, teachers, and parents work together. The students are excited to achieve and do their best work. Students and teachers are not only meeting but exceeding the academic goals exceeding standards. Another great thing to have in order for a school to be successful is good communication and collaboration.

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

By monitoring the student achievement, financial health, and student retention.

### **Governance**

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

Help assure the academic programs are successful and the school's operational programs comply with all terms of its charter. The school is compliant in all statutory and regulatory requirements. The school is financially solvent, competent, and professional staff are hired to carry out the operational plan.

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

Enrollment for next year, the EOG scores, financially solvent, successful audit, and progress met towards goals set by Board.

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

By looking at enrollment numbers compared to projections, financial health, cash reserves, and conducting surveys. It all depends on whether or not the Board of Directors goals were met.

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

Establishing effective governance, effective communication, clarify the board's role in governance and not management of the school, evaluate school and leader, set goals and create metrics for

measurement, approve budget, create school policies, know local and state charter laws, and fundraise for the school.

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 organizational by-laws should describe a process by which a board member can be removed by vote, if necessary. Seek counsel from the Board and speak privately and seek legal advice if warranted.


\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

**Certification**

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

 9/2/2017 \_\_\_\_\_  
Signature Date



## **Brenda G. Harnack, M. A.**

8450 US 401 North Fuquay-Varina, N. C. 27526

e-mail: Brenda-learningtime@earthlink.net

Phone: (919) 567-1234 work; (919) 753-7807 cell

### WORK EXPERIENCE

President & CEO, Center Director, LearningTime, Inc., Fuquay-Varina, NC 2003-Present  
*LearningTime is a five-star preschool/childcare center located in northern Harnett County*

- hiring, training, and supervision of all staff
- all fiscal decision-making required to maintain a balanced budget
- ensuring compliance with all county and state regulations as well as five-star "enhanced standards"
- overseeing all day-to-day business activity
- monitoring all center services for quality assurance
- involvement in the student process from initial visit through graduation (approximately 85 students/year since 2005)

Director, LearningTime Achievement Center, 8450 US 401 North, Fuquay-Varina, N.C. 1998-2003

- All Administrative responsibilities, plus full-time preschool teacher and after-school coordinator while center was located in my home

Coordinator of Juvenile Sex Offender Services, Sandhills Mental Health 1994-1996

- Developed a new juvenile sex offender program for the five-county area mental health

Staff Psychologist, NC Division of Youth Services 1990-1994

- Supervision of five behavioral specialists and provision of all psychological services for female residents for two years and male sex offenders for the remaining two years at C.A. Dillon School in Butner, NC

### EDUCATION/

B.A. in Psychology & B.A. in Sociology/Anthropology, Appalachian State University, Boone, NC, 1970

### PROFESSIONAL

- NC Division of Child Development approved trainer, various topics relate to early childhood behavioral and developmental issues, administrative issues, and team building 2008-Present
- NC Psychology Board, Health Services Provider certification 1994
- CT/RT (Quality School) Basic Instructor License, Glasser Institute 1994
- Certified Reality Therapist 1993
- NC Licensed Psychological Associate, License #933 1983

### CURRENT AFFILIATIONS

- Board Member, Harnett County Partnership for Children
- Member, Glasser Institute for Choice Theory, Reality Therapy, and Quality Schools

## **ancy Diane Herrick**

1416 Beaverton Trail, Winston-Salem, North Carolina 27103  
336 407-8311

### **Education**

|                           |                      |   |
|---------------------------|----------------------|---|
| William Glasser Institute | Chatsworth, CA       | CTRTC 1989, Instructor/Faculty Trainer 1992<br>Senior Instructor, Faculty Program Consultant 2006 |
| Union Institute           | Cincinnati, OH ABD.  | Educational Psychology 1995   |
| Campbell University       | Buies Creek, NC      | M.Ed. Education/Counseling 1984   |
| University of Florida     | Gainesville, FL B.A. | Sociology, Speech Pathology 1967  |
| Iowa State University     | Ames, IA             | Sociology 1965  |

### **Administrative and Supervisory Experience**

|  |   |
|--|---|
| William Glasser International          | Legal Board of Directors, USA Director 2012-2018  |
| St. Joseph's Academy                   | Board of Directors, Kalawa, Kenya 2011-present  |
| William Glasser Institute              | Southeast USA Regional Director, Advisory Board of Directors<br>Professional Development Committee,<br>Faculty Program Instructor, 2003-2009  |
| Reality Counseling and Training Center | Owner, Director, Counselor and Trainer 1989-present   |
| William Glasser Institute              | Field Supervisor, Senior Instructor,<br>Faculty Program Consultant 1989-present<br>Faculty Retreat Organization Committee<br>International Conference Kid's Retreat,<br>Organizer, Supervisor 1996<br>Glasser Conference Organizer, Coordinator (8 years) |

### **Professional Experience**

|                               |   |
|-------------------------------|---|
| Get Happier Project USA       | Editor, Writer, USA Project Manager   |
| Provincial Community College  | Online Course Instructor  |
| Take Charge of Your Life      | International Course, Author, Mentor, Facilitator                             |
| Loyola Marymount University   | Online Course Instructor  |
| North Carolina Public Schools | Teacher K-12, Counselor 6-12, Special Education K-12,<br>I.E.Coordinator 9-12 |
| Georgia Public Schools        | Teacher K-12  |
| Florida Public Schools        | Teacher 9-12, Drama Director 10-12  |

### **Professional Affiliations**

National Board of Certified Counselors, License # 21889  
Distance Credentialed Counselor, Certification # 512  
American Counseling Association; Association for Supervision and Curriculum Development  
William Glasser Institute, CTRTC, Senior Instructor, Faculty Program Consultant  
Provincial Community College, NB, Canada, Online Course faculty and development

**Leaja Hartman Horne, LPA, M. A.**  
2601 Tryon Pines, Raleigh, NC 27603  
E-mail: [leaja-learningtime@earthlink.net](mailto:leaja-learningtime@earthlink.net)

## **EDUCATION/PROFESSIONAL**

N.C. Psychology License, LPA (2012 – present)

MA Psychology North Carolina Central University, Durham, NC (2011)  
BA Psychology/English East Carolina University, Greenville, NC (2004)  
AA Wake Technical Community College, Raleigh, NC (2002)

## **EXPERIENCE**

**Director of Education**, LearningTime Academy, Fuquay-Varina, NC August 2016 – present  
Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems. Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed. Collaborate with teachers to develop and maintain curriculum standards, develop mission statements, and set performance goals and objectives. Recruit, hire, train, and evaluate primary and supplemental staff.

**Director of Psychology**, LearningTime Academy, Fuquay-Varina, NC August 2009 – present  
Select, administer, and score psychological tests. Compile and interpret students' test results, along with information from teachers and parents, to diagnose conditions, and to help assess eligibility for special services.

**Assistant Director**, LearningTime Achievement Center, Fuquay-Varina, NC August 2009 – August, 2016  
Assist the site director in the operation and direction of the childcare program, and act as site director in the director's absence.

**Psychology Student Intern**, B&D Behavioral Health Services, Durham, NC June 2010 - April 2011  
Administration of Diagnostic Assessments, facilitator of group/individual therapy, scoring/interpreting assessment results, and other duties aimed to meet the diverse needs of clients.

**Administrative Assistant**, LearningTime Achievement Center June 2007 – August 2009  
Provide developmental care and supervision to children, create/implement age appropriate curriculum, and establish and maintain supportive relationships with children and parents.

## **PUBLICATION & RELATED WORK**

Eaton, S., Hartman, L., Taylor-Holloway, V., Porter, K., Solomon, K., & Wells, V. (2011). *School suspension and expulsion: How to African-American children fare?* In H. Green & D.O. Parker (Eds.), *Challenges Facing African American Families in the 21<sup>st</sup> Century* (pp. 105-114) Dubuque, IA: Kendall Hunt.

Horne, L. H. (2011) *The Association between Time Spent in Child Care and Attention Problems, Hyperactivity, and Aggression in Pre-school Children Ages 2-5* (Unpublished master's thesis). North Carolina Central University, Durham.

Founded program: NCCU & Center for Social Demography and Ethnography, part of the Social Science Research Institute at Duke University; Program in which NCCU students participate in an ethnography research project entitled "Welfare, children & families: A 3-city study and the family life project" (2010).

Eaton, S., Livingston, J., Hartman, L., Taylor-Holloway, V., Porter, K., Wells, V. (2009, August). *The Relationship Between Self-Esteem and Literacy for Minority Students*. Poster presented at the annual meeting of the American Psychological Association Convention, Toronto, ON, Canada.

**MAR CHARLE E ELL**

6657 Burgenfield Drive, Fayetteville, N.C. 28314 · makelly9211@hotmail.com · (910) 705-5683

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**PROFESSIONAL EXPERIENCE**

**LICENSED CLINICAL SOCIAL WORKER**

**03/12 – Present**

Womack Army Medical Center  
Ft Bragg, NC

Performs a full range of clinical services; Exercises full professional responsibility for soundness and validity of recommendations, reports, services, findings, interpretations, and decisions. Provides Behavioral Health Services and crisis intervention for beneficiaries in the behavioral health program; Provides a broad range of techniques, treatment modalities and/or methods; Employs counseling, psychotherapeutic, psychometric assessment techniques to assist in the evaluation and treatment of beneficiaries. Based on the assessment and diagnosis, provide individual, family and/or group counseling and psychotherapy using a variety of treatment modalities to beneficiaries with a variety of emotional and mentally disabling disorders.

**LICENSED CLINICAL SOCIAL WORKER**

**02/08 – 03/12**

Cumberland County Mental Health Center  
Fayetteville, NC

Conducted psychosocial evaluations and provided therapeutic interventions including crisis counseling to individuals, groups and families as needed to facilitate and optimize care; Provided mental health consultation, assessments, diagnosis, and treatment for children and adults; Psychotherapy with children, adolescents, adults, families and couples; Psychosocial assessment and treatment of complicated psychosocial problems; Assist clients with improving emotional and social functioning level; Worked closely with psychiatrist, nurses, community agencies and administrative staff.

**LICENSED CLINICAL SOCIAL WORKER**

**04/11 – 11/11**

Families First Counseling Agency  
Fayetteville, NC

Provide a full range of therapeutic interventions including psychosocial assessment, individual therapy, couples therapy and psycho-education using evidenced based best practice.

**EDUCATION**

07/17 Certified Choice Theory/Reality Therapy Therapist  
National Conference Raleigh, NC

11/15 Registered Yoga Teacher  
Embrace Yoga Studio, Fayetteville, NC

06/07 Master of Social Work, GPA 3.80  
The Ohio State University, Columbus, OH

05/89 Bachelor of Science in Business Administration  
University of North Carolina at Pembroke, Pembroke, NC

**Barbara Kinton Marchioni**  
1519 S Main Street Fuquay-Varina, NC 27526  
(919)-244-3459 Bkmarchioni1519@gmail.com

**EDUCATION**

- 1973: BA Campbell University; Major: Sociology Minor: Social Work

**EXPERIENCE**

- 2001-2016: Lead Registrar for Superior School for Wake County and Wilmington, NC
- 2015-Present: Sales Broker for Art Sanders Realty Fuquay-Varina, NC
- 2014-2015: Sales Broker for Phillips Properties Group Fuquay-Varina, NC
- 2002-2014: Sale Broker for Fonville Morisey Realty Cary, NC
- 2002-Present: acquired a North Carolina Real Estate License Fuquay-Varina, NC
- 1995-2001: Owned and operated a retail store consisting of live plants and outdoor furniture and decorations
- 1973-1989: Initiated and in charge of The Social Work and Activity Program for two nursing homes with a total of 190 residents; Served on the North Carolina Committee that initiated the Do Not Resuscitate Policy, known as the DNR

**COMMUNITY**

- 2016-Present: Appointed and served on the Fuquay-Varina Planning Board serving at the pleasure of the Fuquay-Varina Board of Commissioners.
- 2015-Present: Member of The Board of Directors for The Peak Charter Academy
- 2014-Present: Member of the Fuquay-Varina Chamber of Commerce
- 2011-Present: Member of the Fuquay-Varina Exchange Club. Funded a scholarship in memory of my father for the Fuquay-Varina Exchange Club.
- 2011-Present: Active at St Bernadette Catholic Church, initiated a meet and greet program including introducing young children and parents to older adults.
- 1990-2000: Treasure at New Hope Presbyterian Church, Elder and chaired The Communion Committee
- 1981-1985: Served on The Board of Directors at Wake Chapel School and the President of the PTA
- 1972-1973: Director of Youth Programs at New Hope Presbyterian Church.

# Cynthia P. Pierce, REHS

558 Loop Rd. Bunnlevel, NC 28323  
cpierce@harnett.org 919-612-0362, 910-984-4935

## Work Experience

2008-present: Group Fitness Instructor, Cape Fear Fitness

2005-present: Registered Sanitarian, Registered Environmental Health Specialist,  
Harnett County Health Department

1997-2005: Agricultural Research Technician, North Carolina State University,  
Department of Horticultural Science, Sweetpotato Breeding and Genetics

1995-1997: Research / Teaching Assistant, North Carolina State University,  
Department of Horticultural Science

## Education/Credentials

2008: American Fitness Professionals Association, Group Fitness Instructor Certification

2007: State of North Carolina Board of Sanitarian Examiners, Registered Sanitarian Credential

1997: North Carolina State University, Master of Science, Horticultural Science – *Host Plant Resistance to Japanese Beetles: Role of Endogenous Allelochemicals in Plant Defense*

1993: North Carolina State University, Bachelor of Science, Horticultural Science,  
Minor in Zoology

1990: McDowell High School, diploma (senior year omitted, requirements fulfilled as freshman at Mars Hill College)

1989-1990: Mars Hill College

## Publications

*Naturally Occurring Pesticides Found in Cherry Trees*. North Carolina Association of Nurserymen, "Nursery Notes" Vol. 31, No.6 November-December 1997

*Feeding Responses of Japanese Beetle to Naturally Occurring Metabolites Found in Rosaceous Plants*. Horticultural Research Institute, "Journal of Environmental Horticulture" Vol 15, No. 4 December 1997

## Patents

Co-holder of United States Plant Patents (US PP) #14,912, #15,028, #15,056, #15,437

# Raymond E. Strain

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59 Troy Drive Fuquay-Varina, NC 27526 | 919-753-5992 | rstrain64@gmail.com

## Education and Experience

- 2000-Present: System Analyst/Programmer QVS Software Inc.
- 1991-2000: Surveyor United States Geological Survey Water Data
  - Monitored extensive stream/river gaging stations along with calibrating within tolerance of on-site tests throughout Missouri; worked on EPA National Rivers and Streams Assessment (NRSA) project, 2013; Involved in several Global Navigation Satellite System (GNSS) surveys for datum preservation; worked with the Army Corps of Engineers and the National Weather Service during several flood events to provide accurate discharges, better peak predictions and early warning alerts.
- 1988-1991: Surveyor Dewberry and Davis
  - Plan and organize survey team to determine precise location and measurement of points, elevations, lines, areas, and contours for construction, land division and titles; keep accurate notes, records, and sketches to describe and certify work performed
- 1982-1988: United States Army 82<sup>nd</sup> Airborne, Artillery
  - Effective decision maker in high pressure environments; coordinated operations with armor; air support units; directed supporting fire to suppress enemy fire and allow troops to maneuver the area; maintained rifles, machine guns, mortars, and hand grenades; maintained complete accountability during re-deployment of all sensitive items and communication equipment; coordinated training schedules and filed crucial administrative paper work; managed receipt, storage, an issue of ammunition processes; determined elevation and grid azimuths with maps and map overlays; constructed field expedient firing aids for infantry weapons.
- 1984-1985: Leadership training United States Army

## Board Experience

- 2009-2013 Board Chair, A Place to Grow Childcare center; Set policies and procedures for the organizations, support and supervise the Executive Director, conducted performance appraisals for Executive Director, monitor the organizations operations, and serve as a public figure for A Place to Grow.

## Personal

- I am a strong and influential administrator known for delivering results in challenging environments with a “mission first, people always” approach. Recognized as an effective communicator and dependable team player with a history of solving complex issues using critical thinking.
- I have lived in Harnett County for over 20 years, am married, and have three successful adult children

## Appendix G: Proposed Bylaws

### ACHIEVEMENT CHARTER ACADEMY, INC. BYLAWS

#### ARTICLE I

##### Name and Nonprofit Policy

Section 1. Name. This corporation is and shall be known as Achievement Charter Academy, Inc., hereinafter referred to as the "Organization."

Section 2. Nonprofit Policy. The Organization shall not be operated for profit, and its entire properties, assets, and facilities shall be devoted to the purposes for which it is organized as set forth in its articles of organization, as the same may from time to time be amended.

#### ARTICLE II

##### Purposes

Section 1. Purposes. The corporation is organized with the following purposes and powers:

The corporation is a charitable corporation as defined in NC Gen. Stat. 55A-1-40(4)

This corporation does not contemplate pecuniary gain or profit and the specific purposes for which it is formed is to organize a Charter School pursuant to the laws of the state of NC and thus give parents an alternative to the traditional public school model. Achievement Charter Academy's mission is to create an engaging learning environment based on the belief that students can and will succeed when teachers, students, and parents collaborate to achieve excellence.

No substantial part of the activities of the corporation are to be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding anything herein to the contrary, the corporation shall exercise only such powers as are in furtherance of exempt purposes of organizations set forth in Section 501©(3) of the Internal Revenue Code of 1986 or any successor section, and its regulations as the same now exist, or as it may hereafter be amended from time to time.

#### ARTICLE III

##### Board of Directors

Section 1. Election and Powers. The Board of Directors shall have custody, control and direction of the organization, its property and other assets. Directors shall be elected at each Annual Meeting of the Board, and each Director shall serve until his or her successor is elected and qualified, unless his or her Directorship be theretofore vacated by resignation, death, removal, or otherwise.

Section 23. Number. The number of Directors constituting the entire Board of Directors shall be not less than five (5) and not more than eleven (11), and shall be fixed by resolution of the Board of Directors. The Board, by a two-thirds vote of all members may resolve to increase or decrease the number of Directors to



the extent permitted in the Articles of Incorporation of the Organization, provided that no decrease shall shorten the term of any incumbent Director.

Section 3. Classes. Each Director shall serve a term of three (3) years, except for the initial Board of Directors or as provided hereafter in this Article. For the purpose of staggering their terms of office, the Directors shall be divided into three (3) classes, as nearly equal in numbers as may be, and the term of office of one class shall expire each year in regular rotation. In case the number of Directors in any class becomes unequal to the other classes, the Board of Directors may elect one or more Directors to terms of one or two years, as may be deemed most practical.

Section 4. Vacancies. In case of any vacancy in the Board of Directors, a majority of the remaining Directors may elect a successor to fill the unexpired term, and to serve until his or her successor shall have been duly elected and qualified. In the event of increase in the number of Directors, additional Directors may be elected to terms of one, two, or three years as may be necessary to maintain equality in numbers among the classes of Directors. Additional Directors so elected shall serve until their successors shall have been duly elected and qualified.

Section 5. Absences. If any Director shall fail to attend two (2) consecutive meetings of the Board of Directors or three meetings of the Board of Directors annually without excuse accepted as satisfactory by the Board, such Director shall be deemed to have resigned and the vacancy shall be filled.

Section 6. Removal. At any meeting of the Board of Directors duly called, any Director may, by vote of two-thirds (2/3) of the entire Board, be removed from office and another may be elected by the Board to fill the unexpired term of the Director so removed.

Section 7. Meetings. The Annual Meeting of the Board of Directors shall be held in April of each year on such date and at such time and place as may be fixed by the Board of Directors and named in the notice. Regular Meetings of the Board of Directors shall be held at such times as the board may, from time to time, determine. Special Meetings of the Board of Directors shall be held at any time, on call by the President of the Board, or by the Secretary on the request in writing of any three (3) members of the Board.

Section 8. Open Meetings. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections §143-318.9 thru 143-318.19, and as may be from time to time amended.

Section 9. Agenda for Regular Meetings. The agenda or order of business for each Regular meeting shall include the following:

- (a) Call to order
- (b) Roll Call
- (c) Approval of Minutes
- (d) Financial report
- (e) Reports of Committees
- (f) Report of the Educational Director (if applicable)
- (h) Old business
- (i) New business
- (j) Adjournment

Section 10. Notice of Meetings. Notice of the time and place of every meeting of the Board shall be mailed not less than ten (10) nor more than twenty (20) days before the meeting, to each Director at his or her address as set forth in the records of the Organization.

Section 11. Waiver of Notice. Notice of a meeting need not be given to any Director who submits a signed written waiver thereof, whether before or after the meeting, nor to any Director who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him.

Section 12. Quorum. A majority of the entire Board of Directors shall constitute a quorum at any meeting of the Board, and except as otherwise provided by law or herein, a majority in number of such quorum shall decide any question that may come before the meeting. A majority of the Directors present at any regular or special meeting, although less than a quorum, may adjourn the same from time to time, without notice other than announcement at the meeting, until a quorum shall be present. At such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

Section 13. Action Without a Meeting. Any action required or permitted to be taken by the Board of Directors or any committee thereof at a duly held meeting may be taken without a meeting if all members of the Board of Directors or the committee consent in writing to the adoption of a resolution authorizing the action. Such resolution and the written consents thereto by the members of the Board of Directors or committee shall be filed with the minutes of the proceedings of the Board of Directors or the committee.

Section 14. Personal Attendance by Conference Communication Equipment. Any one or more members of the Board of Directors or any committee thereof may participate in a meeting of such Board or committee, with the consent of all the members of such Board or committee present in person at such meeting, by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at the meeting. If the Board holds a meeting by use of conference communication equipment, it shall provide a location and means whereby members of the public may listen to the meeting, and the notice of the meeting shall be provided as required by the North Carolina Open Meetings Law.

Section 15. Executive Committee. The Board of Directors shall, by an affirmative vote of a majority of the entire Board, appoint an Executive Committee, to consist of Five (5) Directors, including the President, Vice-President, Secretary, Treasurer, and other members of the Board as the Board shall determine upon recommendation by the President. The President shall be the Chairman of the Executive Committee. The Executive Committee shall have and may exercise between the meetings of the Board of Directors all the authority of the Board of Directors, except that the Executive Committee shall have no authority as to those matters proscribed under any provision of applicable law. The Executive Committee shall report all its actions to the next meeting of the Board. Any reference in these Bylaws to the Board of Directors shall include the Executive Committee unless the context or express provision otherwise provides.

Section 16. Regular Committees. As soon as practicable each year following the Annual Meeting of the Board of Directors and upon the recommendation of the President, the Board shall appoint the following Regular Committees, each of which shall consist of at least three (3) Directors and shall have the authority to carry out its purposes as set forth in this Section 15. In making these appointments, the Board shall designate the Chairman of each committee other than the Finance Committee.

(a) Community Relations Committee. There shall be a Community Relations Committee which shall recommend policy for the community relations, public relations and development activities of the organization. It shall also recommend policy for all educational and group activities provided for the public.

(b) Finance Committee. There shall be a Finance Committee which shall recommend policy and be responsible for the supervision and direction of the care and custody of all assets of the Organization. The Finance Committee shall also either prepare the budget for the calendar year which shall be presented annually to the Board of Directors for adoption. The Finance Committee shall review with the independent public accountant(s) then serving the Organization audit policies and the proposed annual audit report to be submitted to the Board. The Treasurer shall serve as Chairman of the Finance Committee.

(c) Nominating Committee. There shall be a Nominating Committee which shall recommend (i) persons for election to the Board of Directors, and (ii) a slate of officers for election to one year terms at the Annual Meeting of the Board of Directors. Nominations shall be mailed to each member of the Board of Directors at least fifteen (15) days prior to the Annual Meeting of the Board. The Nominating Committee shall also recommend to the Board persons to fill vacancies as soon as practicable after they may occur. The Nominating Committee may also propose to the Board persons for election as Honorary Directors. The President shall not serve on the Nominating Committee.

(d) Personnel Committee. There shall be a Personnel Committee which shall recommend policies relating to the recruitment, compensation, benefits, and retention of Organization employees and all employee policies and programs.

Section 16. Other Committees. The President, with the approval of the Board of Directors, may designate additional committees, each of which shall consist of at least three (3) Directors and may include other persons who need not be Directors. Each such committee shall have such authority and shall serve for such time as provided in the resolution designating the committee, except that such authority shall not exceed the authority conferred on the Executive Committee by Section 14 or on any regular Committee by Section 15 of this Article.

## ARTICLE IV

### Officers

Section 1. Election of Officers. The Board of Directors shall elect a President, a Vice-President, a Secretary, and a Treasurer of the Organization. Each such officer shall be elected from among the Directors at the Annual Meeting of the Board for a term of one year. Any vacancy in the above offices shall be filled by the Board of Directors as soon as practicable.

Section 2. Removal. At any meeting of the Board of Directors duly called, any Officer of the Organization may, by a vote of two-thirds (2/3) of the entire Board, be removed from office and another may be elected by the board in the place of the Officer so removed, to serve until the next Annual Meeting of the Board.

Section 3. President. The President shall be the presiding officer of the Board of Directors with the power and duty to exercise general supervision over the affairs and operations of the Organization. He or she shall act as Chairman of and preside at all meetings of the Board and of the Executive Committee. He or she shall serve on all Regular and other committees, except the Nominating Committee, in addition to the appointed members. The President shall have such other powers and duties as may be designated by the Board.

Section 4. Vice-President. At the request of the President or in his or her absence or during his or her disability, the Vice-President shall perform the duties and exercise the functions of the President. The Vice-President shall have such other powers and duties as may be designated by the Board of Directors or the President.

Section 5. Secretary. The Secretary shall be responsible for the keeping of Minutes of all meetings of the Board of Directors. He or she shall see that all notices are duly given in accordance with the provisions of these bylaws or as

required by law. The Secretary shall be responsible for the custody of the records and of the seal or seals of the Organization. The Secretary shall have such other powers and duties as may be designated by the Board or the President.

Section 6. Treasurer. The Treasurer shall have supervision over the financial records of the Organization. The Treasurer shall provide the Board of Directors at each of its regular meetings with a statement of the financial condition of the Organization. He or she shall serve as Chairman of the Finance Committee and shall have such other powers and duties as may be designated by the Board.

## **ARTICLE V**

### **Membership**

The corporation shall have no members.

## **ARTICLE VI**

### **Contracts, Loans, Checks And Deposits**

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

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

Section 3. Checks and drafts. All checks, drafts or other orders for the payment of money, issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by the Board of Directors.

Section 4. Deposits. All funds of the corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such depositories as may be selected by or under the authority of the Board of Directors.

## **ARTICLE VII**

### **Conflict of Interest**

Section 1. Interested Directors and Officers. Each Director and Officer of the Organization shall disclose in writing to the Board of Directors any conflict of interest which he believes may arise in connection with his service as a Director or an Officer of the Organization. For purposes of this provision, the term "interest" shall include personal interest, interest as director, officer, manager or beneficiary of any concern and having an immediate family member who holds such an interest in any concern. The term "concern" shall mean any corporation, association, trust, partnership, limited liability entity, firm, person or other entity other than the organization.

Section 2: Procedure for Addressing Conflict of Interest. No director or officer of the organization shall be disqualified from holding any office in the organization by reason of any interest in any concern. A director or officer of the organization shall not be disqualified from dealing, either as vendor, purchaser or otherwise, or contracting or

entering into any other transaction with the organization or with any entity of which the organization is an affiliate. No transaction of the organization shall be voidable by reason of the fact that any director or officer of the organization has an interest in the concern with which such transaction is entered into, provided:

1. The interest of such officer or director is fully disclosed to the Board.
2. Such transaction in which a director or officer has a financial or personal interest shall be duly approved by members of the board of directors, not so interested or connected, as being in the best interests of the organization.
3. Payments to the interested officer or director are reasonable and do not exceed fair market value.
4. After disclosure of the interest or concern by the interested director or officer and all material facts, that person may make a presentation to the Board or Committee, but after the presentation, must leave the meeting during the discussion of , and the vote on, the transaction or arrangement involving the possible conflict of interest.
5. No interested officer or director may vote on the matter or be counted in determining the existence of a quorum at the meeting at which such transaction may be authorized.
6. When a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for the purpose of that vote.
7. The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval.

The Board shall have additional authority to adopt a Conflict of Interest Policy so as to supplement this section as well as any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

## **ARTICLE VIII**

### **Diversity and Non-Discrimination**

This corporation shall provide equality of opportunity in education for all applicants for admission and/or enrolled students, without discrimination or segregation on the ground of race, color, religion, national origin, national ethnicity, sex, age, disability or socio-economic status.

This corporation shall pursue a policy of hiring and promoting faculty and employees, without discrimination or segregation on the ground of race, color, religion, national origin, national ethnicity, sex, age, disability or socio-economic status.

## **ARTICLE IX**

### **Amendments and Other Provisions**

Section 1. Amendments. These Bylaws may be adopted, amended or repealed in whole or in part by the affirmative vote of a majority in number of the entire Board of Directors, provided that at least 30 days before the meeting at which any amendment shall be voted upon, written notice of the proposed amendment shall be mailed to each member of the Board, together with a concise statement of the changes proposed to be made.

Section 2. Conduct of Meetings. Except as otherwise provided in these bylaws, by applicable law or by resolution of the Board of Directors, all meetings of the Board or of any committee designated by the Board shall be conducted in conformity with Robert's Rules of Order, Revised, as amended from time to time.

Section 3. Financial Reporting. For financial reporting purposes the Organization shall report on a fiscal year basis which 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.

Section 4. Indemnification. The Organization shall indemnify (a) any person made or threatened to be made a party to any action or proceeding by reason of the fact that such a person, or such person's testator or intestate administrator, is or was a Director or Officer of the Organization and (b) any Director or Officer of the Organization who served any other corporation of any type or kind, or any partnership, joint venture, trust, employee benefit plan, or other enterprise, association, or entity in any capacity at the request of the Organization, in the manner and to the maximum extent permitted by the Not-for-Profit Corporation Law of North Carolina, as amended from time to time; and the Organization may, in the discretion of the Board of Directors, purchase and maintain insurance pursuant to such indemnification and indemnify all other corporate personnel to the extent permitted by law.

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK]

The undersigned certifies that the foregoing bylaws have been adopted as the bylaws of the Corporation, in accordance with the requirements of the NC non-Profit Business Corporation Act.

This the 5<sup>th</sup> day of September, 2017.

Brenda Harnack

Brenda Harnack, President

Attest: Leaja Horne

Leaja Horne, Secretary



# NORTH CAROLINA

## Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

**ARTICLES OF INCORPORATION**

**OF**

**ACHIEVEMENT CHARTER ACADEMY**

the original of which was filed in this office on the 5th day of September, 2017.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 5th day of September, 2017.

*Elaine F. Marshall*

Secretary of State

Certification# C201724000208-1 Reference# C201724000208-1 Page: 1 of 5  
Verify this certificate online at <http://www.sosnc.gov/verification>



**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: Achievement Charter Academy

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: Brenda Harnack

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

Number and Street: ~~15 Randy Court~~ 25 Buttonwood Ct.  
 City: Fuquay Varina State: NC Zip Code: 27526 County: ~~Harnett~~ Wake

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

Number and Street or PO Box: P.O. Box 1685  
 City: Fuquay Varina State: NC Zip Code: 27526 County: ~~Harnett~~ Wake

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

| Name           | Address                                     |
|----------------|---|
| W. E. Goodall  | 2132 Greenbrook Pkwy., Weddington, NC 28104 |
| Brenda Harnack | P.O. Box 1685, Fuquay Varina, NC 27526      |

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

- a.  The corporation will have members.  
 b.  The corporation will not have members.

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

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

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

Principal Office Telephone Number: 919-567-1234

Number and Street: ~~15 Randy Court~~ 25 Buttonwood Ct.

City: Fuquay Varina State: NC Zip Code: 27526 County: Harnett Wake

(Harnett) (Wake)

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

Number and Street or PO Box: P.O. Box 1685

City: Fuquay Varina State: NC Zip Code: 27526 County: Harnett Wake

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

| Name | Address | Title |
|------|---------|-------|
|      |         |       |
|      |         |       |

11. (Optional): Please provide a business e-mail address: Privacy Redaction

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

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

This is the 23rd day of August, 2017.

\_\_\_\_\_  
Incorporator Business Entity Name  
W. E. Goodall  
\_\_\_\_\_  
Signature of Incorporator  
W. E. Goodall, 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.

# Achievement Charter Academy

## Purpose of Corporation

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

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

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

## Prohibited Activities

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

of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

### **Distributions Upon Dissolution**

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

# INSURANCE PEOPLE

Below are the **estimated annual premiums**: **Achievement Charter Academy**

**Property Premium Estimate** **\$450**

|                              |           |
|------------------------------|-----------|
| Contents                     | \$250,000 |
| Deductible                   | \$1,000   |
| Form                         | Special   |
| Equipment Breakdown Included |           |

**General Liability Premium Estimate** **\$1,349**

|                      |          |     |
|----------------------|----------|-----|
| <b>Rating Basis:</b> | Students | 192 |
|                      | Faculty  | 14  |

**Limits:**

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

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

**\$3,057**

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

Named insured includes the insured Organization (School Entity), its 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

|  |                     |                 |
|--|---------------------|-----------------|
| <b>Fidelity Bond Estimate</b>                |                     | <b>\$332</b>    |
| Limit  | \$250,000           |                 |
| <b>Auto Premium Estimate</b>                 |                     | <b>\$181</b>    |
| Hired & Non Owned Autos Only                 |                     |                 |
| Limit of Liability                           | \$1,000,000         |                 |
| <b>Head of Class Endorsement</b>             |                     | <b>\$82</b>     |
| <b>Workers Compensation Premium Estimate</b> |                     | <b>\$3,430</b>  |
| Statutory State - NC                         |                     |                 |
| Employers Liability                          | \$500/ \$500/ \$500 |                 |
| Payroll Estimate                             | \$550,000           |                 |
| <b>Umbrella Premium Estimate</b>             |                     | <b>\$2,387</b>  |
| Limit of Liability                           | \$1,000,000         |                 |
| <b>TOTAL ESTIMATED PREMIUM</b>               |                     | <b>\$11,268</b> |
| <br>   |                     |                 |
| Student Accident Coverage                    |                     | \$7.00/ student |

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

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

Achievement Charter Academy  
Appendix O: Supporting Documents

## STUDENT AND PARENT HANDBOOK

### I MISSION

The mission of Achievement Charter Academy is to create a joyful learning environment based on the belief that all students can and will succeed when teachers, students, and parents collaborate to achieve excellence.

### II. EDUCATIONAL PHILOSOPHY

We follow the educational model of the “Quality School,” developed in 1993 by Dr. William Glasser. This model is currently being used in over 300 schools worldwide and is highly acclaimed for its emphasis on the success of the individual learner. Our core beliefs are.....

- Students are motivated internally and when we provide a warm, caring environment, free of coercion and designed to meet individual needs, students are more likely to achieve success.
- Curriculum is designed around useful information which includes both meeting individual learning needs and creating meaningful learning opportunities.
- No two students are alike; therefore an “Individualized Achievement Plan” (IAP) is developed at the beginning of each school year for each student and continuously updated as the student’s goals are met.
- Parents are a valuable resource and should be involved in their child’s educational experience to ensure success

We integrate these beliefs into our educational program by....

- Providing a comprehensive assessment for each student upon entry to provide invaluable information for the IAP
- Allowing students to have input into areas of study based on individual interests
- Encouraging students to teach what they have learned through special project applications which require the use of critical thinking, creating application, collaboration and self-evaluation
- Focusing on the growth and development of the “whole child” and promoting life-skills learning
- Teaching students to reflect on and evaluate their own work and giving them an opportunity to improve it if it is not considered “quality,” meaning their best effort
- Grouping students in “ability groups” in the major academic areas so that teachers may provide the most relevant work needed for each student’s current level of achievement and continuing challenge
- Respecting each student in order to establish positive relationships between students and teachers, allowing students to feel comfortable questioning, interacting, and engaging in the learning process
- Providing students the tools they need to achieve academic success
- Integrating relationship skills into the learning process so that students can become self-directed and self-managed

### III **ADMISSIONS POLICY**

Achievement Charter Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Achievement Charter Academy will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry.

Students entering kindergarten must turn five by Aug. 31 of the entry year. Students who do not meet the cut-off will be considered for early entry based solely on state statute.

### IV **SCHOOL CALENDAR/DAILY SCHEDULE**

Achievement Charter Academy operates on a 1025 instructional hour calendar with closings including major holidays, Christmas week, and spring break. Achievement Charter Academy schedules three to five teacher workdays each year to allow teachers time for preparation of end-of-nine-week reports. Inclement weather closings are posted on WRAL's website and TV station. Inclement weather closings are made up at the discretion of the DOE.

The daily academic schedule will be written each year by the Director of Education (DOE) and posted.

### V. **GOALS AND OBJECTIVES**

#### **A. CURRICULUM OVERVIEW**

Achievement Charter Academy's curriculum is driven by teaching the whole child, academically, socially, and personally. At each grade level, students will be assessed to determine strengths and needs. This data will be used to develop an "Individual Achievement Plan" (IAP) which will drive instruction in order to meet a student's individual learning needs. Curriculum is designed to meet NC standards in all subject areas. A variety of curriculum resources are used to enhance students' educational experience. Learning takes place through integrated thematic units and project-based activities. Curriculum Mapping provides real-time data that can be analyzed to improve teacher effectiveness and content deliver, as well as a guide to find connections for integration of study areas.

#### **Courses of Study**

Core Subjects:

- Language Arts: Reading, Writing, Grammar, Spelling. Literature
- Math
- Social Studies
- Science
- Physical Education

Enrichment Subjects:

- Music
- Spanish
- Art



- Publishing
- Sewing
- Cooking
- Gardening
- Business
- Auto mechanics
- Wood working
- Carpentry

### **Class Structure**

The classroom environment is based upon collaboration between teachers and students in order to create meaningful learning opportunities. Ability level groupings allow teachers to strengthen relationships, meet individual learning objectives and work with students as a class, small group, and one-on-one.

### **B. HOMEWORK**

Because learning takes place in small ability groups, allowing teachers to address each student's specific learning classroom objectives and progress, homework is needed only in the case of work not completed, special projects, and practice work needed by individual students. Students are asked to read each night and to share with family members some of the interesting things they have learned that day at school.

In the case of a student who continues to struggle in certain subject areas and appear to need help outside of the classroom, conferencing will take place in which the student's primary teacher will discuss with the parent the need for additional remedies such as extra practice at home or tutoring.

Each nine-week thematic unit requires a special interest project that each student works on outside of class. Families are encouraged to be involved by asking questions, sharing ideas, and supporting their child's efforts; however **completion of the project is the responsibility of the student.**

### **C. STUDENT ASSESSMENT**

Teachers will communicate with parents by progress updates, quarterly report cards, conferences, and informal communications whenever needed.

Students will demonstrate a minimum 80% mastery of each subject's standards by communicating in a variety of ways their ability to understand, apply, analyze, evaluate, and know when to utilize such learning in order to create quality work. Students will demonstrate a level of mastery through ongoing formative and summative assessments, presentations, and portfolios. In addition, they will demonstrate complete mastery of 90% or above in one or more areas. Students in grades three through eight will be assessed at the end of each year with the Iowa Tests of Basic Skills.

Students will continue to improve their work until it is evaluated as a "quality work" and demonstrates at least 80% mastery. As well as being evaluated by the teacher, students will use rubrics and self-evaluation to assess the learning that occurred from doing the assignment. They will determine the quality of their work based on the criteria established and will then look for ways to improve it.

## **A. FIELD TRIPS**

Field trips are a valuable extensions of students' educational experience, serving to enhance not only the curriculum but also the ability to act independently, responsibly, and respectfully in new situations. Field trips are a privilege and students are expected to follow the same rules and regulations as when they are on a school property. As representatives of Achievement Charter Academy, they are expected to demonstrate the highest standards of conduct. Behavioral expectations are reviewed prior to each field trip. Students who disregard these expectations will be counseled and the DOE will decide on future participation. All students must have field trip permission slips on file in order to participate.

Parents who wish to volunteer are welcomed but will be asked to be present during the review of behavioral expectations. Attending parents will be expected to assist with supervision and to enforce the rules and regulations of Achievement Charter Academy and the field trip site. Siblings of students or any other children under the age of 18 are not permitted to attend field trips, even when a parent is present. Family members other than parents must have approval of the DOE to participate.

## **IV. STUDENT EXPECTATIONS**

### **A. ATTENDANCE**

Consistent attendance is one of the greatest predictors of a student's ability to be successful in school. Frequent absences have a negative impact on a student's ability to master their academic goals for the school year.

Achievement Academy's policies are in accordance with NC G.S. 115C, Rules and Regulation of the State Board of Education Governing Compulsory School Attendance and Student Accounting.

- A student must be present at least one-half of the school's instructional day in order to be recorded present for that day. Student's leaving school before the end of the school day must present documentation (e.g. doctor's note etc.) the following day in order for the absence to be excused.
- In order for an absence to be excused, documentation must be presented to the school upon a student's return.
- North Carolina Excused Absences are as follows:
  - Illness or Injury
  - Medical or Dental Appointment
  - Death in the Family
  - Court or Administrative Proceedings
  - Religious Observance
  - Educational Opportunity
  - Child Care
  - Quarantine
  - Local School Board Policy
  - Absence related to Deployment Activities
- Excessive Absenteeism
  - Any student who accrues 20 absences (excused or unexcused) in a year may receive a failing grade for the course(s).
  - Any student who accrues more than 10 absences (unexcused) without contacting the school will be withdrawn in accordance with state regulations.

### **B. TARDINESS**

- Students are tardy if they arrive after 8:15 am. Arrival times are documented when students check themselves in at the computer attendance station upon arrival. Parents must accompany tardy students to the classroom and explain to the teacher the reasons for their late arrival.
- Three times tardy will be recorded as an absence.
- Students arriving later than one-half of the school's day will be counted absent.

### C. EARLY DISMISSAL

- Students being dismissed earlier than one-half of the school's instructional day will be recorded as absent
- Parents must come into the school and sign student out for early dismissal with a valid reason for dismissal

### D. DRESS CODE

The dress code is in place to encourage neatness, reduce distractions, and promote team spirit. Since all variations of dress cannot be foreseen, the DOE has the authority to make the determination of whether any particular form of dress is inappropriate to our setting. However, the following general guidelines will be strictly enforced.

#### **Bottoms:**

- Pants, shorts, skirts, capris must be **solid** colors of **black, navy, tan, or khaki**; no designs, logos, mixed colors, camos, patterns, or words.
- The hemline of shorts and skirts must meet the top of the knee.
- The top of pants must be at or near the normal waistline
- No holes or patches are allowed
- No denim of any color is allowed

#### **Tops:**

- Uniform polo shirts must be worn daily; garments covering polos are not allowed in the classroom but may be brought in and worn outside during cold weather; white polos will be worn on the field trips

#### **Shoes:**

- Tennis shoes are required for physical education activities; if other shoes are worn to school, the students must bring in tennis shoes to wear during PE.
- Heels are discouraged but, if worn, can be no more than two inches (as measured at the back of the heel to the floor) and may not be worn outside.

#### **General:**

- Students may bring a solid-colored t-shirt and solid colored knee-length shorts or pants (no yoga pants) to change into for physical education.
- Hair should be combed and kept neat with no bangs or hair falling over the eyes that interfere with vision
- No hats or caps are allowed to be worn inside the building

- Any make-up worn by females should be modest and not distracting
- Jewelry can be worn if it doesn't become a distraction
- Tattoos, whether temporary or permanent, are discouraged. The DOE has the right to inspect tattoos and make a determination of whether or not they will be allowed at school.

## **E. ELECTRONIC DEVICES/ PERSONAL POSSESSIONS**

Students should not bring personal possessions such as toys, stuffed animals, valuables, or expensive jewelry to school. The only items brought from home should be items relating to the current thematic study unit. If a student or parent is unsure whether an item is related to the study unit or is appropriate to bring to school as part of a learning activity, he/she should speak with the DOE beforehand and get approval. Unapproved items (i.e., items not relating to the current study unit or not approved by the DOE) will be confiscated and returned directly to the parent. Achievement Charter Academy cannot be responsible for items lost or broken while at school.

## **F. DISCIPLINARY PHILOSOPHY**

We believe that effective discipline has two major goals:

- 1) To establish an atmosphere conducive to learning
- 2) To help the student replace inappropriate behavioral choices with more socially accepted positive ones

### **Our teachers will. . .**

....help accomplish these goals by practicing and modeling the “Seven Caring Habits”

- Supporting
- Encouraging
- Listening
- Accepting
- Trusting
- Respecting
- Negotiating differences

... And by helping students develop their abilities to make good choices and to learn to think through the possible consequence of their actions. Using the basic tenets of Glasser's Choice Theory, which we call “WDEP,” the teacher will ask the students to:

- 1) Identify the behavior (what do you Want?)
- 2) Accept responsibility for the behavior (what are you Doing?)
- 3) Evaluate the behavior to determine whether it was helpful or hurtful (Evaluate: did that behavior work without being hurtful?)
- 4) Develop and commit to a plan (contract) with the intention of making better behavioral choices in the future (make a Plan)

### **Our students will...**

- Be people of good character
- Conduct themselves in a way that does not interfere with the health, safety, and well-being of other students or staff

- Be positive contributors to the learning environment
- Practice WDEP often
- Apply the following principles in their relationships with others:
  - Respect
  - Tolerance and caring
  - Fairness and justice
  - Trustworthiness
  - Good citizenship
  - Responsibility

**Our parents will...**

- Take an active role in their child(s) educational experience
- Partner with Achievement Charter Academy staff and board to ensure that the above policies will be reviewed and discussed with their child(ren)
- Support the educational philosophy, policies, and procedure of Achievement Charter Academy

**Together we will...**

- Keep all of our students' best interests as our primary focus
- Discuss throughout the year how we will strive to inspire one another to achievement
- Use class meetings as a mean of resolving issues

**G. DISCIPLINARY ACTION**

At the beginning of the school year, the teacher and students of each classroom group will write their classroom beliefs. These beliefs will be based on the ideas of respect for ourselves, others, and property and will include statements that will promote a positive learning environment in the classroom.

It is our hope that all of our students will demonstrate responsibility and make good behavioral choices. In the event a student does not, the following procedure will be enacted:

For **minor infractions** such as:

- Being disruptive in class
- Being disrespectful
- Failing to follow class rules or beliefs
- Refusing to do assignments
- Behaving in a way that prevents one's self or others from learning

The teacher will remind the students of the preferred behavior and observe for compliance. If the behavior occurs again, the student will lose a posted privilege for that day.

If the same behavior continues, the student will be counseled by either the teacher or the DOE and a written report, including a plan for improvement, will be sent home for the parent's signature.

If the student refuses to follow through with the plan he/she will be suspended; length of time to be determined by the DOE.

In the case of a student receiving three mediation reports within a 9-week period, the parent will be required to conference with the teacher and/or DOE and suspension is at the discretion of the DOE.

If a student receives a fourth mediation report within a 9-week period, he/she will be automatically suspended and return to school will not be allowed to return to school without a parent conference.

For **major infractions**, suspension and/or expulsion may be immediate and are entirely at the discretion of the DOE. The following behaviors are considered major infractions:

- Criminal behavior of any kind, including but not limited to:
  - o Possession or use of any illegal substance
  - o Assault of any kind
  - o Sexual misconduct
  - o Possession of any type of weapon
  
- Bullying, including aggressive teasing
- Profanity

**Note:** All suspensions are recorded as **unexcused absences**. In the event a student is expelled, he/she will not be accepted back into the school at a later date.

## **VII. PARENT INVOLVEMENT**

Parent involvement is crucial in the development of each student's IAP and in its ongoing process of updating as goals are reached and new ones are set. Parents are encouraged to visit and/or participate in daily school activities at any time. In addition, Achievement Charter Academy welcomes parent involvement in such activities as field trips, special events, school beautification, fundraisers, and educational activities. Parents will be asked to pledge a number of volunteer hours during each semester.

### **A. PARENT/TEACHER CONFERENCES**

Good communication between parents and teachers is essential and vital for student success. The primary purpose of this communication is to give the teacher and the parent the opportunity to discuss academic and behavioral goals and expectations, review student performance, identify any problems that may arise, and brainstorm strategies for problem resolution to assist with student success.

Parent/Teacher conferences are required at the beginning of the school year to help write each student's Individual Achievement Plan (IAP). Following the initial conference, parents and teachers will meet at least once more annually, typically during the second semester. If parents wish to meet their child's teacher at any other given time throughout the school year, they should contact their child's teacher or the DOE to set up a meeting.

### **B. FUNDRAISERS**

Achievement Charter Academy may hold fundraisers to assist the funding of special programs or purchases at the school. Participation in fundraising activities is voluntary, but appreciated. No student will be excluded from an event or program because of non-participation by the student or their parent/guardian.

## **VIII. GENERAL POLICIES AND PROCEDURES**

### **A. DROP-OFF/ PICK-UP PROCEDURES**

Student release is staggered to allow for a smooth traffic flow. Vehicles at the **second** parking lot entrance at 15 Randy Court. Drive to the side door at building A (closest to 401) and **let your child out on the passenger side** for safety. Exit at the first entrance. Repeat at pick-up. Note: students will be allowed to enter and exit only at this door. Vehicles should enter to the right side of the parking lot at 25 buttonwood Ct. Drive around the median and let your child out.

## **B. ILLNESS AND EMERGENCIES**

In an effort to keep our students and staff healthy; we ask that students who are ill stay home. It will be up to the DOE's discretion to determine whether a doctor's note is required for the absence to be considered "excused."

Please keep a student home from school if any of the following symptoms are present, and follow these guidelines for returning to school after illness:

- **Bronchitis:** on antibiotics for 24 hours or more
- **Chicken Pox:** when all lesions are crusted over (approximately one week)
- **Diarrhea:** free of symptom for 24 hours
- **Fever of 100\* or higher:** free of fever for 24 hours without medication
- **Head lice:** when completely lice and nit-free following prescribed treatment (minimum of 24 hours)
- **Pink eye:** when discharge from eyes has stopped (usually 24 hours after starting antibiotic eye drops)
- **Vomiting:** symptom-free unless a fever was present, then 24 hours

If a student exhibits any of these symptoms while at school, the parent/guardian will be asked to pick the student up within 30 minutes. All students should have at least two emergency contacts listed in their student file in the main office. If a serious illness or emergency occurs and we are unable to reach the parent/guardian or the emergency contacts provided, we will contact the student's personal physician or ambulance, if the situation warrants such action.

## **C. MEDICATION**

Achievement Charter Academy does not administer medication, either prescription or over-the-counter. Students are not allowed to bring any prescription medication into the school without approval of the DOE. Exceptions to this policy are emergency medications such as: epi-pen, glucagon, diazepam, and certain "rescue" medications for acute asthma, which must be given to the DOE and be accompanied by a doctor's note or prescription. Epi-pens also require a "care" or "action" plan from the attending physician's office. Over-the-counter **external** preparations such as skin lotion, sunscreen, chapstick, etc. which list only one warning (e.g., "keep out of the reach of children") may be brought in if kept in book bags or lockers. No **internal** OTC, including cough drops, is permitted to be brought in without approval of the DOE.

## **D. IMMUNIZATIONS**

North Carolina law requires all students to have proper immunizations. Parents have 30 calendar days after the child's first day of attendance of school to present proof of immunization. After 30 days, students will be suspended until proof is presented. Each incoming student should have the following immunizations: DTP; Polio; MMR; Hib; Hepatitis B; Varicella; PCV7

## **E. EMERGENCY PROCEDURES AND SCHOOL CLOSINGS**

Fire drills are performed on a monthly basis as a safety precaution for all individuals in the school. Everyone will exit the building promptly, orderly and quietly. Tornado drills take place each nine-weeks and will be scheduled by the DOE. During a tornado drill, students will be moved to a safe location away from windows. Each student will practice crouching down on the floor and covering his/her head to reduce injury.

School closings due to emergency situations or inclement weather will be announced on WRAL. If an area-wide evacuation occurs, parents will be contacted through the REMIND

#### **F. PHYSICAL EDUCATION & OUTDOOR ENVIRONMENT**

Physical education is as important a subject in our curriculum as are the cognitive areas. Students use outdoor space for a variety of individual and group activities that promote fitness, fun, strength, agility, and endurance. Students learn the importance of cooperation, teamwork, and leadership from assignments that challenge the group to reach specific goals. In addition to structured activities, students are given some freedom to work on individual fitness goals, to explore their environment, and to engage in scientific discovery.

Outdoor behavioral expectations mirror classroom expectations, in that students are expected to participate in an appropriate and safe manner. All outdoor activity will be supervised by a teacher. See the dress code section for appropriate PE attire.

In the event of poor weather or severe conditions, students will engage in indoor gross motor activities and/or group games.

#### **G. SPECIAL EVENTS AND PARTIES**

Achievement Charter Academy recognizes the importance of celebrating life's milestones with each student and welcomes birthday and special event celebrations. Parents are welcome to send in special treats for such occasions as long as they are store-bought and nut-free. Achievement Charter Academy will celebrate the major holidays with secular parties as well. Parents will be asked to sign up and bring in special treats or party supplies for these occasions. Parents who prefer their child not participate in any given celebration should speak directly with the DOE to discuss an alternate plan for their child.



**Charter School Required Signature Certification**

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

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

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

- Name of the Selected Board Attorney: Kimberly Herrick, Attorney at Law
- Date of Review: September 6, 2017
- **Signature of Board Members Present (Add Signature Lines as Needed):**
  - Nancy D. Herrick
  - John P. Pierce
  - Barbara H. Jackson
  - Robert Strain
  - Lezlie Home
  - Blenda Hancock
  - Mary C. Kelly
  - \_\_\_\_\_

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

- Name of the Selected Board Auditor: Courtney LaLone, LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- **Signature of Board Members Present (Add Signature Lines as Needed):**
  - Nancy D. Herrick
  - John P. Pierce
  - Barbara H. Jackson
  - Robert Strain
  - Lezlie Home
  - Blenda Hancock
  - Mary C. Kelly
  - \_\_\_\_\_

❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: N/A
- Date of Review: \_\_\_\_\_
- Signature of Board Members Present (Add Signature Lines as Needed):
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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

- Name of the Contact: Marianne Levigne
- Name of the Selected Financial Service Provider: LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):
  - Nancy D. Herrick
  - Ma P. Gilbey
  - Bobby Harkins
  - Paul Stra
  - Leaja Horne
  - Brenda Harnack
  - Mary C. Kelly

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

- Name of the Contact: Marianne Levigne
- Name of the Selected PowerSchool Service Provider: LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):
  - Nancy D. Herrick
  - Ma P. Gilbey
  - Bobby Harkins
  - Paul Stra
  - Leaja Horne
  - Brenda Harnack
  - Mary C. Kelly

**Certification**

I, Brenda Harnack, 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 Achievement Charter Academy Charter School is true and correct in every respect.

Brenda Harnack \_\_\_\_\_ 9-18-17 \_\_\_\_\_  
Signature Date