

## Evidence of Educational Need

### Evidence 1—The Learning Gap between Shanghai and North Carolina

#### North Carolina Students' Performance

Making all the students perform on the grade level has always been a top priority for the NC DPI but it seems there is still a long way to go. In the 2016-17 academic year, only 45.8% of NC 8th graders were proficient in math and 53.7% in Reading (NC DPI, 2017).

#### How Far are America and North Carolina from the Top?

The 2012 PISA study showed a huge learning gap between American and Chinese students. First, the learning gap between Shanghai's 15-year-old and American ones was more than three years (Table 1). The gap between Shanghai students and North Carolina students could be as many as 3.5 years or more. If the North Carolina eighth graders' average actual math level is a grade equivalent of 7.5, then Shanghai 15-year-old's average math level is an American grade equivalent of 11. It may be fairer to compare China's best to America's best. There is a 99-point gap between Shanghai's 15-year-old and Massachusetts' in math. That is about a gap of 2.5 years. Second, Shanghai's low socio-economic status (SES) students outperformed American's high SES students by 30 points (562 vs. 532). American educators often find excuses in students' socio-economic background. Shanghai students' stunning performance shows that if American educators adopt China's best practice, American low SES students may also create miracles.

Table 1: A Comparison of PISA Scores

	Math			Reading	Science
	Average	Highest SES Quarter	Lowest SES Quarter	Average	Average
Shanghai, China	613	660	562	570	580
Singapore	573	627	523	542	551
Finland	519	555	488	524	545
Massachusetts	514	576	459	527	527
Connecticut	506	570	450	521	521
UK	494	545	458	499	514
US	481	532	442	498	497
Florida	467	521	430	492	485
NC (2015)	471	516	437	500	502

Learning from China

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

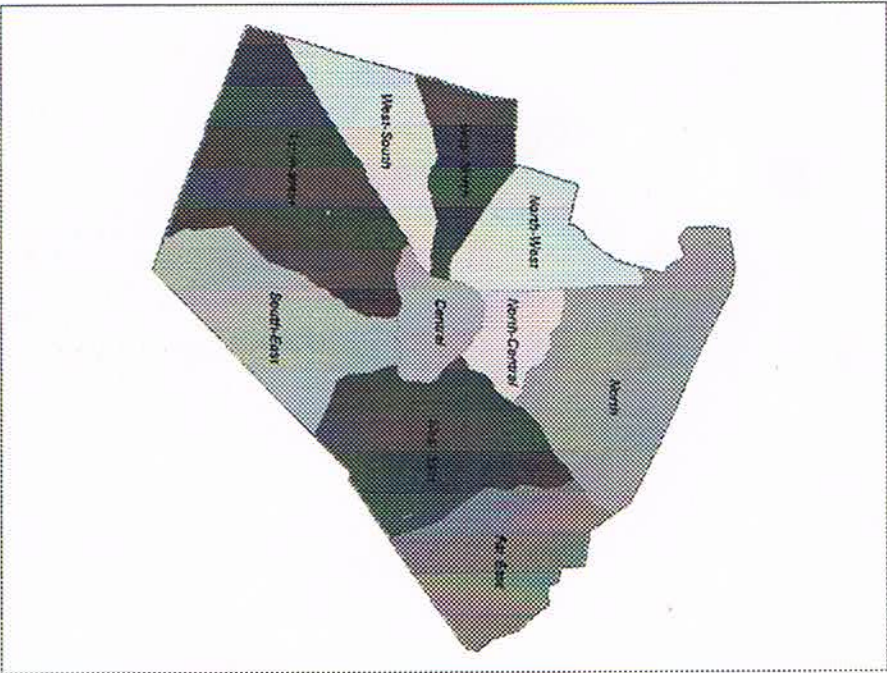
American educators often use students' socioeconomic status as an excuse for students' poor performance. The Chinese know how to make low SES students perform at high levels. Shanghai's students in the lowest socioeconomic status quarter performed far better than American students in the top SES quarter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

#### References

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# It's All About Growth...

Net Gain: 2012-13 to 2015-16



Planning Region	Net Gain: 2012-13 to 2015-16	Forecasted Gain: * 2015-16 to 2020-21
West-North	2,619	1,142
South-West	2,120	4,878
Near East	1,349	4,807
North	547	1,032
North-Central	350	- 502
North-West	329	- 234
West-South	296	2,057
Central	250	- 472
South-East	249	2,588
Far East	23	433

\* Negative growth in some areas is a result of lower system-wide K-12 forecast and significantly increased growth potential in other areas.

Data Sources:  
WCPSS student geocode; SPDM forecast; OREDITRE, April 2016

### Evidence 3-Survey Data Analysis

We put a survey online and also distributed hard copies to gauge parents' interests in Carolina Experimental School. We got 171 completed surveys. About 35% of parents did not want to send their children to Cary's three existing charter schools (i.e., Cardinal Charter Academy, Sterling Montessori Academy, Triangle Math and Science Academy) although all these schools have very long waiting lists. About 64% of parents did not know about Shanghai's stunning performances on the 2009 and 2012 PISA studies. Even more parents (73%) did not know there was a three-year gap between Shanghai's 15-year-olds and their American peers in math. About 94% of parents believed that a charter school adopting Shanghai's teaching practices would outperform their local schools. About 92% of parents made academic excellence a top priority in choosing a school. Other factors that are important for parents include the fit between the school and the child, school size, the school's programs, school size, and distance. About 89% of parents considered send their children to a school as good as Raleigh Charter High School if it is a K-12 school within ten miles from their homes.

## Carolina Experimental School Survey

Charter schools are public schools providing free education to students. We plan to establish a K-12 charter school that adopts the best practices of top schools in the world in Cary or a neighboring town. We want to know about your interests in such a school.

1. Are you willing to send your children to the existing charter schools in Cary (i.e., Cardinal Charter Academy, Sterling Montessori Academy, Triangle Math and Science Academy)? Y N
2. Do you know that students in Shanghai, China performed the best in math, reading, and science on the Programme for International Student Assessment (PISA) among over 60 economies in 2009 and 2012? Y N
3. Do you know that Shanghai's 15-year-olds were three years ahead of their American peers in math according to the 2012 PISA study? Y N
4. Do you think that a charter school adopting Shanghai's teaching practices will outperform your local schools? Y N
5. Is academic excellence a top priority for you in choosing a school? Y N
6. Raleigh Charter High School has the highest ACT/SAT scores in North Carolina (except for NC School of Science and Mathematics which only admits high performing students). If it becomes a K-12 school and it is within ten miles from your home, would you send your children to such a school? Y N
7. Comments (samples)
  - I hope the school will open for families outside Cary.
  - This is very exciting. Thank you so much to establish CES. My child and myself cannot wait to join. Please consider adding a CES in north Raleigh also.

## Appendix B Sample Curriculum Outline

### Social Studies

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

	<b>Standards/Units</b>	<b>Great Books</b>
K	<ol style="list-style-type: none"> <li>1. Change over time (e.g., self, others, season) and how life events bring about change.</li> <li>2. Maps of school, classroom, and home</li> <li>3. Identify physical features</li> <li>4. Identify locations using positional words</li> <li>5. Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).</li> <li>6. Explain why citizens obey rules in the classroom, school, home and neighborhood.</li> <li>7. Exemplify positive relationships through fair play and friendship.</li> <li>8. Explain how jobs help people meet their needs and wants.</li> <li>9. Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).</li> <li>10. Explain similarities in self and others.</li> </ol>	<p>Read them all! — Caldecott Award winning and honor books</p>
1 <sup>st</sup> Gr	<ol style="list-style-type: none"> <li>1. Explain how and why neighborhoods and communities change over time.</li> <li>2. Explain the importance of folklore and celebrations and their impact on local communities.</li> <li>3. Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents’ Day, etc.).</li> <li>4. Use geographic tools to identify characteristics of various landforms and bodies of water.</li> <li>5. Give examples showing the location of places (home, classroom, school and community).</li> <li>6. Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).</li> <li>7. Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).</li> <li>8. Explain how people use natural resources in the community.</li> <li>9. Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).</li> </ol>	<p>Read them all! — Caldecott Award winning and honor books</p>

	<ol style="list-style-type: none"> <li>10. Summarize the various ways in which people earn and use money for goods and services.</li> <li>11. Identify examples of goods and services in the home, school and community.</li> <li>12. Explain how supply and demand affects the choices families and communities make.</li> <li>13. Explain why rules are needed in the home, school and community.</li> <li>14. Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc).</li> <li>15. Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.</li> <li>16. Compare the languages, traditions, and holidays of various cultures. 1.C.1.2 Use literature to help people understand diverse cultures</li> </ol>	
2 <sup>nd</sup> Gr	<ol style="list-style-type: none"> <li>1. Use timelines to show sequencing of events.</li> <li>2. Identify contributions of historical figures (community, state, nation and world) through various genres.</li> <li>3. Compare various interpretations of the same time period using evidence such as photographs and interviews.</li> <li>4. Interpret maps of the school and community that contain symbols, legends and cardinal directions.</li> <li>5. Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).</li> <li>6. Understand the effects of humans interacting with their environment.</li> <li>7. Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.</li> <li>8. Explain how people positively and negatively affect the environment.</li> <li>9. Give examples of ways in which businesses in the community meet the needs and wants of consumers.</li> <li>10. Explain the roles and impact producers and consumers have on the economy.</li> <li>11. Summarize the concept of supply and demand.</li> <li>12. Explain why people and countries around the world trade for goods and services.</li> <li>13. Explain how money is used for saving, spending, borrowing and giving.</li> <li>14. Summarize the role of financial institutions relative to savings.</li> <li>15. Explain government services and their value to the community (libraries, schools, parks, etc.).</li> </ol>	Read them all! — Caldecott Award winning and honor books

	<ol style="list-style-type: none"> <li>16. Explain how governments establish order, provide security and create laws to manage conflict.</li> <li>17. Understand the roles and responsibilities of citizens.</li> <li>18. Exemplify characteristics of good citizenship through historical figures and everyday citizens.</li> <li>19. Explain why it is important for citizens to participate in their community</li> <li>20. Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).</li> <li>21. Recognize the key historical figures and events that are associated with various cultural traditions.</li> <li>22. Exemplify respect and appropriate social skills needed for working with diverse groups.</li> </ol>	
3 <sup>rd</sup> Gr	<ol style="list-style-type: none"> <li>1. Explain key historical events that occurred in the local community and regions over time.</li> <li>2. Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</li> <li>3. Exemplify the ideas that were significant in the development of local communities and regions.</li> <li>4. Use historical thinking skills to understand the context of events, people and places.</li> <li>5. Explain change over time through historical narratives. (events, people and places)</li> <li>6. Explain how multiple perspectives are portrayed through historical narratives.</li> <li>7. Find absolute and relative locations of places within the local community and region.</li> <li>8. Compare the human and physical characteristics of places.</li> <li>9. Exemplify how people adapt to, change and protect the environment to meet their needs.</li> <li>10. Explain how the movement of goods, people and ideas impact the community.</li> <li>11. Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</li> <li>12. Compare various regions according to their characteristics.</li> <li>13. Explain how location impacts supply and demand.</li> <li>14. Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).</li> <li>15. Understand entrepreneurship in a market economy.</li> <li>16. Explain why people become entrepreneurs.</li> <li>17. Give examples of entrepreneurship in various regions of our state.</li> <li>18. Summarize the historical development of local</li> </ol>	Read them all! — Newbery Award winning and honor books



	<p>governments.</p> <ol style="list-style-type: none"> <li>19. Describe the structure of local government and how it functions to serve citizens.</li> <li>20. Understand the three branches of government, with an emphasis on local government.</li> <li>21. Understand how citizens participate in their communities.</li> <li>22. Exemplify how citizens contribute politically, socially and economically to their community.</li> <li>23. Exemplify how citizens contribute to the well-being of the community's natural environment.</li> <li>24. Apply skills in civic engagement and public discourse (school, community)</li> <li>25. Compare languages, foods and traditions of various groups living in local and regional communities.</li> <li>26. Exemplify how various groups show artistic expression within the local and regional communities.</li> <li>27. Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).</li> </ol>	
4 <sup>th</sup> Gr	<ol style="list-style-type: none"> <li>1. Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.</li> <li>2. Explain how and why North Carolina was established.</li> <li>3. Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</li> <li>4. Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.</li> <li>5. Understand how notable structures, symbols and place names are significant to North Carolina.</li> <li>6. Explain why important buildings, statues, monuments and place names are associated with the state's history</li> <li>7. Explain the historical significance of North Carolina's state symbols.</li> <li>8. Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).</li> <li>9. Explain the impact that human activity has on the availability of natural resources in North Carolina.</li> <li>10. Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</li> <li>11. Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.</li> <li>12. Understand the basic concepts of a market economy: price,</li> </ol>	<ul style="list-style-type: none"> <li>- Nominate 10 greatest North Carolinians and explain why</li> <li>- Read them all! — Newbery Award winning and honor books</li> </ul>

	<p>supply, demand, scarcity, productivity and entrepreneurship.</p> <ol style="list-style-type: none"> <li>13. Understand how scarcity and choice in a market economy impact business decisions.</li> <li>14. Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world.</li> <li>15. Explain the impact of entrepreneurship on the economy of North Carolina.</li> <li>16. Understand the economic factors when making personal choices.</li> <li>17. Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.</li> <li>18. Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.</li> <li>19. Summarize the key principles and revisions of the North Carolina Constitution.</li> <li>20. Compare the roles and responsibilities of state elected leaders.</li> <li>21. Explain the influence of the colonial history of North Carolina on the governing documents of our state.</li> <li>22. Compare North Carolina's government with local governments.</li> <li>23. Analyze the North Carolina Constitution.</li> <li>24. Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.</li> <li>25. Give examples of rights and responsibilities of citizens according to the North Carolina Constitution.</li> <li>26. Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</li> <li>27. Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).</li> <li>28. Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.</li> </ol>	
5 <sup>th</sup> Gr	<ol style="list-style-type: none"> <li>1. Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).</li> <li>2. Summarize the political, economic and social aspects of colonial life in the thirteen colonies.</li> <li>3. Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.</li> <li>4. Understand the role of prominent figures in shaping the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read <i>The Autobiography of Benjamin Franklin</i></li> <li>2. Read <i>The Story of My Life</i> by Hellen Keller</li> <li>3.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Summarize the contributions of the “Founding Fathers” to the development of our country.</li> <li>6. Explain how key historical figures have exemplified values and principles of American democracy.</li> <li>7. Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.</li> <li>8. Explain the impact of the physical environment on early settlements in the New World.</li> <li>9. Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</li> <li>10. Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.</li> <li>11. Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).</li> <li>12. Summarize the role of international trade between the United States and other countries through Reconstruction.</li> <li>13. Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.</li> <li>14. Understand that personal choices result in benefits or consequences.</li> <li>15. Explain the importance of developing a basic budget for spending and saving.</li> <li>16. Evaluate the costs and benefits of spending, borrowing and saving.</li> <li>17. Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).</li> <li>18. Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</li> <li>19. Analyze historical documents that shaped the foundation of the United States government.</li> <li>20. Analyze life in a democratic republic through the rights and responsibilities of citizens.</li> <li>21. Understand the values and principles of a democratic republic.</li> <li>22. Analyze the rights and responsibilities of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights).</li> <li>23. Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States</li> </ol>	
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	<p>Constitution.</p> <p>24. Explain why civic participation is important in the United States.</p> <p>25. Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.</p> <p>26. Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.</p> <p>27. Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.</p> <p>28. Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.</p>	
6 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Human Geography</li> <li>- Early Humans</li> <li>- Middle East &amp; Ancient Egypt</li> <li>- Greece</li> <li>- Rome</li> <li>- Islam</li> <li>- Africa</li> <li>- Americas</li> <li>- India</li> <li>- China</li> <li>- Japan</li> <li>- Medieval Europe</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Greek and Roman mythology</li> <li>- <i>The 100: A Ranking of the Most Influential Persons in History</i> by M. H. Hart</li> </ul>
7 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Renaissance</li> <li>- Reformation</li> <li>- Age of Exploration</li> <li>- Enlightenment</li> <li>- French Revolution &amp; American Revolution</li> <li>- Industrial Revolution</li> <li>- Imperialism</li> <li>- World War I</li> <li>- World War II</li> <li>- Cold War</li> <li>- New World Order</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Diary of a Young Girl</i> by Anne Frank</li> <li>- the biography of Leonardo da Vinci</li> <li>- histories of Industrial Revolution</li> <li>- histories of Scientific Revolution</li> <li>- <i>Outliers: The Story of Success</i> by Malcolm Gladwell</li> </ul>
8 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Colonization &amp; Settlement</li> <li>- American Revolution</li> <li>- Expansion &amp; Reform</li> </ul>	<ul style="list-style-type: none"> <li>- biographies of politicians such as George Washington,</li> </ul>

	<ul style="list-style-type: none"> <li>- Civil War &amp; Reconstruction</li> <li>- Industrialization &amp; Impacts</li> <li>- WWI &amp; Great Depression</li> <li>- WWII</li> <li>- Post-War US</li> <li>- Contemporary US</li> </ul>	<p>Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, FDR, JFK, Linden Johnson, and Ronald Reagan</p> <ul style="list-style-type: none"> <li>- <i>Growth Mindset</i> by Carol Dweck</li> <li>- <i>Experience and Education</i> by John Dewey</li> </ul>
9 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Nomadic and Agricultural Societies</li> <li>- The Cradle of Civilization</li> <li>- Egypt</li> <li>- Greeks and Romans</li> <li>- Judaism, Christianity, &amp; Islam</li> <li>- African</li> <li>- Ancient Asia</li> <li>- The Americas</li> <li>- Medieval Europe and Byzantium</li> <li>- Renaissance and Reformation</li> <li>- Colonization and Imperialism</li> <li>- Industrial Revolution</li> <li>- World War I</li> <li>- Global and Regional Conflict</li> <li>- Independence</li> <li>- Globalization</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Origin and Goal of History</i> by Karl Jaspers</li> <li>- <i>Guns, Germs, and Steel: The Fates of Human Societies</i> by Jared Diamond</li> <li>- <i>Gandhi: An Autobiography</i></li> <li>- <i>Autobiography</i> by John Stuart Mill</li> <li>- <i>The Child and the Curriculum</i> by John Dewey</li> </ul>
10 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Ancient America and Africa</li> <li>- Europeans and Africans Reach the Americas</li> <li>- Colonizing a Continent in the Seventeenth Century</li> <li>- The Maturing of Colonial Society</li> <li>- The Strains of Empire</li> <li>- American Revolution</li> <li>- Consolidating the Revolution</li> <li>- Economic Transformations in the Northeast and the Old Northwest.</li> <li>- Slavery and the Old South</li> <li>- Moving West</li> <li>- The Union in Peril</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Democracy in America</i> by Tocqueville</li> <li>- <i>1491</i> by Charles Mann</li> <li>- <i>The Words: The Autobiography of Jean-Paul Sartre</i></li> <li>- <i>The Schools We Need: And Why We Don't Have Them</i> by E. D. Hirsch</li> </ul>

11 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- The Civil War</li> <li>- Reconstruction</li> <li>- The West and the New South</li> <li>- Industrial Revolution in America</li> <li>- Becoming a World Power</li> <li>- The Progressives Confront Industrial Capitalism</li> <li>- WWI</li> <li>- Boom and Bust</li> <li>- WWII</li> <li>- Cold War</li> <li>- Reform and Rebellion in the Turbulent Sixties</li> <li>- The Revival of Conservatism</li> <li>- Post Cold War</li> </ul>	<ul style="list-style-type: none"> <li>- biographies of entrepreneurs such as Thomas Edison, Henry Ford, John Rockefeller</li> <li>- <i>Battle Hymn of the Tiger Mother</i> by Amy Chua</li> </ul>
12 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Citizenship</li> <li>- Voting, Elections, and Political Parties</li> <li>- Foundation of American Democracy</li> <li>- The US Constitution</li> <li>- The Amendments</li> <li>- The Legislative, Executive and Judicial Branch</li> <li>- The American Legal System</li> <li>- The State Government</li> <li>- The Local Government</li> <li>- World Affairs and Comparative Government</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Spirit of Laws</i> by Charles Baron De Montesquieu</li> <li>- <i>On Liberty</i> by John S. Mill</li> </ul>

#### Competitions

- Geography Bee
- National Flag Day writing contest: What Our Flag Means to Me?
- Model UN
- Speech contest
- C-Span's Student Cam
- National History Day
- National History Bee
- Debate
- Academic WorldQuest
- Mock Trial
- University Interscholastic Council Social Studies Contest
- EconChallenge
- National Peace Essay Contests

## Appendix B Sample Curriculum Outline

### Social Studies

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

	<b>Standards/Units</b>	<b>Great Books</b>
K	<ol style="list-style-type: none"> <li>1. Change over time (e.g., self, others, season) and how life events bring about change.</li> <li>2. Maps of school, classroom, and home</li> <li>3. Identify physical features</li> <li>4. Identify locations using positional words</li> <li>5. Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).</li> <li>6. Explain why citizens obey rules in the classroom, school, home and neighborhood.</li> <li>7. Exemplify positive relationships through fair play and friendship.</li> <li>8. Explain how jobs help people meet their needs and wants.</li> <li>9. Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).</li> <li>10. Explain similarities in self and others.</li> </ol>	<p>Read them all! — Caldecott Award winning and honor books</p>
1 <sup>st</sup> Gr	<ol style="list-style-type: none"> <li>1. Explain how and why neighborhoods and communities change over time.</li> <li>2. Explain the importance of folklore and celebrations and their impact on local communities.</li> <li>3. Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.).</li> <li>4. Use geographic tools to identify characteristics of various landforms and bodies of water.</li> <li>5. Give examples showing the location of places (home, classroom, school and community).</li> <li>6. Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).</li> <li>7. Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).</li> <li>8. Explain how people use natural resources in the community.</li> <li>9. Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).</li> </ol>	<p>Read them all! — Caldecott Award winning and honor books</p>

	<ol style="list-style-type: none"> <li>10. Summarize the various ways in which people earn and use money for goods and services.</li> <li>11. Identify examples of goods and services in the home, school and community.</li> <li>12. Explain how supply and demand affects the choices families and communities make.</li> <li>13. Explain why rules are needed in the home, school and community.</li> <li>14. Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc).</li> <li>15. Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.</li> <li>16. Compare the languages, traditions, and holidays of various cultures. 1.C.1.2 Use literature to help people understand diverse cultures</li> </ol>	
2 <sup>nd</sup> Gr	<ol style="list-style-type: none"> <li>1. Use timelines to show sequencing of events.</li> <li>2. Identify contributions of historical figures (community, state, nation and world) through various genres.</li> <li>3. Compare various interpretations of the same time period using evidence such as photographs and interviews.</li> <li>4. Interpret maps of the school and community that contain symbols, legends and cardinal directions.</li> <li>5. Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).</li> <li>6. Understand the effects of humans interacting with their environment.</li> <li>7. Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.</li> <li>8. Explain how people positively and negatively affect the environment.</li> <li>9. Give examples of ways in which businesses in the community meet the needs and wants of consumers.</li> <li>10. Explain the roles and impact producers and consumers have on the economy.</li> <li>11. Summarize the concept of supply and demand.</li> <li>12. Explain why people and countries around the world trade for goods and services.</li> <li>13. Explain how money is used for saving, spending, borrowing and giving.</li> <li>14. Summarize the role of financial institutions relative to savings.</li> <li>15. Explain government services and their value to the community (libraries, schools, parks, etc.).</li> </ol>	Read them all! — Caldecott Award winning and honor books



	<ol style="list-style-type: none"> <li>16. Explain how governments establish order, provide security and create laws to manage conflict.</li> <li>17. Understand the roles and responsibilities of citizens.</li> <li>18. Exemplify characteristics of good citizenship through historical figures and everyday citizens.</li> <li>19. Explain why it is important for citizens to participate in their community</li> <li>20. Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.).</li> <li>21. Recognize the key historical figures and events that are associated with various cultural traditions.</li> <li>22. Exemplify respect and appropriate social skills needed for working with diverse groups.</li> </ol>	
3 <sup>rd</sup> Gr	<ol style="list-style-type: none"> <li>1. Explain key historical events that occurred in the local community and regions over time.</li> <li>2. Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</li> <li>3. Exemplify the ideas that were significant in the development of local communities and regions.</li> <li>4. Use historical thinking skills to understand the context of events, people and places.</li> <li>5. Explain change over time through historical narratives. (events, people and places)</li> <li>6. Explain how multiple perspectives are portrayed through historical narratives.</li> <li>7. Find absolute and relative locations of places within the local community and region.</li> <li>8. Compare the human and physical characteristics of places.</li> <li>9. Exemplify how people adapt to, change and protect the environment to meet their needs.</li> <li>10. Explain how the movement of goods, people and ideas impact the community.</li> <li>11. Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</li> <li>12. Compare various regions according to their characteristics.</li> <li>13. Explain how location impacts supply and demand.</li> <li>14. Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).</li> <li>15. Understand entrepreneurship in a market economy.</li> <li>16. Explain why people become entrepreneurs.</li> <li>17. Give examples of entrepreneurship in various regions of our state.</li> <li>18. Summarize the historical development of local</li> </ol>	Read them all! — Newbery Award winning and honor books

	<p>governments.</p> <ol style="list-style-type: none"> <li>19. Describe the structure of local government and how it functions to serve citizens.</li> <li>20. Understand the three branches of government, with an emphasis on local government.</li> <li>21. Understand how citizens participate in their communities.</li> <li>22. Exemplify how citizens contribute politically, socially and economically to their community.</li> <li>23. Exemplify how citizens contribute to the well-being of the community's natural environment.</li> <li>24. Apply skills in civic engagement and public discourse (school, community)</li> <li>25. Compare languages, foods and traditions of various groups living in local and regional communities.</li> <li>26. Exemplify how various groups show artistic expression within the local and regional communities.</li> <li>27. Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).</li> </ol>	
4 <sup>th</sup> Gr	<ol style="list-style-type: none"> <li>1. Summarize the change in cultures, everyday life and status of indigenous American Indian groups in North Carolina before and after European exploration.</li> <li>2. Explain how and why North Carolina was established.</li> <li>3. Explain how people, events and developments brought about changes to communities in various regions of North Carolina.</li> <li>4. Analyze North Carolina's role in major conflicts and wars from the Pre-Colonial period through Reconstruction.</li> <li>5. Understand how notable structures, symbols and place names are significant to North Carolina.</li> <li>6. Explain why important buildings, statues, monuments and place names are associated with the state's history</li> <li>7. Explain the historical significance of North Carolina's state symbols.</li> <li>8. Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication and land use).</li> <li>9. Explain the impact that human activity has on the availability of natural resources in North Carolina.</li> <li>10. Exemplify the interactions of various peoples, places and cultures in terms of adaptation and modification of the environment.</li> <li>11. Explain the impact of technology (communication, transportation and inventions) on North Carolina's citizens, past and present.</li> <li>12. Understand the basic concepts of a market economy: price,</li> </ol>	<ul style="list-style-type: none"> <li>- Nominate 10 greatest North Carolinians and explain why</li> <li>- Read them all! — Newbery Award winning and honor books</li> </ul>

	<p>supply, demand, scarcity, productivity and entrepreneurship.</p> <ol style="list-style-type: none"> <li>13. Understand how scarcity and choice in a market economy impact business decisions.</li> <li>14. Analyze the historical and contemporary role that major North Carolina industries have played in the state, nation and world.</li> <li>15. Explain the impact of entrepreneurship on the economy of North Carolina.</li> <li>16. Understand the economic factors when making personal choices.</li> <li>17. Explain how personal financial decisions such as spending, saving and paying taxes can positively and/or negatively affect everyday life.</li> <li>18. Explain how scarcity of personal financial resources affects the choices people make based on their wants and needs.</li> <li>19. Summarize the key principles and revisions of the North Carolina Constitution.</li> <li>20. Compare the roles and responsibilities of state elected leaders.</li> <li>21. Explain the influence of the colonial history of North Carolina on the governing documents of our state.</li> <li>22. Compare North Carolina's government with local governments.</li> <li>23. Analyze the North Carolina Constitution.</li> <li>24. Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.</li> <li>25. Give examples of rights and responsibilities of citizens according to the North Carolina Constitution.</li> <li>26. Differentiate between rights and responsibilities reflected in the North Carolina Constitution.</li> <li>27. Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).</li> <li>28. Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.</li> </ol>	
5 <sup>th</sup> Gr	<ol style="list-style-type: none"> <li>1. Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).</li> <li>2. Summarize the political, economic and social aspects of colonial life in the thirteen colonies.</li> <li>3. Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.</li> <li>4. Understand the role of prominent figures in shaping the United States.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read <i>The Autobiography of Benjamin Franklin</i></li> <li>2. Read <i>The Story of My Life</i> by Hellen Keller</li> <li>3.</li> </ol>

	<ol style="list-style-type: none"> <li>5. Summarize the contributions of the “Founding Fathers” to the development of our country.</li> <li>6. Explain how key historical figures have exemplified values and principles of American democracy.</li> <li>7. Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction.</li> <li>8. Explain the impact of the physical environment on early settlements in the New World.</li> <li>9. Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.</li> <li>10. Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.</li> <li>11. Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).</li> <li>12. Summarize the role of international trade between the United States and other countries through Reconstruction.</li> <li>13. Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.</li> <li>14. Understand that personal choices result in benefits or consequences.</li> <li>15. Explain the importance of developing a basic budget for spending and saving.</li> <li>16. Evaluate the costs and benefits of spending, borrowing and saving.</li> <li>17. Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, European and British).</li> <li>18. Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government).</li> <li>19. Analyze historical documents that shaped the foundation of the United States government.</li> <li>20. Analyze life in a democratic republic through the rights and responsibilities of citizens.</li> <li>21. Understand the values and principles of a democratic republic.</li> <li>22. Analyze the rights and responsibilities of United States citizens in relation to the concept of the "common good" according to the United States Constitution (Bill of Rights).</li> <li>23. Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States</li> </ol>	
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	<p>Constitution.</p> <p>24. Explain why civic participation is important in the United States.</p> <p>25. Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration.</p> <p>26. Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.</p> <p>27. Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.</p> <p>28. Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.</p>	
6 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Human Geography</li> <li>- Early Humans</li> <li>- Middle East &amp; Ancient Egypt</li> <li>- Greece</li> <li>- Rome</li> <li>- Islam</li> <li>- Africa</li> <li>- Americas</li> <li>- India</li> <li>- China</li> <li>- Japan</li> <li>- Medieval Europe</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Greek and Roman mythology</li> <li>- <i>The 100: A Ranking of the Most Influential Persons in History</i> by M. H. Hart</li> </ul>
7 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Renaissance</li> <li>- Reformation</li> <li>- Age of Exploration</li> <li>- Enlightenment</li> <li>- French Revolution &amp; American Revolution</li> <li>- Industrial Revolution</li> <li>- Imperialism</li> <li>- World War I</li> <li>- World War II</li> <li>- Cold War</li> <li>- New World Order</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Diary of a Young Girl</i> by Anne Frank</li> <li>- the biography of Leonardo da Vinci</li> <li>- histories of Industrial Revolution</li> <li>- histories of Scientific Revolution</li> <li>- <i>Outliers: The Story of Success</i> by Malcolm Gladwell</li> </ul>
8 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Colonization &amp; Settlement</li> <li>- American Revolution</li> <li>- Expansion &amp; Reform</li> </ul>	<ul style="list-style-type: none"> <li>- biographies of politicians such as George Washington,</li> </ul>

	<ul style="list-style-type: none"> <li>- Civil War &amp; Reconstruction</li> <li>- Industrialization &amp; Impacts</li> <li>- WWI &amp; Great Depression</li> <li>- WWII</li> <li>- Post-War US</li> <li>- Contemporary US</li> </ul>	<p>Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, FDR, JFK, Linden Johnson, and Ronald Reagan</p> <ul style="list-style-type: none"> <li>- <i>Growth Mindset</i> by Carol Dweck</li> <li>- <i>Experience and Education</i> by John Dewey</li> </ul>
9 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Nomadic and Agricultural Societies</li> <li>- The Cradle of Civilization</li> <li>- Egypt</li> <li>- Greeks and Romans</li> <li>- Judaism, Christianity, &amp; Islam</li> <li>- African</li> <li>- Ancient Asia</li> <li>- The Americas</li> <li>- Medieval Europe and Byzantium</li> <li>- Renaissance and Reformation</li> <li>- Colonization and Imperialism</li> <li>- Industrial Revolution</li> <li>- World War I</li> <li>- Global and Regional Conflict</li> <li>- Independence</li> <li>- Globalization</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Origin and Goal of History</i> by Karl Jaspers</li> <li>- <i>Guns, Germs, and Steel: The Fates of Human Societies</i> by Jared Diamond</li> <li>- <i>Gandhi: An Autobiography</i></li> <li>- <i>Autobiography</i> by John Stuart Mill</li> <li>- <i>The Child and the Curriculum</i> by John Dewey</li> </ul>
10 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Ancient America and Africa</li> <li>- Europeans and Africans Reach the Americas</li> <li>- Colonizing a Continent in the Seventeenth Century</li> <li>- The Maturing of Colonial Society</li> <li>- The Strains of Empire</li> <li>- American Revolution</li> <li>- Consolidating the Revolution</li> <li>- Economic Transformations in the Northeast and the Old Northwest.</li> <li>- Slavery and the Old South</li> <li>- Moving West</li> <li>- The Union in Peril</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Democracy in America</i> by Tocqueville</li> <li>- <i>1491</i> by Charles Mann</li> <li>- <i>The Words: The Autobiography of Jean-Paul Sartre</i></li> <li>- <i>The Schools We Need: And Why We Don't Have Them</i> by E. D. Hirsch</li> </ul>

11 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- The Civil War</li> <li>- Reconstruction</li> <li>- The West and the New South</li> <li>- Industrial Revolution in America</li> <li>- Becoming a World Power</li> <li>- The Progressives Confront Industrial Capitalism</li> <li>- WWI</li> <li>- Boom and Bust</li> <li>- WWII</li> <li>- Cold War</li> <li>- Reform and Rebellion in the Turbulent Sixties</li> <li>- The Revival of Conservatism</li> <li>- Post Cold War</li> </ul>	<ul style="list-style-type: none"> <li>- biographies of entrepreneurs such as Thomas Edison, Henry Ford, John Rockefeller</li> <li>- <i>Battle Hymn of the Tiger Mother</i> by Amy Chua</li> </ul>
12 <sup>th</sup> Gr	<ul style="list-style-type: none"> <li>- Citizenship</li> <li>- Voting, Elections, and Political Parties</li> <li>- Foundation of American Democracy</li> <li>- The US Constitution</li> <li>- The Amendments</li> <li>- The Legislative, Executive and Judicial Branch</li> <li>- The American Legal System</li> <li>- The State Government</li> <li>- The Local Government</li> <li>- World Affairs and Comparative Government</li> </ul>	<ul style="list-style-type: none"> <li>- <i>The Spirit of Laws</i> by Charles Baron De Montesquieu</li> <li>- <i>On Liberty</i> by John S. Mill</li> </ul>

#### Competitions

- Geography Bee
- National Flag Day writing contest: What Our Flag Means to Me?
- Model UN
- Speech contest
- C-Span's Student Cam
- National History Day
- National History Bee
- Debate
- Academic WorldQuest
- Mock Trial
- University Interscholastic Council Social Studies Contest
- EconChallenge
- National Peace Essay Contests

## Carolina Experimental School

### Year 1 Course Offerings (9<sup>th</sup> Grade)

English	English I (Standard & Honors)
Math	Math I (Standard & Honors), Math II (Standard & Honors)
Science	Biology (Standard & Honors), Earth Science (Standard & Honors)
Social Studies	World History (Standard & Honors)
World Languages	Spanish I & II, Chinese I & II
Technology	Introduction to Computer Science, Programming
PE	PE & Health
Art	Visual Arts I Theatre 1
Music	Chorus, Band

### Year 2 Course Offerings (9<sup>th</sup> & 10<sup>th</sup> Grade)

English	English I (Standard & Honors), English II (Standard & Honors), Creative Writing
Math	Math I (Standard & Honors), Math II (Standard & Honors), Math III (Standard & Honors), PreCalculus
Science	Biology (Standard & Honors), Earth Science (Standard & Honors), Physical Science (Standard & Honors)
Social Studies	World History (Standard & Honors), Civics & Economics (Standard & Honors), American History I (Standard & Honors)
World Languages	Spanish I, II, & III, Chinese I, II, & III
Technology	Introduction to Computer Science, Programming
PE	PE & Health
Art	Visual Arts I, Visual Arts II Theatre 1, Theatre 2
Music	Chorus, Mixed Ensemble, Band 1, Band 2

### Years 3 Course Offerings (9<sup>th</sup>, 10<sup>th</sup>, & 11<sup>th</sup> grade)

English	English I (Standard & Honors), English II (Standard & Honors), English III (Standard & Honors), English IV (Standard & Honors), Creative Writing
Math	Math I (Standard & Honors), Math II (Standard & Honors), Math III (Standard & Honors), Advanced Functions & Modeling, PreCalculus, AP Calculus AB
Science	Biology (Standard & Honors), Earth Science (Standard & Honors), Physical Science (Standard & Honors), Chemistry (Standard & Honors), AP Physics, AP Environmental Science



Social Studies	World History (Standard & Honors), Civics & Economics (Standard & Honors), American History I (Standard & Honors), American History II (Standard & Honors), AP US History, AP European History, AP Psychology
World Languages	Spanish I, II, III, & IV Chinese I, II, III, & IV French 1, German 1
Technology	Introduction to Computer Science, Programming
PE	PE & Health
Art	Visual Arts I, Visual Arts II, Visual Arts III Theatre 1, Theatre 2, Theatre 3
Music	Chorus, Mixed Ensemble, Band 1, Band 2, Strings 1

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

English	English I (Standard & Honors), English II (Standard & Honors), English III (Standard & Honors), English IV (Standard & Honors), AP Language, AP Literature, Creative Writing
Math	Math I (Standard & Honors), Math II (Standard & Honors), Math III (Standard & Honors), Advanced Functions & Modeling, PreCalculus, AP Calculus AB, AP Statistics
Science	Biology (Standard & Honors), Earth Science (Standard & Honors), Physical Science (Standard & Honors), Chemistry (Standard & Honors), AP Physics, AP Biology, AP Chemistry, AP Environmental Science
Social Studies	World History (Standard & Honors), Civics & Economics (Standard & Honors), American History I (Standard & Honors), American History II (Standard & Honors), AP Human Geography, AP US History, AP European History, AP World History, AP Psychology, AP Government and Politics – US, AP Macroeconomics
World Languages	Spanish I, II, III, & IV, AP Spanish Literature Chinese I, II, III, & IV, AP Chinese Language and Culture French 1, French 2, French 3 German 1, German 2, German 3
Technology	Introduction to Computer Science, Programming
PE	PE & Health
Art	Visual Arts I, Visual Arts II, Visual Arts III, AP Art History, AP Studio Art Drawing Theatre 1, Theatre 2, Theatre 3
Music	Chorus, Mixed Ensemble, Band 1, Band 2, Strings 1, Strings 2

## Carolina Experimental School 2019-2020 Instructional Calendar

2019

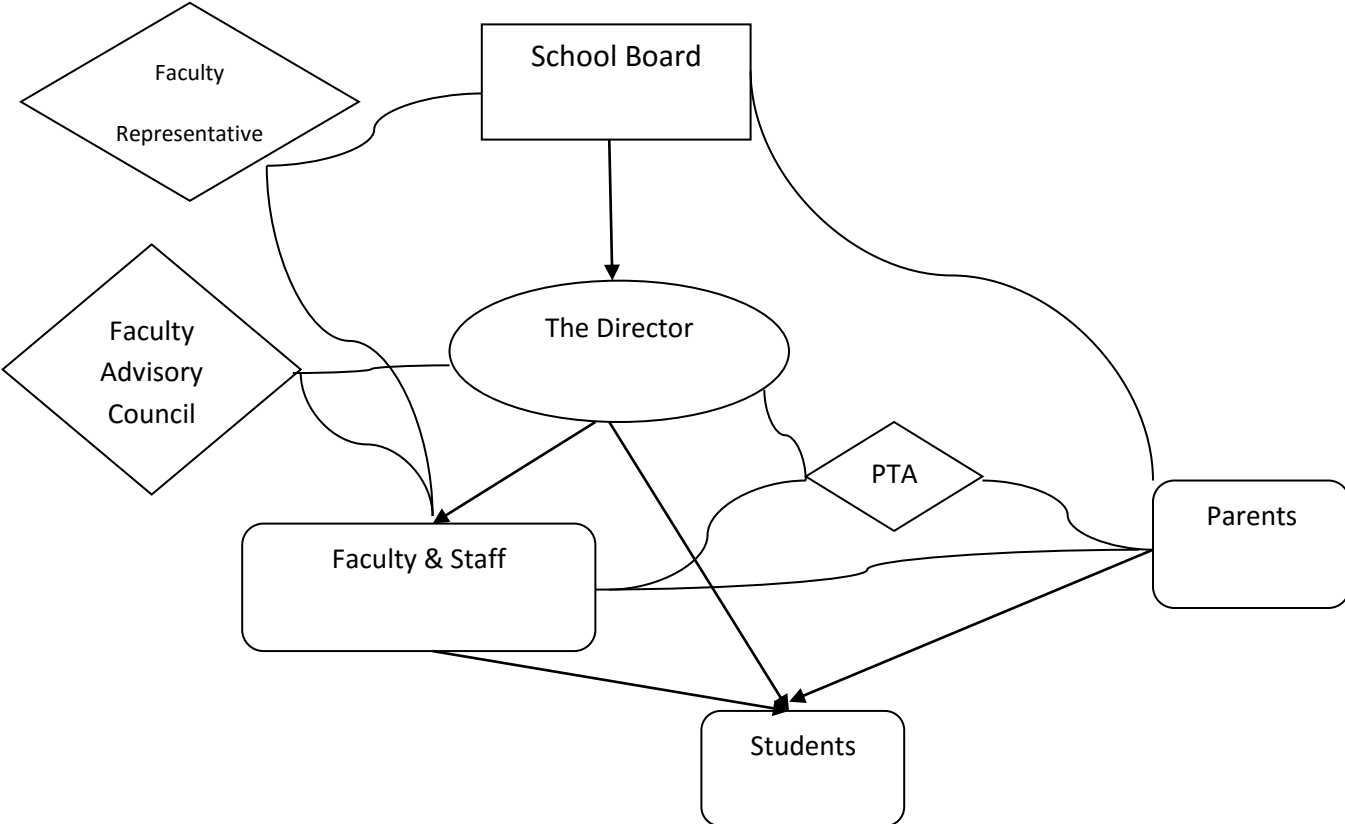
7/1, Monday	12-month administrators and support staff begin work year
7/4, Thursday	Independence Day (No School)
8/13, Tuesday	Licensed employees begin work year.
8/13-21	Professional development.
8/22, Thursday	Student orientation and open house @6pm
8/26, Monday	Classes begin
9/2, Monday	Labor Day (No School)
10/14, Monday	Columbus Day (No School)
10/29, Tuesday	End of first grading period (45 days)
11/4, Monday	Parent conference day (No School)
11/11, Monday	Veterans Day (No School)
11/25-29	Fall Break (No School)
12/23-31	Winter Break (No School)

2020

1/1, Wednesday	New Year's Day (No School)
1/20, Monday	Martin Luther King, Jr. Day (No School)
1/24, Friday	End of second grading period (45 days)
2/17, Monday	Presidents' Day (No School)
3/27, Friday	End of third grading period (44 days)
4/6-13	Spring Break (No School)
6/12	Olympics Field Day
6/12, Friday	End of fourth grading period (48 days), end of school year (182 days)

The snow makeup days will start on 6/15.

# Carolina Experimental School's 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: Carolina Experimental School
2. Full name: Wenyu Bai

Home Address: 4112 CollamerDr, Cary NC 27519

Business Name and Address:

Telephone No.: 919 930 9125

E-mail address: conwayzhiyin@hotmail.com

3. Brief educational and employment history.

- **Education**

- **Ph.D.** Educational Policy, Planning & Leadership- Gifted Education, The College of William and Mary in Virginia, 2005.
- **M.A.** in Foundations of Education, Beijing Normal University, China, 2000.
- **B.A.** in English Language and Literature, Heilongjiang University, Harbin, China, 1993.

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- **Teaching Experiences**

- 8/2016- now EC Math Inclusion Teacher at Orange High School in Hillsborough, NC. Teaching Math I, II, and III.
- 1/2016-8/2016 Cross Categorical Resource Teacher at Holly Springs High School in Holly Springs, NC. Teaching curriculum assistance and Math II inclusion classes.
- 9/2012-1/2016 EC teacher/EC Coordinator at The Hawbridge School (charter) in Saxapahaw, NC. Teaching 6<sup>th</sup>-12<sup>th</sup> grades EC resource classes and middle school and high school math classes.
- 8/2011- 8/2012 Dual Language Chinese Teacher at Glenwood Elementary School in Chapel Hill, NC. Teaching 2<sup>nd</sup> grade Chinese, Science, Math & 3<sup>rd</sup> grade Chinese, Math, Science, & Social Studies.
- 6/2010-6/2011 Special Education Resource Teacher at McCormick High School in McCormick, SC.
- 9/2007-6/2010 Special Education Teacher in 6<sup>th</sup>-8<sup>th</sup> grades self-contained classroom at McCormick Middle School in McCormick, South Carolina.

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 want to set up this school to address the problems in American schools. Here are some symptoms: About half of the NC 8<sup>th</sup> graders were below grade level in math and reading; students spend much more time on cell phones, TV, and video games than on learning; students rarely prepare for big tests; students are only willing to do the minimum amount of work. After comparing American students with Chinese students, I found out the root causes of these symptoms: American schools' testing is far less rigorous (both in standards and consequences) so students do not feel the need to achieve mastery; a flawed grade system is used to evaluate students and there are huge discrepancies between grades and standardized test scores. Shanghai's 15-year-olds were three years ahead of their American counterparts in math because they have been rigorously assessed since 1<sup>st</sup> grade. American schools have to raise the standards and make testing count. When they do, they get excellent results. The BASIS schools in Arizona have rigorous curriculum and they outperformed Shanghai students in the 2012 PISA study. America needs more schools like BASIS. I want to duplicate BASIS's success in North Carolina and set up a charter school to adopt China's best practice in basic skills instruction.

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

As a charter school board member, I am a guardian of public funding. I will make sure the school sticks to its mission and operates smoothly.

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 was a board member of another charter school in the planning stage. I had 3.5 years of teaching experience at The Hawbridge School (charter) so I know how a charter school is operated, what its priorities are, and what parents' concerns are.

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

I have a Ph.D in gifted education administration from The College of William and Mary, a leader in developing curriculum for gifted children. I have over nine years of teaching experiences in special education self-contained, resource, and inclusion classrooms. I know what make students underachieve. I have taught students from 2<sup>nd</sup> grade to 12<sup>th</sup> grade in large variety of subjects (e.g., math, English, social studies, science, Chinese). I got my Master's Degree in Foundations of Education from Beijing Normal University, and I have a strong background in philosophy and sociology of education. My unique insider/outsider identity gives me insight into American schools' problems and solutions.

### **School Mission and Program**

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

The mission of Carolina Experimental School is to apply best educational practices in the world to provide high quality education for all students. It will bridge two learning gaps: the gap between America and high performing countries, the gap between low SES students and high SES students.

Here is my understanding of our guiding beliefs:

- We believe solving American students' underachievement problem is our top priority. Currently, about half of NC 8<sup>th</sup> graders are below grade level in math and reading.
- We believe American educators need to learn from the best, especially from the top performing countries, rather than learn from the ed school folks. It is necessary to jump out of the system to search for solutions when a system consistently fails to fix its own problems. Many American educators have erroneous beliefs such as testing is harmful and useless, memorization should be minimized because it is a lower level thinking skill. Having these erroneous beliefs make them fail to see the root causes of the problems.
- We believe that American students' underachievement problem is caused by its easy, even fraudulent grading system and its lax testing regime. When educators pass students who should not get a pass, educators in other grade levels have to play the same game. The lies thus told are exposed by standardized tests and by college teachers. We have to shift the burden of learning back to students. When they spend 7.6 hours a day on entertainment media, the educators have to use easy and fraudulent grading to hide their deficiencies.
- We believe students' time at home is an underutilized resource. American students on average only have one hour of homework everyday but spend 7.6 hours on entertainment media. Good teaching cannot compensate for this huge waste of time. CES is designed to tap into students' afterschool time. The seeds of interests and talents are planted in school, and they will grow at home.
- We believe when low SES students have meaningful pursuits at home, the learning gap between them and high SES students will be narrowed. According to the 2012 PISA study, there was a three-year gap between high SES and low SES 15-year-old Connecticut students in math. When Yale professors' or Wall Street bankers' kids are busy with their afterschool enrichment activities, the working class kids are playing basketball or video games. If the latter read classics, build cartoon portfolios, write code, or do practice tests, they will not be left so far behind their rich peers.

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

Carolina Experimental School adopts China's best practices in teaching basic skills. This will make CES a top performing school. China's education has the reputation of being test-driven and one-dimensional. CES uses schoolwide talent development to balance it and makes it acceptable to American parents. A few charter schools have been established in North Carolina to promote classic education. CES does not intend to turn back the clock. Instead it broadens the Great Books program by including modern classics, biographies of great people, and non-text classics. Great books will help students develop critical thinking, philosophical thinking, motivation, and purpose.

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

- A successful school has high rankings (e.g., Raleigh Charter, Woods Charter).
- A successful school is a leader. It leads in student performance and educational reform.
- A successful school has solutions (to problems). For example, CES will be known as a school that can turn a mathematically weak student into a strong student.
- A successful school creates added values. Most high performing schools are good because the parents have high socio-economic status. A really successful school can make low SES students high achievers.
- A successful school is popular. It has a long waiting list.
- 

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

There are many indicators for us to know that CES is succeeding in its mission:

- CES has achieved its goals listed in its five-year plan (e.g., reaching Raleigh Charter's level in Year 5).
- CES significantly outperforms schools with comparable SES level. We have created added values.
- Other schools are eager to learn from us.
- Parents see CES as a solution, and CES has a long waiting list.

## Governance

1. Describe the role that the board will play in the school's operation.  
The board will make sure the school is financially sound. It will maintain the school's financial stability by establishing a reserve fund. It will monitor the school's major decisions. It will ensure the school operates legally.
2. How will you know if the school is successful at the end of the first year of operation?  
The school has good test scores. It has a balanced budget. The teachers are motivated to produce even better results. The stakeholders show satisfaction with the school.
3. How will you know at the end of five years of the school is successful?  
The school has followed its mission. It has achieved its five-year plan. It is financially stable with a reserve fund equivalent of its three months' expenditures. The school is popular with a long waiting list.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
The school board needs to ensure the school leader is competent and visionary. The school administrator needs to get the board's approval in making major decisions.
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 propose to discuss this at the board meeting and develop policies that clearly state the consequences for such behaviors.

\*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, Wenyu Bai, 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 Carolina Experimental School Charter School is true and correct in every respect.

*Wenyu Bai*

*9/18/17*

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: Carolina Experimental School

2. Full name: Yiyi Jiang

Home Address: 1128 Woodlands Creek Way

Business Name and Address:

Telephone No.: 252-327-9931

E-mail address:

3. Brief educational and employment history.

- **Education**

- **Ed.Din** Curriculum and Instruction with specifications in special education, early childhood education, and elementary education, University of South Dakota, Vermillion, SD, 2017.

- **M.Ed.** in Curriculum and Instruction, Hunan Normal University, Changsha, China, 2012.

- **B.A.** in English, Hunan University of Commerce, Changsha, China, 2005.

- 

- **Teaching Experiences**

- 2017-2018 Full-time kindergarten teacher at Peak Charter Academy

- 2016-2017 Full-time kindergarten teacher at Gentry Primary School

- 2015-2016 Full-time Infant teacher at Chesterbrook Academy & Part-time teacher in Cary Chinese School

- 2013-2016 Graduate Teaching Assistant in School of Education at University of South Dakota

- 2006-2012 Full-time Assistant Professor at English Teaching and Research Section of Department of Primary School Teaching, Hunan First Normal University

- 2003- 2012 Reinforcement Class in Winter & Summer Reading Camp

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

No: X Yes

2. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?  
I was introduced to Mr. Wenyu Bai from a friend who knows my major, interest, and passion in education. After I talked with Mr. Bai, I joined this proposed board of directors without any hesitation. Since both of us are teachers for years, we communicated frequently with each other about how to teach students in a better way, the methods of teaching math in the US, and the differences in education between US and China. As a teacher, I totally understand where Mr. Bai got his ideas. I feel the same way that here in the US teachers have too much responsibility and burden- teachers prepare everything so that students do not need to do anything at home. Learning is not only the job of teachers, but most importantly the job of being a student. Students should have shared the same responsibility for their studies. Especially in math teaching, the way that math is taught here in the US is very slow and inefficient. Starting from 3<sup>rd</sup> grade, students are always provided a calculator when they do EOG math. Some students cannot survive without a calculator in exams. Students should have known how to calculate instead of just clicking the buttons on the calculator. In math teaching, China has a much more systematic and efficient way that may benefit American students.
3. What is your understanding of the appropriate role of a public charter school board member?  
As a board member, we will try our best to write/revise our proposal in order to get it through. Getting the permission to establish a charter school is our current goal and is also the most important step. Board members can vote and have right to give final approval/denial of school personnel including the principal.
4. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.  
I helped revise Part 2 Education Plan for CEA, a full immersion Chinese language school. In addition, in more than ten years, being a full-time classroom teacher from infant classroom through higher education, I worked in diverse school settings (public, private, and charter) in both China and the United States. This provides me with a unique critical perspective of seeing both education systems in the East and West. My previous experience in teaching builds up my ability to be an effective board member.
5. Describe the specific knowledge and experience that you would bring to the board.  
Before I came to the United States in 2012, I had been a public university teacher in China for 7 years, teaching English to pre-service elementary school teachers; and at the same time, I was a school counselor for 150 students per year for 4 years. The work experience of having been a teacher as well as a school counselor in China provides me with rich opportunities to understand students, including their developmental and psychological needs, in order to communicate effectively with them and meet their needs. While in North Carolina, I was also a full-time infant room teacher at Chesterbrook Academy in Cary, then a full-time teacher in kindergarten in both public and charter school. I am passionate about helping students to achieve their goals. My teaching is always student-centered. In addition, having a master and doctorate in curriculum and instruction with specification in special education and elementary education equipped me with knowledge to supervise teaching and the implementation of inclusive education. Therefore, I believe I will be an effective board member.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
The mission of CES is to apply best educational practices in the world to provide high quality education for all students. It will bridge two learning gaps: the gap between America and high performing

countries, the gap between low SES students and high SES students. I think this school is a reform of American education because we need to bring those good values back to American education. We emphasize the responsibilities of both teachers and students, instead of just teachers, like most schools do now. When children learn how to ride a bike, parents know that it is ok for their children to fall and get injured because parents know that in that way their children will finally learn how to ride a bike. But when parents send children to school, parents in America cannot accept their children's failure at school. If anything goes wrong, teachers become the soft target. This is not right. Children do not deserve to have high grades if they don't put their most effort in, and it is better for children to fail at school rather than fail in college or in their later life.

2. What is your understanding of the school's proposed educational program?  
CES will have a more efficient and better curriculum to teach math. The math curriculum and teaching methods are China's best practices. CES will emphasize students' responsibility of learning- spend certain amount of time at home daily to practice and reinforce what they learned in school. I expect the students' grades will be high in CES.
3. What do you believe to be the characteristics of a successful school?
  - 1) Have a great leader/principal
  - 2) Students love the school
  - 3) Good reputation among students and parents
  - 4) Highly qualified teachers
  - 5) Advanced teaching philosophy
  - 6) High expectation for students' achievement
  - 7) A large number of students' enrollment, e.g. a long waiting list
4. How will you know that the school is succeeding (or not) in its mission?
  - 1) By surveying students and parents whether they love the school and whether teachers teach them appropriately
  - 2) By surveying students whether they feel this school inspired them to learn
  - 3) By reviewing students' academic achievement, such as test scores
  - 4) By communicating with teachers to see whether they love to work for the school

## Governance

1. Describe the role that the board will play in the school's operation.  
Supervise curriculum and instruction. Supervise the implementation of inclusive education. Vote for or against things related to school.
2. How will you know if the school is successful at the end of the first year of operation?
  - 1) By looking at students' academic performance, which include test scores and informal assessments such as learning projects.
  - 2) By reading parents' comment about the school/or the reputation of the school.
  - 3) A successful school would definitely attract more students in enrollment in next academic year.
3. How will you know at the end of five years of the schools is successful?
  - 1) By reviewing students' academic achievement and their progress during the five years
  - 2) By looking at the number of students' enrollment each year and the growth
  - 3) By investigating the reputation among students, parents, and people in the community

- 4) By monitoring whether each student is developmentally appropriately served
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- 1) Hire a great leader-the principal
  - 2) Recruit highly qualified/ certified teachers, both general and special education teachers
  - 3) Enroll students that accept the mission of our school
  - 4) Purchase sufficient teaching materials and equipment for teaching and learning
  - 5) Provide training and collaboration opportunities to teachers for professional development
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?  
Discuss at board meeting and vote to stay on the board or opt out.

\*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, Yiyi Jiang, 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 CES is true and correct in every respect.

Yiyi Jiang  
Signature

Yiyi Jiang

07/01/2017  
Date

# Yiyi Jiang

Status: Permanent Resident

NC In-state Resident

Email: [yiyi.jiang@usd.edu](mailto:yiyi.jiang@usd.edu)

Cell phone: 252-327-9931

## Educational Background

- 2012 – 2017      **Ed.D University of South Dakota, Vermillion, SD, USA**  
**Major:** Curriculum and Instruction
- 2008 - 2012      **M. Ed Hunan Normal University, Changsha, Hunan, China**  
**Major:** Curriculum and Instruction
- 2001 - 2005      **B.A. Hunan University of Commerce, Changsha, Hunan, China**  
**Major:** English

## Licenses

- 2017 North Carolina Real Estate Licensed Broker/Realtor
- 2016 North Carolina Professional Educator/Teaching License (K-5) issued by North Carolina Department of Public Instruction, USA
- 2010 Qualification Certificate for Professional Technique Occupation: Assistant Professor, China
- 2007 Teaching License for High School, China
- 2006 Teaching License for Higher Education, China

## Work Experience

- 2005-2012      7 Years' Full-time Teaching Experience in China, Assistant Professor at Hunan First Normal University, Hunan, China
- 2012-2016      Graduate Teaching Assistant for School of Education at University of South Dakota
- 2015-present      Full-time Teacher at private school, public school, and charter school in succession

## Research Experience

- 06/2016      · Survey teachers in China about their perception and knowledge level of LD
- 12/2015      Early Childhood Math Assessment for English Language Learners
- 11/2010-06/2011      Co-author, textbook: English Pronunciation and Intonation
- 09/2007-12/2007      Co-author, textbook: Essential English (Second Volume)

## Conference Presentations

- Jiang, Y.** (2018, February). *Teachers' Perceptions and Knowledge of Learning Disabilities in China*. Presentation at the 55rd Learning Disabilities Association of America Annual International Conference. Atlanta, GA. (accepted)
- Jiang, Y. & Drew, M** (2016, November 2-5). *Helping All Children Learn, Especially Children with Special Needs*. Presentation at 2016 NAYEC Annual Conference. Los Angeles, CA.
- Jacobs, G. & Jiang, Y.** (2015, November 19). *A View of Best Practices in Early Childhood Programs, Teacher Preparation, and Professional Development in the United States and China*. Presentation at 2015 NAYEC Annual Conference. Orlando, FL.
- Jiang, Y. & Kindle, K.** (2015, October 3). *Cultural Authenticity in Children's Multicultural Texts: Exploring Different Perspectives*. Presentation at the 25th National Association of Multicultural Education Annual Conference. New Orleans, LA.

## 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: Carolina Experimental School

2. Full name: Bo Shao Wallace (also known as Carolyn Wallace)

Home Address: 209 Turtleback Crossing Dr, Chapel Hill, NC 27516

Business Name and Address:

Telephone No.: 919 622 9301

E-mail address: carolyn9988@hotmail.com

3. Brief educational and employment history.

After graduated with BA in English from Chang Chun University 1990-1994, I worked as Translator/Interpreter for Three Star International from 1994-1997.

I left China and went to Dubai in 1997. I worked as an Inventory Controller at Dubai Opticals (Pastuer Medical Instrument) 1997-2000. After that I worked as Office Manager at the Middle East and North Africa Regional office for Panasonic Avionics Corporation 2000-2002. From 2002-2004, I worked as Operations Manager for Smith Bits (Smith International).

In 2004, I immigrated to Canada and spent 2 full years studying MBA at Ivey School of Business (former Richard Ivey School of Business), UWO 2004-2006. After I graduated, I worked as Financial Consultant at CDC Software 2006-2007; then as Business Analyst at National Express Corporation 2007-2010. In 2010, I joined BMO Financial Group as Sr. Financial Analyst; soon I was put in the bank's future leadership program.

I left Canada in 2013 after I got married and moved to US permanently to be with my husband. I now work as Business Controller for Syngenta. (2013 – Present).

I also own my own company Oharrison Inc. My company was established in 2015 and has been engaged in healthy vending business since April 2016.

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

No: X                      Yes

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

I volunteered when I learned of the opportunity through CAFA online community. I am a believer and strong advocate in education. I also would like to get involved and give back to the community I live in.

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

I believe it is each of the board member's duty to ensure quality of the school program, good stewardship of public funds, and school's fulfillment of its public obligations and all terms of its 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.

I served as a board member for Pathways for Children, Youth and Families of York Region in Canada from 2009 to 2010.

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

- Board member experiences
- Communication & leadership skills through 16+ years of work experiences
- Financial budgeting, planning, forecasting, ~~financial modeling~~ knowledge and skills
- Accounting knowledge and accounting management skills  
(Certified Management Accountant training)
- ERP system knowledge and skills

### School Mission and Program

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

Carolina Experimental School's mission is to inspire and transform each of its students to be fully dedicated in their whole life to achieve their personal greatness intellectually, physically and morally.

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

It has three focus areas, academic excellency through disciplined methodical studies (learning from Chinese Schools' successes in teaching Math and Grammar classes), inspirational programs designed to inspire and transform students to read voraciously, specific programs designed to cultivate individual student's talents.

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

Great teachers, great school leadership team, great programs, engaged students eager to learn and grow.


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

Students are all fully engaged in learning. They not only perform well in exams, but also thrive in extra curriculum activities. Majority of the students would be accepted by good/great undergraduate schools to continue their study. They do well not only at schools but also become outstanding citizens contributing to the society after they graduate.

Certification

(Carolyn Wallace)

I, Bo Shao Wallace, 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 Carolina Experimental Charter School is true and correct in every respect.

  
Signature

12 - Sep - 2017  
Date



**CORPORATE CAREER SUMMATION**

SYNGENTA <i>Syngenta AG is a global agribusiness, based in Basel, Switzerland with revenues of \$13.4 billion in 2015</i> <b>Business Controller – R&amp;D Finance</b>	2013 – Present
BMO FINANCIAL GROUP <i>The oldest, and fourth largest bank in Canada, has substantial operations in the Chicago area and elsewhere in the US</i> <b>Sr. Analyst Finance – Scientific Research &amp; Experimental Development, Technology and Operations</b>	2010 – 2013
NATIONAL EXPRESS CORPORATION <i>A leading provider of student transportation services in North America with revenues of approximately \$1 Billion</i> <b>Business Analyst – Canada Headquarters</b>	2007 – 2010
CDC SOFTWARE <i>A US based provider of enterprise software applications and services with revenues in excess of 240 million</i> <b>Financial Consultant – Canada Based</b>	2006 – 2007
SMITH BITS (SMITH INTERNATIONAL) <i>A US based global provider of a comprehensive line of advanced products and engineering services including drill bits, drilling and completion fluids, liner hangers and tubular products with revenues in excess of 10 billion</i> <b>Operations Assistant Manager – Dubai Office</b>	2002 – 2004
PANASONIC AVIONICS CORPORATION <i>A US based world-wide leader in In-Flight Entertainment and communications, approved supplier to both Boeing and Airbus and the primary entertainment provider for a large number of prominent airlines worldwide with revenue in excess of 2.7 billion</i> <b>Office Manager – Dubai Office</b>	2000 – 2002
PASTUER MEDICAL INSTRUMENT / DUBAI OPTICALS <i>Dubai based family owned company dealing in wholesale and retail of optical frames and sunglasses with revenues in excess of 30 million</i> <b>Inventory Controller – Dubai Office</b>	1997 – 2000

**ACADEMIC ACHIEVEMENTS**

THE SOCIETY OF MANAGEMENT ACCOUNTANTS OF ONTARIO <b>Certified Management Accountant (CMA) – inactive due to moving out of the country</b>	2006
RICHARD IVEY SCHOOL OF BUSINESS, UNIVERSITY OF WESTERN ONTARIO <b>Master of Business Administration (MBA)</b>	2004 – 2006
<ul style="list-style-type: none"> <li>• Recipient of <b>MBA Excellence Award; Dr. Samuel and Vera Kanovski MBA Award; Mical Equities Limited MBA Bursary</b> – all for academic excellence</li> </ul>	
CHANG CHUN UNIVERSITY, FOREIGN LANGUAGE INSTITUTE, China <b>Bachelor of Arts, English Major</b>	1990 – 1994
<ul style="list-style-type: none"> <li>• Recipient of Excellence Award for four years in a row (One per class)</li> </ul>	

**VOLUNTEER EXPERIENCE**

• <b>Director</b> , Board of Directors, Pathways for Children, Youth and Families of York Region	2009-2010
• <b>Director</b> , Board of Directors, Wake Charter School – new, in application phase	2016

**OTHER EXPERIENCE**

• <b>Income Tax Preparer</b> , H&R Block , Canada (moonlight job, great experience)	2010-2011
• <b>Treasurer – Syngenta Toastmaster Club</b>	2014-2015
• <b>CEO/President – Oharrison Inc.</b>	2015 -

## Appendix E:

### 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: Carolina Experimental School

2. Full name: Yuling Wang

Home Address: 1433 Crafton Way, Raleigh NC 27607

Business Name and Address:

Telephone No.: 919-480-4991

E-mail address: summerwong018@gmail.com

3. Brief educational and employment history.

**Education:** Ph.D in Educational Leadership and Policy Studies, North Carolina State University  
M.A. in Educational Administration, East China Normal University, Shanghai, China  
B.A. in Elementary Education, Nanjing Normal University, Nanjing China, 2000

**Teaching Experience:** Substitute teacher in Follow the Child Montessori, 2017-

Math Teacher in 2<sup>nd</sup> grade at Dongtai Experimental School, Jiangsu, China 2007

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?

Wenyu Bai invited me since he saw my interest and passion in educational field.

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

Board members oversee the management of the school and make major decisions affecting school operation.

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 almost 20 years' experience in international educational field.
8. Describe the specific knowledge and experience that you would bring to the board.  
Solid Knowledge in educational evaluation, teacher professional development and school leadership

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?  
The mission of Carolina Experimental School is to apply best educational practices to provide high quality education for all students.
2. What is your understanding of the school's proposed educational program?  
The program will be focus on student performance by adopting the best practice of China's education
3. What do you believe to be the characteristics of a successful school?  
Effective senior administrative team, ongoing evaluation and student-oriented value
4. How will you know that the school is succeeding (or not) in its mission?
  - CES has achieved its' goal in five-year plan
  - Students have better performance
  - Parents are satisfied with school operation.

### Governance

1. Describe the role that the board will play in the school's operation.  
One of the most important role of the board is to ensure that school has effective senior administration directing the day-to-day activities of Carolina Experimental School.
2. How will you know if the school is successful at the end of the first year of operation?  
Evaluation on school finance, long-range planning and school performance.
3. How will you know at the end of five years of the schools is successful?  
Evaluation of school finance, long-range planning and school performance.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?  
Establish a board meeting schedule at the beginning of each school year.
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?  
Bring it up at the board meeting to discuss it among the board members

\*Please include the following with your Information Form

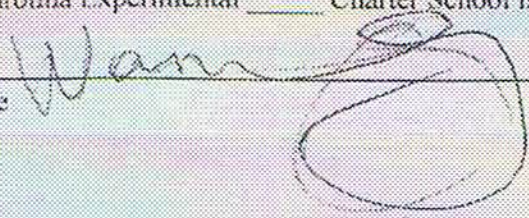
- a one page resume
- a national criminal background check

\*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, Yuling Wang, 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 Carolina Experimental Charter School is true and correct in every respect.

Signature



Date

9/20/2017

# Yuling (Summer) Wang

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## EDUCATION

North Carolina State University, NC, USA 2008-2014  
Department of Leadership, Policy and Adult and Higher Education  
Ph.D./Minor in Statistics

*Area Specialization:* Quantitative Research, Program Evaluation, Organizational Analysis  
*Dissertation Title:* Understanding Teacher Power in Decision-making in U.S. K-12 Public Schools: A Multilevel Analysis of the Schools and Staffing Survey (2003-2004)  
*Inquiry:* Why some teachers have more influence than others in public schools?  
*Data Sample:* 43,240 teachers from 8140 public schools  
*Method:* 2-level hierarchical linear modeling (HLM)  
*Data Analysis Tool:* SAS software

East China Normal University, P.R.C July 2007  
M.A in Educational Administration

## TEACHING EXPERIENCE

- 2<sup>nd</sup> Grade Math Teacher

Dongtai Shiyuan Elementary School, Jiangsu, China 2007-2008

## PUBLICATIONS

- Young, T., & Wang, Y. L. (In press). *Explaining how political actors gain strategic positions: Correlates of centrality in state reading policy issue networks*. Journal of Educational Research and Policy Studies.
- Millitello, M., Jackson, K., & Wang, Y. L. (2013). *How data are used and misused in schools: Perceptions from teachers and principals*. Education Sciences, 3(2), 98-120.
- Wang, Y. L. (2007). *Effective management of school cultures*. Journal of Henan University (Social Sciences), 47(2), 24-26.
- Wang, Y. L. (2007). *The unbearable heaviness of life: Reflections on campus suicide and students' mental health education*. In Chen, Y. M. (Ed.). Management of Educational Crisis (pp.35-39). Tianjian:Tianjin Educational Press.
- Wang, Y. L. (Co-translator) (2007). *Case methods in teacher education*, Shanghai: East China Normal University Press.
- Wang, Y. L. (2006). *Analysis of Campus Internet Construction and Development*. Paper awarded Winning Research Paper for Qinwei Scholarship, East China Normal University, Unpublished.

## CONFERENCE PRESENTATIONS

- Alsbury, T., Mountford, M., & Wang, Y. L. (November, 2011). *Evaluating superintendency leadership preparation: Superintendent effectiveness through the eyes of their board members*. Paper presented at the Annual Meeting of the University Council for Educational Administration, Pittsburgh, Pennsylvania, U.S.
- Young, T., & Wang, Y. L. (April 2010). *Explaining how political actors gain strategic positions: Correlates of centrality in state reading policy issue networks*. Paper presented at the Annual Meeting of American Educational Research Association, Denver, Colorado, U.S.
- Millitello, M., Jackson, K., & Wang, Y. L. (November 2009). *Differing perspectives: How teachers and principals view the use of school data*. Paper presented at the Annual Meeting of the University Council for Educational Administration, Anaheim, California, U.S.

## ACTIVITY

**Director of New Student Division**, Chinese Students and Scholars Friendship Association  
NCSU, Raleigh, NC 2009-2010

**Undergraduate Mentor**, 2005 Class of Department of Educational Management,  
East China Normal University, P.R.C

**Intern**, Students Management Office, East China Normal University, 2006

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: Carolina Experimental School
2. Full name: Fangping Zhao

Home Address: 205 Pebble Springs Rd, Chapel Hill, NC 27514

Business Name and Address:

Telephone No.: 215 8172851

E-mail address: zhaofp@yahoo.com

3. Brief educational and employment history.

- **Education**

- **Master** in Biotechnology, University of Pennsylvania, 2007.
- **Master** in Molecular Biology and Biochemistry, Peking Union Medical College, Beijing, China, 1998
- **Bachelor** in Clinical Medicine, Shanxi Medical University, Taiyuan, China, 1995.

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- **Professional Experience**

- 6/2015- now Lab Manager, Genetron Health Technologies Inc., RTP, NC
- 4/2011-6/2015 Senior Scientist/Investigator, GlaxoSmithKline, RTP, NC
- 10/2000-2010 Research Specialist, University of Pennsylvania, Philadelphia, PA
- 1/1999- 10/2000 Graduate research assistant, Temple University, Philadelphia, PA

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 am a mother of 3 young kids and have always been interested in being engaged of education. I have been planning a trilingual preschool with other experienced preschool teachers. Ms. Bai's idea triggered my

desire and passion and serving on the school board will be able to bring my experience in education (from science perspectives) as well as broadening my own views in teaching. In addition, as a Chinese parent with experience in both Chinese and American education, I echo on Mr. Bai's idea of using more personalized strategy to give students their own chances of success.

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

As a charter school board member, I will be sharing my views on education and make sure the school sticks to its mission and operates smoothly.

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 am a board member of our biotechnology company I am currently working for.

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

From the family point, I am a working mother of 3 with 2 school kids. My oldest son (12) is in gifted program in our school district (Chapel Hill) I have been involved in their education all the time. I could bring suggestions and comments from parents' view. From the professional perspective, my career is always filled with learning and teaching at different levels. I would be an advocate on STEM related courses

### School Mission and Program

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

Carolina Experimental School has double missions: educational reform and maximum personal development. Unlike most school mission statements which emphasize in what areas students are expected to develop (e.g., intellectually, morally, physically), CES's mission is focused on how learners make maximum use of resources (e.g., time, great books) to achieve maximum personal development.

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

A good combination of teaching/learning practice of Chinese style and the Western style.

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

Leadership, community and a compatible teaching philosophy.

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

If CES achieves its five-year plan (e.g., reaching Raleigh Charter's level in Year 5), and if other schools are eager to learn from us, then CES achieves its educational reform mission. If CES students perform as well as Raleigh Charter students in Year 5, then CES achieves its basic skills mastery mission. If CES students are highly visible in regional, state and national academic and other competitions, then CES achieves its talent development mission. If CES students make efficient use of time and are passionate about great ideas, then CES achieves its autonomous learner mission.

### Governance

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

The board will make sure the school is financially sound. It will maintain the school's financial stability by establishing a reserve fund. It will monitor the school's major decisions. It will ensure the school operates legally.

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

The school has good test scores. It has a balanced budget. The stakeholders show satisfaction with the school.

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

The school has followed its mission. It has achieved its five-year plan. It is financially stable with a reserve fund equivalent of its three months' operation. The school is popular with a long waiting list.

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

The school board needs to ensure the school leader is competent. The school administrator needs to get the board's approval in making major decisions.

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 propose to discuss this at the 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, Fangping Zhao, 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 Carolina Experimental School Charter School is true and correct in every respect.

Signature



Sept 21, 2017  
Date



**Fangping Zhao**  
205 Pebble Springs Rd  
Chapel Hill, NC 27514  
[zhaofp@yahoo.com](mailto:zhaofp@yahoo.com)  
215-8172851

## Education

University of Pennsylvania	MS	Biotechnology
Peking Union Medical College of China	MS	Biochemistry and Molecular Biology
Shanxi Medical University of China	MD	Clinical Medicine

## Professional Experience

<i>Lab Manager at Genetron Health Technologies Inc (RTP, NC)</i>	<b>2015-</b>
<i>Senior scientist, investigator at GlaxoSmithKline (RTP, NC)</i>	<b>2011-2015</b>
<i>Research Specialist at University of Pennsylvania, Philadelphia, PA</i>	<b>2000-2010</b>

## Other Activities

Fall 2012 Professional mentor at NC State University Poole College of Management for Class M100 (Professionalism, Diversity & Academic Success in Management)

2008-2010 Editor/Senior Writer for biomedical manuscript editing for peer reviewed publications

## Publications

1. Jia S, Zhang L, Wu J, Shao Y, **Zhao F**, Li Q, Yan Y and Ji J (2016) "Urgent needs for implementation of precision medicine in gastric cancer in China". In press
2. **Zhao F**, Mancuso A, Bui TV, Tong X, Gruber JJ, Swider CR, Sanchez PV, Lum JJ, Sayed N, Melo JV, Carroll M, Tuttle SW and Thompson CB (2010) "Imatinib-resistance associated with BCR-ABL upregulation is dependent on HIF-1 $\alpha$ -induced metabolic reprogramming" *Oncogene* 29(20):2962-72
3. Tong X, **Zhao F**, Mancuso A, Gruber JJ, Thompson CB. (2009) "The glucose-responsive transcription factor ChREBP contributes to glucose-dependent anabolic synthesis and cell proliferation." *Proc Natl Acad Sci U S A*. 106(51):21660-5.
4. Tong X, **Zhao F**, Thompson CB (2009) "The molecular determinants of de novo nucleotide biosynthesis in cancer cells." *Curr Opin Genet Dev*. 19(1):32-7
5. Hatzivassiliou G., **Zhao F.**, Bauer D.E., Andreadis C, Shaw A.N., Dhanak D., Hingorani S.R., Tuveson D.A., and Thompson C.B. (2005) "ATP citrate lyase inhibition can suppress tumor cell growth" *Cancer Cell*. 8(4): 311-321
6. **Zhao F**, Yuan Q, Sultzer BM, Chung SW, Wong PM. (2001) "The involvement of Ran GTPase in lipopolysaccharide endotoxin-induced responses" *J Endotoxin Res*. 7(1):53-6

## **By Laws of Carolina Experimental School**

### **ARTICLE I: NAME**

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

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

### **ARTICLE II: PURPOSE**

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

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

### **ARTICLE III: MEMBERSHIP**

Section 1: Membership     The corporation shall have no members.

### **ARTICLE IV: BOARD OF DIRECTORS**

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

#### Section 2: Mission

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

#### Section 3: Number, Qualifications, Election and Tenure

a) The number of persons constituting the Board of Directors who have voting authority shall be no less than five (5) and no more than nine (9).

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

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

- Nominations may be made by any Board member

- Vote to be taken publicly by show of hands

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

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

#### Section 4: Duties

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

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

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

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

#### Section 5: Meeting Procedures

All meetings of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. Visual and sound recordings shall be permitted during open meetings. The President of the Board shall preside at Board meetings and shall rule on questions of order. In the absence of the President, the Vice President shall preside. In the absence of both the President and Vice President, the attending members shall elect one of their

numbers to preside. Meetings of the Board shall be formal enough to allow for the orderly conduct of business but informal enough to encourage free discussion among Board members and to promote group thinking and action.

#### Section 6: Meeting Schedule

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

#### Section 7: Regular Meetings

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

#### Section 8: Special or Called Meetings

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

**Section 9: Emergency Meetings** When special circumstances occur and are so declared by the Board, the Board may meet on less than 24 hours notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as is reasonable under the circumstances, including the posting of a written notice at the place of regular meetings. The minutes of the meeting shall reflect the reason for holding the meeting on the less than 24 hours notice and the nature of the notice given.

#### Section 10: Quorum

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

#### Section 11: Voting

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

## Section 12: Resignation of Directors

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

## Section 13: Compensation

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

## Section 14: Conflict of Interest

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

## Section 15: Nepotism Policy

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

- a) In the context of this nepotism policy, related individuals are defined as husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.
- b) No one with supervisory responsibility shall hire, recommend for hire or supervise any related employee.
- c) Related persons currently employed by the School shall immediately disclose all family and personal relationships with other School employees. All persons wishing to be considered for employment with the School shall disclose family and personal relationships with then-current School employees.
- d) No Board member, member of the School administration or faculty member shall engage in recommendations, discussions, or otherwise participate in any final decision or recommendation relating to the appointment, promotion, retention, tenure, or other condition of employment of a related person.

e) In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be waived in the best interest of the School upon recommendation of a review committee comprised of non-related administrator(s), and upon the approval of the Board of Directors.

#### Section 16: Certain Director Liability

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

### **ARTICLE V: OFFICERS**

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

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

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

Section 4: Duties      Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

**Section 5: Removal** Majority vote of the Board with or without cause. The persons who are officers or agents pursuant to Section 3 of this Article may be removed by majority vote of the Board.

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

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

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

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

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

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

**Section 12: Secretary** The Secretary shall keep the minutes of the meetings of the Board and shall see that all notices are given in accordance with the provisions of these by-laws or as required by law. The Secretary shall also be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and shall see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incidental to the office of the Secretary, and shall perform such other duties and have such other authority as may be assigned by the Board.

Section 13: Treasurer      The Treasurer is responsible to manage the funds, receipts, disbursements and securities of the Corporation. The treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board. The treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board may determine.

## **ARTICLE VI: PROCEDURES AND RESTRICTIONS**

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

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

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

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

### **Section 5: Gifts**

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

## **ARTICLE VII: GENERAL PROVISIONS**

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

Section 2: Fiscal Year      The fiscal year of the Corporation will commence on July 1 of each year and conclude on June 30 of each year.



**Section 3: Amendments to Bylaws** These bylaws may be altered, amended, or repealed, or new bylaws adopted at any regular or special meeting upon a super (2/3) majority vote of the Board members.

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

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

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

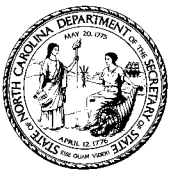
**Section 7: Gender** The masculine and feminine gender used in these by-laws shall include both the feminine and the masculine persons.

**Section 8: Prohibited Activities** The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in

Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its Board members or Officers. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

#### Section 9: Disposal of Assets

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



# NORTH CAROLINA

## Department of the Secretary of State

**To all whom these presents shall come, Greetings:**

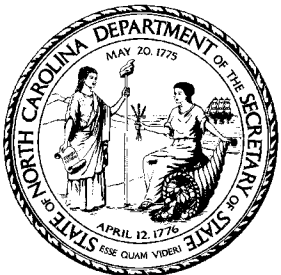
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

### ARTICLES OF INCORPORATION

OF

### CAROLINA EXPERIMENTAL SCHOOL

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



Scan to verify online.

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

*Elaine F. Marshall*

Secretary of State

State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION  
NONPROFIT CORPORATION

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

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

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

3. The name of the initial registered agent is: Wenyu Bai

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

Number and Street: 4112 Collamer Dr  
City: Cary State: NC Zip Code: 27519 County: Wake

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

Number and Street or PO Box: \_\_\_\_\_  
City: \_\_\_\_\_ State: NC Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

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

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

6. (Check either a or b below.)

a.  The corporation will have members.

b.  The corporation will not have members.

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

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

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

Principal Office Telephone Number: 919 930 9125

Number and Street: 4112 Collamer Dr

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

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

Number and Street or PO Box: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

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

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



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

This is the 9 day of August, 2016.

Carolina Experimental School

(Incorporator Business Entity Name)

Wenyu Bai

Signature of Incorporator

Wenyu Bai, Ph.D

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

NOTES:

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

### **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 Carolina Experimental School

## **Property Premium Estimate** **\$1,300**

Building	\$1,000,000
Contents	\$200,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

## **General Liability Premium Estimate** **\$1,365**

<b>Rating Basis:</b>	Students	200
	Faculty	17

### **Limits:**

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

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

### **Premium Estimate** **\$4,380**

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

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

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



# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		<b>\$2,300</b>
Hired & Non Owned Autos		
Limit of Liability	\$1,000,000	
2 School Buses		
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$5,355</b>
Statutory State- NC		
Employers Liability	\$500/\$500/\$500	
Payroll Estimate	\$888,000	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$17,501</b>
Student Accident Coverage		\$7.00/student

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

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

09/20/2017

**Appendix P:**

**Charter School Required Signature Certification**

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

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

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

○ Name of the Selected Board Attorney:   N/A. We have not selected a Board Attorney yet.

○ Date of Review: \_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

○ Name of the Selected Board Auditor:   N/A. We have not selected a Board Auditor yet.

○ Date of Review: \_\_\_\_\_

○ Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Certification**

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

Signature

*Wenyu Bai*

Date

9/20/17