

Appendix A1

Evidence of Educational Need*

Clara Science Academy Survey

Thank you for your interest in a proposed charter school in your county. Help us as we plan and develop a charter school in your community. Please share with us thoughts and feeling about public education, charter schools and what academic programs are important to you in North Carolina schools. This survey should take approximately 5 minutes to complete.

Background Information

1. Which county do you reside in?

2. Do you have pre-school or school-age children that live with you? "Circle one" No Yes

How many? _____

School Questions

1. What type of school do you currently send them to? "Circle one"

a) Public b) Faith-based Private c) Private non-denominational

d) Home School e) Not in school yet

2. Charter schools offer a tuition-free alternative from regular public schools. They are publicly funded, but privately operated under a performance contract with the local school district and/or the State Department of Education. Charter schools are given flexibility from regulations in exchange for higher accountability. If given the choice, would you like there to be a charter school option in the County where you live? "Circle one" Yes or No

Please explain your answer.

3. Would you consider sending your child or children to a charter school? "Circle one" Yes No

4. Would you like to see a charter elementary school option in your community?

"Circle one" Yes No

5. Would you like to see a charter middle school option in your community? "Circle one" Yes No

6. Would you like to see a charter high school option in your community? "Circle one" Yes No

7. Would you be interested in a school that places an emphasis on school cultural factors such as character education, citizenship programs, school uniforms, and active parental involvement?

"Circle one" Yes No

8. Would you be interested in a school that places an emphasis on a college prep focus?

"Circle one" Yes No

9. Would you send your school child to a school that focuses on the Science, Technology, Engineering and math (STEM) "Circle one" Yes No

10. Are there special areas of focus or programming you would be interested in seeing offered at the proposed charter school in your area? "Circle one" Yes No Please explain,

11. Please provide any additional comments that will help us in the planning and design of a potential charter school in the area.

Thank you for your participation!

Your time and responses are appreciated, as they help us as we plan and develop a charter schools throughout the State of North Carolina.

Appendix B

Curriculum Outline per grade

Span for Year 1*

Appendix B - K-6 ELA Instructional Program, Assessment, and Resources

Course Components	Explanation
Interactive Read Aloud (Grades K-2)	Teachers will read aloud high-quality trade books to students. Students will circle up to discuss the meaning of the text while teacher moderate the discussions by asking questions to make students deeply analyze the text. (25 minutes, 4 days a week)
Reading Workshop (Grades K-2)	Teachers will teach a reading strategy, skill, and/or concept beginning of the reading workshop and let students use those strategies during independent reading. Teachers will circulate and the reading workshop will begin with a small lesson that teaches a reading strategy, skill or concept that students then apply to independent-level texts. During independent reading, the teacher circulates to answer student questions (25 minutes, 4 days a week)
Guided Reading & Targeted Word Work (Grades K-2)	Teachers will group the students into three and rotate students between the sections Guided Reading and Targeted Word Work, Phonics-based Reading, and Independent Study using Computer. Teachers will coach students to master strategies to understand the strategically chosen instructional text during Guided Reading and Targeted Word Work session. (25 minutes)
Phonics-based Reading (Grades K-2)	Phonics-based Reading is the second part of student rotation. Phonics-based Reading teaches students how to decode and read fluently. (25 minutes)
Independent iPad and Chromebook Station (Grades K-2)	Independent iPad and Chromebook Station is the third part of student rotation. While their peers are engaged in Guided Reading or Phonics-based Reading, third group of children will use a web-based computer reading program or read independently. Frequency of student participation in specific rotation groups will be decided by teacher based on students reading level. (25 minutes)
Text Study (Grades 3-6)	Students use 50 minutes every day reading strategies to comprehend the meaning of the texts, integrate information and write what the students' understood from the reading. It is exposed to all grade levels. Having teacher and co-teacher support in the classroom students work on rigorous text materials.
Reading Comprehension, Independent & Guided Reading (Grades 3-6)	Every day 50 minutes, students have the opportunity to read independently and instructional readings. By this way, students experience a workshop-style course which begins with a brief mini-lesson then followed with Guided Reading instruction. Students have frequent one-on-one reading conferences with the teacher and co-teacher and students are grouped and called as targeted group reading instruction.
Literature Circles (Grades 5-6)	Letting students choose books as small group then discuss the read book among their peers motivates them, and creates ownership in their readings which improves their discussion skills and improves comprehension
Word Study: programs vary according to RTI (at-risk students)	Tier 1 Students who do not receive pull-out instruction for RtI (Response to Intervention), participate in 20 minutes of vocabulary instruction and practice 4 days a week using Language Literacy Intervention. Tier 2 and Tier 3 students who are pulled out of class for support receive research-based intervention programming for 30 minutes every day.
Close Reading (Grades 5-6)	Students read grade appropriate fiction and nonfiction in alignment with the National Common Core Standards Students learn and apply strategies for making meaning as well as analyzing and comprehending; student engage in small group and whole class discussions centered on metacognition.
Writer's Workshop (Grades K-6)	Students receive direct instruction in Writing Workshop. Teacher demonstrates the skill and provides students with a brief interval of guided practice using it. Students will have the opportunity to apply the repertoire of skills and strategies they've learned on their own. Students in grades K-8 will have 45 minutes of writing every day, which includes a concise grammar routine at the start of every lesson, followed by Writing Workshop.
Writing (Grades 5-6)	Students compose and write essays grade-level texts they read during reading lessons. Writing lessons target specific area in expository, narrative and argumentative writing components of effective analytical writing: finding & citing

Clara Science Academy Charter School

	logical text evidence, composing assertions, and providing commentary that indicates how text evidence supports the assertion. Students will keep a Portfolio Product of all polished, full-length piece of literary analysis.
Vocabulary (Grades 5-6)	Students learn and practice applying (in class daily including homework) 40 new academic vocabulary terms every 9 weeks. During class, teachers combine vocabulary instruction with grammar concepts by creating discrete practice opportunities that require students using words in a meaningful way to compose original sentences / paragraphs using words in a meaningful way.
Grammar (Grades 5-6)	Students learn, practice and improve grammar skills with an overarching focus on creating clear essays. Teachers introduce and solidify grammar concepts by requiring students to analyze well-written essays and texts. Teachers will take advantage of Holt's Elements of Language, which offers clarity for instructors on the specific rules attached to concepts, as well as additional practice opportunities.

ELA Assessments	ELA Resources
<ul style="list-style-type: none"> • NC State Tests (Grades 3-6) • Star Early Literacy (administered monthly) (Grades K-1) • Star Reading (administered monthly) (Grades 1-6) • Fountas & Pinnell Benchmark Assessments (administered three times a year) (Grades K-4) • School designed Reading Benchmark tests (administered four times a year) (Grades 3-6) • Interim Assessment (administered once a year in March) (Grades 3-6) • In-class assessments • Student Portfolio 	<ul style="list-style-type: none"> • Common Core Curriculum • NC Essential Standards • School designed lesson plans that integrate Interactive Read Aloud and Reading Workshop. • High-quality picture books & chapter books, complex text sets thematically linked to chapter book. • Journey's Reading Program • School designed unit plans for Reading Comprehension • Leveled Classroom library books for Independent Reading • Scholastic Guided Reading Library – sets of leveled texts • Fountas & Pinnell's The Continuum of Literacy Learning • Phonics-based Reading materials: presentation book, storybook, workbook • Sadlier Oxford Vocabulary Workshop materials • Research- based Reading Intervention program materials • Teacher Toolbox • Lucy Caulkin's Writer's Workshop series Holt's Elements of Language Accelerated Reader • Newsela.com I pads and chromebooks w/headphones

Grades K-6 Science and Social Studies: Students in grades K-6 will have science and social studies every other day. The social studies program will utilize the Scott Foresman Social Studies textbooks. By the end of fifth grade, students will have a foundational grasp of Civics, World History, United States, American figures and values, Geography (including a basic understanding of local, county, state, and national geography), and Economics (including concepts related to money, exchange, and job roles) as they pertain to the CSA. Students will be encouraged to read for meaning, while also having hands-on opportunities for learning. In science, grades K-6 will use FUSION Science textbooks as the basis for an inquiry-based science curriculum with scaffolded activities. This curriculum is designed to provide all students with stimulating experiences in the life, earth, and physical sciences and technology while simultaneously developing their critical-thinking and problem-solving skills.

Grades K-6 Music and Art Curriculum, Resources: The connections of the arts into the STEM culture can create great benefits for the students. CSA students will be challenged in a rigorous curriculum developed for higher levels of learning. Music and art will play a central role in grades K-6, with students alternating between music and art throughout the year. Students will create, perform, view, critique, and share responses to visual art, dance, music, elements and principles of the arts, world culture and theater based on CSA.

Languages Curriculum: CSA Arabic, Chinese, and Spanish curriculum will utilize textbooks such as Enrichment Curriculum for Kindergarten, Buen Viaje, and Chinese Made Easy for Kids! We will focus on principles of communication. By the end of grade 6, students will be able to pronounce and recognize the common terms essential to everyday interactions, follow and give basic instructions, and demonstrate basic listening comprehension. Students will also gain exposure to Arabic, Chinese, and Spanish-speaking cultures, including their basic geographies, customs, and products as part of the core curriculum.

Field Trips and Character Education: In K-6, field trips will be emphasized and organized regularly as part of its curriculum and instruction. For K-2 grades, field trips will be organized twice a month, and grades 3-6 field trips will be organized once a month. Character education will be part of the general curriculum in K-4th grades. In grades 5th, and 6th, a separate one hour weekly character education class will be offered. It will include universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship, and respect), using multicolored posters, banners, and bulletin boards featuring a value or virtue of the month, lively morning public address announcements and occasional motivational events with parents.

Grades K-8 Math Curriculum, Assessment, and Resources: The goal of elementary math program is to build students' conceptual understanding of the mathematics outlined in the common core state standards while promoting critical thinking. Math instructions will be done in a variety of ways primarily using the modules provided through Common Core and the NC Essential and instructional materials such as the Go Math instructional series. Appendix B explains the K-6 Math instructional programs, their assessment and resources.

Appendix B - K-6 Math Instructional Programs, Assessment, and Resources

Math Instructional Programs	Explanation
Cengage Learning, Inc. and GoMath (Grades K-6)	Primary curriculum is aligned to Common Core and the North Carolina Essential Standards. Teacher will prepared sequenced lesson plans using school curriculum and other materials from Cengage Learning, Inc and GoMath will provide students' opportunities to develop conceptual and analytical understanding of the elementary math concepts.
Number Stories	Number Stories develop and refine student's problem-solving skills. In each lesson, students will independently solve a problem and then make connections to the strategies their peers took. Students learn about the variety of strategies to solve problems through their peers.
Fluency Routines	In Fluency Routines, students will engage activities such as counting circles, counting jars, games, calendar math, and number manipulation to develop flexibility, efficiency, and accuracy of numerical fluency.
General Math (Grades 5-6)	In math classes (ten periods a week) students will be exposed to grade level concepts aligned to and sequenced according to Common Core and NC Essential Standards. Teachers will work in collaborative groups to tackle, solve and analyze complex word problems and build conceptual math knowledge.

Math Assessments	Math Resources
<ul style="list-style-type: none"> State Tests (Grades 3-6) Star Early Literacy (includes basic math skills) (Grades K-1) Star Math (Grades 1-6) 	<ul style="list-style-type: none"> Common Core Curriculum NC Essential Standards GoMath Accelerated Math Math Manipulative IPads and Chromebooks w/ headphones Classroom materials, such shapes, counting materials, etc.

Grades K-6 Physical Education/Health Curriculum: At CSA students will focus on physical education, health and well-being. Moreover, the curriculum is designed to maximize teamwork, cooperation and enhance leadership abilities. Benefits of PE in schools include: stronger peer relationships, improved self-confidence, goal setting experience, self-discipline and improved academics.

Appendix A: Foreign Language Curriculum

Curriculum Guide K-2

Teacher: _____

Class: Arabic / Chinese / Spanish

Unit Name: Welcome

Amount Of Time Needed: _____

Unit Objectives	Objectives	Vocabulary	Structures	Resources
<ul style="list-style-type: none"> ▪ Introducing themselves ▪ Telling and asking who they are ▪ Telling and asking where they are from ▪ Describing themselves and others ▪ Identifying body parts and telling how they feel <ul style="list-style-type: none"> • Identifying objects ▪ Using numbers when giving their own phone numbers and when recreating basic conversation ▪ Spelling the new Language ▪ names 	<p>Listening: Hear and respond on topic</p> <p>Speaking: Memorize words and gestures</p> <p>Reading: Responding, wording a phrase and the target language</p> <p>Writing: Write, memorize word phrases and the target language</p> <p>Culture: Compare theirs to other cultures.</p>	<p>Greetings and terms for politeness</p> <p>Descriptive adjectives</p> <p>Names of places</p> <p>Numbers</p> <p>Body parts</p> <p>Language first names</p> <p>Alphabet</p> <p>Classroom objects</p>	<p>Formation and place of adjectives</p> <p>Verb to be</p> <p>To be from</p> <p>Negative structures</p> <p>Indefinite articles</p>	<p>Books</p> <p>Video</p> <p>Bingo game</p> <p>Pantomime</p> <p>Flashcards</p> <p>Exercise sheets</p> <p>Homework sheets</p>

Content Area: Science – Grades K - 2**Learning Targets****Standards**

Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

Strand:

E. Forces and Motion: It takes energy to change the motion of objects. The energy change is understood in terms of forces.

Content Statements:

1. Objects can move in many different ways (fast and slow, in a straight line, in a circular path, zigzag, and back and forth).
2. A force is a push or a pull. Pushing or pulling can move an object. The speed an object moves is related to how strongly it is pushed or pulled. When an object does not move in response to a push or a pull, it is because another push or pull (friction) is being applied by the environment.
3. Some forces act by touching, while other forces can act without touching.

CPI**Cumulative Progress Indicator (CPI)**

Investigate and model the various ways that inanimate objects can move.

Predict an object's relative speed, path, or how far it will travel using various forces and surfaces.

Distinguish a force that acts by direct contact with an object (e.g., by pushing or pulling) from a force that can act without direct contact (e.g., the attraction between a magnet and a steel paperclip).

Unit Essential Questions

- How do objects move?

Unit Enduring Understandings

- Some objects move in a certain way based upon their attributes.
- Objects move because of their own attributes as well as the result of environmental variables.
- Students will identify the source of a force as direct or indirect.

Desired Results: On their own, students will know and be able to ...

- (K – 2) Predict, observe, and describe the ways objects move.
- (1 – 2) Predict, observe, and describe the ways objects move with variables (different forces, different surfaces, etc.).
- (2) Identify whether an object moves through direct contact (for example, pushing or pulling) or indirect contact (for example, magnets or wind).

Content Area: Science – Grades K - 2**Learning Targets****Standards**

Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

Strand:

D. Energy Transfer and Conservation: The conservation of energy can be demonstrated by keeping track of familiar forms of energy as they are transferred from one object to another.

Content Statements:

1. Batteries supply energy to produce light, sound, or heat.

CPI**Cumulative Progress Indicator (CPI)**

Predict and confirm the brightness of a light, the volume of sound, or the amount of heat when given the number of batteries, or the size of batteries.

Unit Essential Questions

- Why do we use batteries?

Unit Enduring Understandings

- (K/1) Batteries are a source of power.
- (2) The stronger the power source, the brighter the light, the louder the sound, the greater the amount of heat, etc.

Desired Results: On their own, students will know and be able to ...

- (K/1) Observe and discuss uses and purposes of batteries.
- (2) Observe and discuss an experiment that uses different size and or quantity of batteries to produce a brighter light, louder sound, greater amount of heat.

Desired Results: *On their own, students will know and be able to ...*

- (K) Identify that black becomes warmer than white when introduced to sunlight (for example: students could place an ice cube on black construction paper and an ice cube on white construction paper and observe the differences in the speed of melting).
- (1) Identify that different shades of colors will have an effect upon the speed at which heat up (for example, students could place an ice cube on dark blue construction paper and an ice cube on light blue construction paper and observe the differences in the speed of melting).
- (2) Explain why darker colors heat up quicker (that absorb light) as opposed to lighter colors (that reflect light).
- (K – 2) Observe objects in various states of light (for example, students observe objects around the classroom with lights on, lights off, with a flashlight, etc.).
- (2) Explain that there is a relationship between light and the ability to see.
- (K) Observe and describe shadows.
- (1) Create shadows using a light source and a solid object.
- (2) Explain that a shadow is formed when a solid object does not allow light to pass through it.

Content Area: Science – Grades K - 2**Learning Targets****Standards**

Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

Strand:

C. Forms of Energy: Knowing the characteristics of familiar forms of energy, including potential and kinetic energy, is useful in coming to the understanding that, for the most part, the natural world can be explained and is predictable.

Content Statements:

1. The Sun warms the land, air, and water.
2. An object can be seen when light strikes it and is reflected to a viewer's eye. If there is no light, objects cannot be seen.
3. When light strikes substances and objects through which it cannot pass, shadows result.

CPI**Cumulative Progress Indicator (CPI)**

Compare, citing evidence, the heating of different colored objects placed in full sunlight.

Apply a variety of strategies to collect evidence that validates the principle that if there is no light, objects cannot be seen.

Present evidence that represents the relationship between a light source, solid object, and the resulting shadow.

Unit Essential Questions

- How do different colors react to the sunlight?
- Can you see objects if there is no light?
- What is a shadow?

Unit Enduring Understandings

- Lighter colors reflect light and darker colors absorb light.
- If there is no light, objects cannot be seen.
- There is a relationship between a light source, solid object, and the resulting shadow.

Content Area: Science – Grade K - 2**Learning Targets****Standards**

Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

Strand:

B. Changes in Matter: Substances can undergo physical or chemical changes to form new substances. Each change involves energy.

Content Statements:

Some properties of matter can change as a result of processes such as heating and cooling. Not all materials respond the same way to these processes.

CPI	Cumulative Progress Indicator (CPI)
	Generate accurate data and organize arguments to show that not all substances respond the same way when heated or cooled, using common materials, such as shortening or candlewax.

Unit Essential Questions

- Do materials react to temperature changes the same?

Unit Enduring Understandings

- Objects of the same state of matter don't react the same to heating or cooling because they are made of different materials.

Desired Results: On their own, students will know and be able to ...

- (K) Discuss temperature in terms of hot and cold.
- (K/1) Observe natural changes due to temperature (for example, have students observe a puddle that evaporates, snow melting, or a puddle that freezes).
- (1) Discuss the water cycle and how temperature changes the states of matter of water.
- (2) Start comparing and contrasting the heating and cooling of different objects from the same states of matter (for example, place a crayon and a rock in direct sunlight and compare the results).

Content Area: Science – Grade K - 2**Learning Targets****Standards**

Physical Science: All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

Strand:

A. Properties of Matter: All objects and substances in the natural world are composed of matter. Matter has two fundamental properties: matter takes up space, and matter has inertia.

Content Statements:

1. Living and nonliving things are made of parts and can be described in terms of the materials of which they are made and their physical properties.
2. Matter exists in several different states; the most commonly encountered are solids, liquids, and gases. Liquids take the shape of the part of the container they occupy. Solids retain their shape regardless of the container they occupy.

CPI**Cumulative Progress Indicator (CPI)**

Sort and describe objects based on the materials of which they are made and their physical properties.

Identify common objects as solids, liquids, or gases.

Unit Essential Questions

- How can you sort objects by properties?

Unit Enduring Understandings

- Students will be able to identify commonalities between objects within a group.
- Students will identify solids, liquids, and gases.

Desired Results: On their own, students will know and be able to ...

- (K) Sort objects based upon teacher-directed properties (including, but not limited to color, shape, size, texture, etc.)
- (1) Sort and describe the properties they used to sort objects.
- (1/2) Identify common objects as solids, liquids, or gases.

Appendix C

Instructional Calendar*

Clara Science Academy

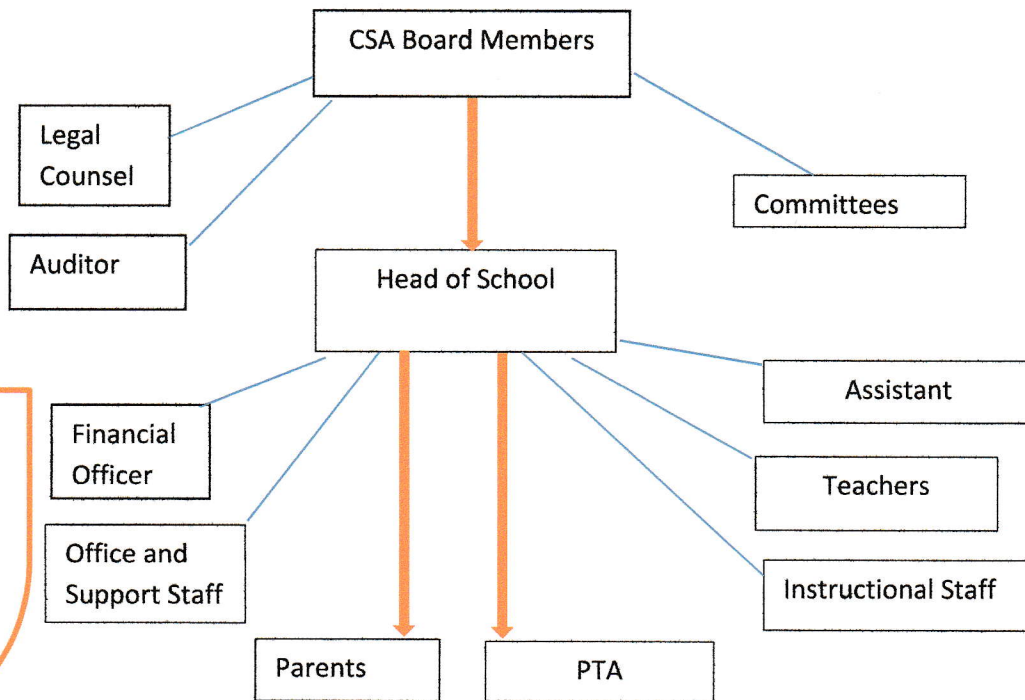
2019-2020
School Year

AUGUST							FEBRUARY								
M	T	W	T	F	S	S	1 st Day for Teachers July 29	M	T	W	T	F	S	S	Early Release Day February 14
5	6	7	8	9	10	11	1 st Day for Students August 12	3	4	5	6	7	8	9	Teacher Workday February 28
12	13	14	15	16	17	18	Early Release Days for PLC Professional Development	10	11	12	13	14	15	16	
19	20	21	22	23	24	25		17	18	19	20	21	22	23	
26	27	28	29	30	31			24	25	26	27	28	29		
SEPTEMBER							MARCH								
M	T	W	T	F	S	S	Labor Day September 2	M	T	W	T	F	S	S	Teacher Workday March 20
2	3	4	5	6	7	8		2	3	4	5	6	7	8	End of 3 rd Quarter March 23
9	10	11	12	13	14	15		9	10	11	12	13	14	15	Spring Break March 30 – April 3
16	17	18	19	20	21	22		16	17	18	19	20	21	22	
23	24	25	26	27	28	29		23	24	25	26	27	28	29	
30								30	31						
OCTOBER							APRIL								
M	T	W	T	F	S	S	Early Release October 18	M	T	W	T	F	S	S	Annual Leave Days April 10-13
7	8	9	10	11	12	13	Teacher Workday October 21	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	1 st Quarter Ends October 22	13	14	15	16	17	18	19	
21	22	23	24	25	26	27		20	21	22	23	24	25	26	
28	29	30	31					27	28	29	30				
NOVEMBER							MAY								
M	T	W	T	F	S	S	Early Release November 15	M	T	W	T	F	S	S	Annual Leave Days May 21-22
4	5	6	7	8	9	10	Veteran's Day November 11	4	5	6	7	8	9	10	Memorial Day May 25
11	12	13	14	15	16	17	Thanksgiving Day Holiday November 27-29	11	12	13	14	15	16	17	
18	19	20	21	22	23	24		18	19	20	21	22	23	24	
25	26	27	28	29	30			25	26	27	28	29	30	31	
DECEMBER							JUNE								
M	T	W	T	F	S	S	Winter Break Holiday December 23-January 3	M	T	W	T	F	S	S	1 st Qtr: 50
2	3	4	5	6	7	8		1	2	3	4	5	6	7	2 nd Qtr: 45
9	10	11	12	13	14	15		8	9	10	11	12	13	14	3 rd Qtr: 45
16	17	18	19	20	21	22		15	16	17	18	19	20	21	4 th Qtr: 50
23	24	25	26	27	28	29		22	23	24	25	26	27	28	TOTAL DAYS= 190
30	31							29	30						End of Year Assessment June 8-12
JANUARY							JULY								
M	T	W	T	F	S	S	End of 2 nd Quarter January 15	M	T	W	T	F	S	S	Last Day of School June 19
6	7	8	9	10	11	12	Dr. Martin Luther King, Jr. Holiday January 20	1	2	3	4	5	6	7	
13	14	15	16	17	18	19	Mid Term Assessments January 9 - 13	8	9	10	11	12	13	14	
20	21	22	23	24	25	26	Teacher Workday January 14	15	16	17	18	19	20	21	
27	28	29	30	31				22	23	24	25	26	27	28	
								29	30						

Appendix E

Organizational Chart*

Clara Science Academy Organization Chart



Appendix F
Charter School Board Member
Response and Resume*

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: Clara Science Academy Charter

2. Full name: Teresa Rene Mutakabbir

Home Address: 944 Autumnwood Lane, Charlotte, NC 28213

Business Name and Address: Weichert Realtors, Rebhan & Associates 6000 Fairview Road Charlotte, NC 28210

Telephone No.: 704-564-4940

E-mail address: trmutak@gmail.com

3. Brief educational and employment history.

B.S in accounting, project management certificate. Worked for IBM for 32 years. Currently a Real Estate Broker licensed in North and 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 was asked to serve by Omar Muhammad. I would serve to provide direction and guidance where it is needed for the advancement of the children, their education, and the school.

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

A public charter school board member should have fiduciary responsibility to the school, demonstrating trust, good faith and honesty. Building upon that, he/she must be able to make objective decisions and provide good judgement.

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

I have served on board and as treasurer of a small nonprofit, private school in South Carolina. This position required k-3 vision, compassion and commitment.

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

I have successfully parented two children to become successful contributors to society. I have worked as a project manager for many years, providing direction, motivation, and instruction. I was a Girl Scout volunteer, trainer and delegate.

School Mission and Program

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

The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

The guiding belief is to provide instruction, exposure, direction to students and to implement policies and procedures to ensure the success of every child.

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

It is a program that will focus on science and technology as a catalyst for students to excel.

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

A successful school produces students who are thinkers, able to navigate the next level of their educational journey with the required skills and confidence.

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

Goals must be established and agreed upon. Progress is monitored. Results must be tracked and measured.

Governance

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

A board member focuses on student achievement, acts strategically, recruits an exceptional school leader, raises and uses resources wisely and fulfills all compliance expectations.

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

One positive indicator will be if the students and staff are eager to return for a second year. Positive outcomes would include students, parents and administration fully invested in the school.

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

The school will have established a reputation for excellence in the community. The community will be eager to partner with the school, and the students who are on a waiting list to gain admission.

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

The board will need to be deliberate in all decisions. They must perform research, be conscious and intentional in their contributions to the management of the school.

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

I would attempt to speak with the person to sure that I have accurately assessed the situation. I would then make my concern to the board chair and if necessary, the office of Charter Schools.

Certification

I, Teresa R. Mutekabbir, 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 Clara Science Charter School is true and correct in every respect.

Teresa R. Mutekabbir

Signature

9/17/2017

Date

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

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

2. Full name: Glenda M. Tate

Home Address: 2013 Deer Island Lane, Wilmington, N.C 28405

Business Name and Address: N/A

Telephone No.: 910-523-1294

E-mail address: gtate,finehomes@gmail.com

3. Brief educational and employment history.

Retired Senior Executive with the U.S Department of Transportation in Washington D.C. and Masters Degree in Public Administration

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

No: Yes: X

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

I was recruited by Omar. I believe this is an opportunity to help establish great learning institutions.

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

To serve on the board and review policy, procedures while maintaining financial stability and staying in the budget.

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.

8. Describe the specific knowledge and experience that you would bring to the board.
I've worked for the U.S Government for over 35 years in public service as a Senior Executive

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.
2. What is your understanding of the school's proposed educational program?
The founders core philosophy evolved through the life of gallant women and the work their lives inspired, signifying a symbol of change, an advocate for education, and leaving a legacy of excellence. Clara, Latin name "Clarus" signifies clear, bright and famous. The underlying purpose of the Clara Science Academy is to replicate the Clara women and men of the twenty first century by providing a strong educational environment for all children without regard to their intellectual ability, measure.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school are as follows: Encourages free thought, promotes inclusion, provides rigor, fosters community building and nurtures the whole child.
4. How will you know that the school is succeeding (or not) in its mission?
I will know the school is achieving in its mission by being an active part of the school community and evaluating expected progress.

Governance

1. Describe the role that the board will play in the school's operation.
The board will perform the following duties: recruit, hire and supervise lead administrator, land acquisition, building purchase, financial support, enter into contracts, staffing, approve salaries and all other duties.
2. How will you know if the school is successful at the end of the first year of operation?
We will know the school is successful by evaluating whether or not we reached the desired outcomes.
3. How will you know at the end of five years of the schools is successful?
We will know after 5 years if the school is successful by assessing and evaluating our long term goals and if the desired outcomes were reached.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to observe day-to-day operation and be a part of the decision making process. The board will also need to receive feedback from school leadership and staff.
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?
When dealing with situations in regards to ethics, all stakeholders need to be involved in the discussion and decisions about their further participation need to be handled expeditiously.

Certification

I, Glenda Tate, 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 Clara Science Academy Charter School is true and correct in every respect.

Glenda Tate

Signature

9-5-17

Date

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Clara Science Academy Charter
2. Full name: Varsty Cromwell Muhammad

Home Address: 13106 Autumn Trace Drive

Business Name and Address:

Telephone No.: 704 953 2446

E-mail address: Varstyc@gmail.com

3. Brief educational and employment history.
BA in English, M.Ed in Counseling Education, MA in Child and Family, currently working
See Resume Attached
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?

Clara Science Academy evolved from the lives of gallant women and the work their lives inspired, signifying a symbol of change, an advocate for education, and leaving a legacy of excellence. Clara, Latin name "Clarus" signifies clear, bright and famous. As one of the founders, I believe all this is possible through teaching and preparation. The vision of Clara came from the inspiration of mothers, grandmothers and great grandmothers who left a rich legacy in Education – seeking knowledge above the material things in life.

6. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the role as the school board member is to work collaborative with the other members in ensure that the policies and procedures get implement during the ongoing operation of the school. Ensuring that best practices are implemented and to ensure success for the students at Clara Science Academy. Responsibilities includes but not limited to maintaining appropriate accounting procedures; complying with

local, state, and federal policy; providing meals, security, custodians, psychological services, and bus companies; and of course, educating the students.

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

My previous experience involve serving for two terms on the board for a private school in Charlotte. I have worked as a licensed school counselor for three years at a charter school in upstate New York. I also have over 15 years of experience working in the field of education (Early Childhood Education, K-12, and Higher Education) in both management and supervisory roles. I also bring my expertise in community partnerships and academic programming.

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

I bring to the board my expertise in community partnerships, academic programming, and grant writing, crisis management, Pupil Support, OLWEUS Bully Prevention, Response to Intervention (RTI), and Positive Behavior Interventions & Support (PBIS).

School Mission and Program

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

The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

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

CSA purpose is to replicate leaders of the twenty-first century by creating a student-centered learning environment that is project-based and technology driven in which students can reach the highest academic excellence preparation for success in their post-secondary studies and professional careers.

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

Characteristics such as a clear and well-defined mission and core values as well as the leadership team and broad of directors' key to a successful school. All of which will set the culture of the school

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

The school is succeeding based on the state testing and national testing assessments; the retention rate of both the students and the teachers; parental survey and input as well as community involvement and collaboration ratings.

Governance

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

The role the board will play includes but not limited to maintaining appropriate accounting procedures; complying with local, state, and federal policy; providing meals, security, custodians, psychological services, and bus companies; and of course, educating the students.

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

I believe the culture and leadership are two things that determine a successful first year of operation.

3. How will you know at the end of five years of the schools is successful?
Success comes from the principles as well the teaching staff and the student body through on going monitoring, teacher evaluation and classroom observations. I believe that by establishing solid internal accountability measures can help project the long-term success of the school as well as establishing interim assessments, setting clear goals and objectives, and accountability.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
By establishing excellent Leadership and a strong academic program.
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?
My role is in supporting the school's vision while simultaneously holding the leader accountable in regards to student outcomes and complying with local laws and regulations, thus my immediate step would be to report all concerns to the Chair Person of Board

*Please include the following with your Information Form

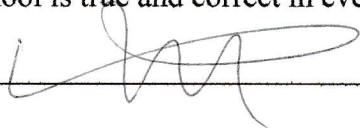
- a one page resume
- a national criminal background check

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

Certification

I, Varsty Muhammad, 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 Clara Science Academy Charter School is true and correct in every respect.

Signature



9/16/17

Date

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

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

10. Full name: Omar Muhammad

Home Address: 13106 Autumn Trace Dr., Huntersville NC

Business Name and Address:

Telephone No.: 704-904-7180

E-mail address: omuhammad_v@yahoo.com

11. Brief educational and employment history.

Please see Bio

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

No: ☐

Yes: X

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

I'm one of the founders.

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

To review policy and make sure they are in compliance with the law.

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

I have never served on a school board. I have advised on policy, IRS compliance, and government regulations.

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

Research, grant writing, and fundraising

School Mission and Program

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

The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

I believe the guiding belief is to educate young innovative minds to compete globally.

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

Project base education which will focus on STEM

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

Great leadership

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

I will know when the school is succeeding in its mission when the goals are met and school leadership has produced great young minds.

Governance

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

The board will play a role in making sure the school is in compliance with state education laws

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

Once goals and milestones are accomplished

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

Once goals and milestones are accomplished

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

Recruitment, fundraising and a great educational curriculum

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

Follow the by-laws and confront it.

*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, _____ Omar Muhammad _____, 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 _____ Clara Science Academy Charter School is true and correct in every respect.


Signature

9/16/17

Date

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Clara Science Academy Charter
2. Full name: Aprill Pettigrew Yakubu, M.Ed.

Home Address: 11636 Eastwind Drive, Charlotte, NC 28273

Business Name and Address: Charlotte Mecklenburg Schools, East Mecklenburg High School, 6800 Monroe Road, Charlotte, NC 28212

Telephone No.: 704.999.5132

E-mail address: aprillyakubu@hotmail.com

3. Brief educational and employment history.

Aprill Pettigrew Yakubu, M.Ed. is a native of Charlotte, North Carolina. I have a B.A. in History, and a Master's in Education: Curriculum and Supervision, both, from the University of North Carolina at Charlotte. Currently, I am a doctoral student pursuing a Doctorate of Education in Organizational Leadership and Development from Grand Canyon University and teach IB Mandarin Chinese Levels 1 – 5.

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?

One of the board members heard of my expertise as a Curriculum Specialist and an educator. They asked me to be a member of the board for Clara Science Academy. I wish to serve on the board of Clara Science Academy because I believe in the mission and vision of the school. I believe that Clara Science Academy can make a difference in education in the community.

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

The appropriate role of a public charter school board member is to function as an ethical governing body for the school. The board supports the regulations set forth by the State of North Carolina and the guidelines set forth within the agreements of the school in operations, finance, curriculum and governance. The board does not manage the school but supports management or school administration.

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.

Currently I serve as the President of the Home Owner's Association for Stonebridge Townhomes in Charlotte, North Carolina; as a board member for the FBI (Federal Bureau of Investigation) Citizen's Academy Alumni Association (Charlotte Chapter) and as a member of the School Leadership Team for Lake Wylie Elementary School.

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

I work as a member of the Leadership Cadre designing Mandarin Chinese curriculum for the Charlotte Mecklenburg School District. I have 16 years of international and domestic experience in the field of education. I served as the Director of Humanities for a British curriculum school in Dubai, United Arab Emirates. I also have experience teaching face to face, online courses and experience teaching adults. I served as a curriculum writer and AP Psychology teacher for the North Carolina Department of Instruction Virtual Public School and as an adjunct Professor of History at Johnson C. Smith University. I also served on the ETS Panel for the Praxis II Social Studies State Teacher Assessment Scoring Committee in Raleigh, North Carolina and the Talent Effectiveness Committee specializing in Professional Learning Communities (PLC) for Charlotte Mecklenburg Schools. Within the sphere of the ETS Praxis II Social Studies State Teacher Assessment Scoring Committee, I was on a team that determined the current standard passing scores for all Social Studies teachers taking the Praxis to obtain a NC State teaching licensure. Lastly, I am a sworn Guardian Ad Litem for the 26th District Court of Mecklenburg County and a graduate of the FBI Citizen's Academy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Clara Science Academy recognizes the importance of STEM model of scientific structured rigor as an instrument of academic attainment and the value of a positive, diverse, student centered environment.
2. What is your understanding of the school's proposed educational program?
It is an inquiry based model establishing intellectual progression; promoting positive transformation, while building a legacy of scholarly refinement and distinction.
3. What do you believe to be the characteristics of a successful school?
Through data driven instruction, the curriculum and school culture prepares students for high academic excellence; college-career readiness and success.
4. How will you know that the school is succeeding (or not) in its mission?
CSA will follow the North Carolina Accountability Model to ensure that students are meeting measurable achievement results. Quarterly benchmarks, fluency checks, and formative and summative assessments will also be conducted regularly to gather data to certify students are making growth and ultimately meeting and exceeding achievement goals.

Governance

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

Function of the Board and primary duties:

Acting effectively, ethically and proactively, the Board duties include governing while utilizing the school mission as the standard for the organizational strategic intent and baseline measure of success. The Board must also govern with knowledge of the laws and regulations to maintain fiscal integrity; sustain a high educational quality while recruiting, evaluating and supporting the lead administrator as they complete long term and short term goals.

2. How will you know if the school is successful at the end of the first year of operation?
The school is successful after the end of the first year of operations if student is at growth in testing and the school stays within budget framework.

3. How will you know at the end of five years of the schools is successful?
At three to five years of growth in student attainment.

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

Meet regularly, hire qualified individuals, stay within budget, stay abreast of strategies supporting organizational goal attainment and govern ethically.

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?
Proceed within the guidelines of the law and report the incident to the authorities or state officials.

*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, Aprill Pettigrew Yakubu, 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 Clara Science Academy Charter School is true and correct in every respect.

Signature

9/15/17
Date

Glenda Tate Bio:

As the director of the Kairos center, she has over 35 years of experience managing large organizations in the federal government and over 10 years of experience working in a non-profit capacity on improving the economic capacity for low and middle income families. She retired in early 2004 as a senior executive having worked primarily in the executive branches of government. She managed a staff of over 1,000 employees across nine regions in the U.S. with a multimillion dollar budget while employed with federal aviation administration. Prior to that position, she served as the director of human resources for the U.S. department of transportation setting policy for over 100,000 employees. Glenda Tate also held positions in the systems management arena with experience in providing audit review oversight for transportation programs including grant management in the bureaus of the department.

Glenda ultimately transitioned from Washington, D.C. to Wilmington, N.C. in 2004 where she was born and raised. She immediately started working on efforts to improve the status of low income families in the city which had become rampant with drugs, prostitution and overall poverty. She led efforts to address both the drug and prostitution problems but eventually realized it was the women in these situations that had long been ignored and needed help. Their efforts at that time centered on providing food, mentoring and other assistance to help them get off the street.

Eventually, she partnered with other individuals to start a non-profit organization, "operation legacy". As she evolved she realized there was great deal of food insufficiently for low income families. Although food was being donated by the local food bank, much of it was not fresh and did not provide some of the healthier options for the families in need. She decided to start her own urban farm to provide fresh produce for these families. She attended a nearby community college to learn modern techniques for farming and ultimately started an urban farm in the heart of Wilmington, N.C. She built "farm tunnels" to allow us to grow produce year round and with the help of neighbors who generously donated their, we have provided fresh produce year round since that time. She eventually left her position as chairman of the board of directors to work full time with the Kairos center in 2014. It was clear that she needed more than food to address the needs of the people but a comprehensive program to address the whole man. Out of this desire came the vision for *the Kairos center* to expand our efforts to improve the economic needs of the people in the area.

Teresa Mutakabir Bio:

Teresa Mutakabir received several educational and professional degrees. She received a Project Management Professional Certification from the Project Management Institute. She received a Masters Certificate in Project Management from George Washington University, in Washington, DC. Teresa also received a Bachelor of Science in Accounting (with Honors) from the National Achievement Scholar, National Distillers Scholar from Hampton University, in Hampton, VA

Teresa Mutakabir is an oriented professional with experience in mostly, but not limited to, midrange computer products and services in the general business arena. Extensive installation, project management and support experience across many industries.

Her strengths include: communication, project management, commitment, process improvement, team work, customer service, independent work, self-motivation, and leadership.

Mrs. Mutakabir currently works as a Broker for Weichert Realtors, Rebhan & Associates in Charlotte, NC. Teresa is licensed in North and South Carolina. As a Broker, she guides clients who are willing to navigate the risks of a real estate transaction, through the many variables and legal parameters involved to a successful outcome.

She previously worked at IBM Corporation in Charlotte, NC as a Transition Manager. As a Transition Manager, she was a part of a project management team providing transition leadership for Managed Operations outsourcing accounts. She successfully completed transition project management activities for a major pharmaceutical corporation. The project involved Software Distribution, Desk side Support, Procurement application implementation, performance of a wall to wall inventory and Asset Management. Responsibilities included managing a team of five tower leads and the associated team members. Coordinated the successful completion of twenty-six contracted transition deliverables.

Teresa also successfully completed the complex, multiple tower midrange transition for a retail corporation, addressing intricate SP systems, RISC System/6000s, AS/400 systems, SUN and CISC servers. Took ownership of a problematic transition due to the lack of a clearly defined solution. She focused on the need to quickly generate quality results and developed a highly functional team comprised of veterans and new recruits with minimum impact to the client's business.

Omar Muhammad Bio:

While acquiring a Bachelor of Science degree in Business Administration from Paine College, I then proceeded to obtain a Masters Degree in Organizational Leadership and Development from Pfeiffer University. I am also a Certified National Grant Writer, and work as a Consultant from Research Associates, Inc., at Troy State College in Columbia South Carolina. My expertise and experience includes the following but not limited to: Operations Management, Organizational Leadership, Business Development, Turnaround Management, Strategic Planning/Forecasting, Grant Development, Developmental Education, Budget Management, Risk Management, Recruiting/Staff Development, Tutorial Program Development, Training & Fundraising.

I am also certified in the following areas: Building Rural Communities through CHDO's Training, Office for Human Research Protections (OHRP) Quality Assurance Training, U.S Department of Housing and Urban Development Training, and IRS Training on Budgeting and File Non-profit Taxes.

Having grown up in an environment that taught the concept "do for self", I founded CiberPointe Entertainment, Inc, CiberPointe, Inc, and CiberPointe Financial Investment Corp. Although two of these companies are for profit, I believe that CiberPointe, Inc. a Non-profit division has made a greater impact on the community.

I also worked for the United States Department of Agriculture (USDA) as a Field Technician. While I was in North Carolina, I was recruited by Hud officials to managed UMI & Associates (Non-Profit) as a Community Development Manager. When I was at GE capital, my position was a Credit Analyst and I was a Financial Analyst at ETrade Financial.

Aprill Yakubu Bio:

Aprill Pettigrew Yakubu, M.Ed. is a native of Charlotte, North Carolina. She has a B.A. in History, and a Master's in Education: Curriculum and Supervision, both, from the University of North Carolina at Charlotte. She is currently, a doctoral student pursuing a Doctorate of Education in Organizational Leadership and Development from Grand Canyon University. Aprill Yakubu, currently, teaches IB Mandarin Chinese Levels 1 - 5 and is a member of the Leadership Cadre designing Mandarin Chinese and Social Studies curriculum for the Charlotte Mecklenburg School District. She has 16 years of international and domestic experience in the field of education. She was the Director of Humanities for a British curriculum school in Dubai, United Arab Emirates. She has experience teaching face to face, online courses and experience teaching adults. She served as a curriculum writer and AP Psychology teacher for the North Carolina Department of Instruction Virtual Public School and as an adjunct Professor of History at Johnson C. Smith University. She also served on the ETS Panel for the Praxis II Social Studies State Teacher Assessment Scoring Committee in Raleigh, North Carolina and the Talent Effectiveness Committee specializing in Professional Learning Communities (PLC) for Charlotte Mecklenburg Schools. Within the sphere of the ETS Praxis II Social Studies State Teacher Assessment Scoring Committee, Aprill Yakubu helped to determine the current standard passing scores for all Social Studies teachers taking the Praxis to obtain a NC State teaching licensure. Aprill Yakubu works tirelessly in the community. She is a sworn Guardian Ad Litem for the 26th District Court of Mecklenburg County and is a court appointed advocate for children engaged in the judicial system. She is a graduate of the FBI Citizen's Academy and serves on the FBI Citizen's Academy Alumni Board (Charlotte Chapter).

Varsty Muhammad Bio:

Varsty Muhammad - Currently a Ph.D. student at Morgan State University with a concentration in leadership and policy in Higher Education. Educational background includes a Master of Arts, Human Development and Family Science, Syracuse University; Master of Education (counseling) South Carolina State University; and, Bachelor of Arts in English from Paine College. Training and certification include New York Teaching License Certification K-12 (Counseling); Level III Child Care Administrator's License with the North Carolina Department of Health and Human Services – Division of Child Development; Child Development Associate National Credentialing Program (CDA); Certified Grant Specialist and Consultant - Research Associates, Inc. Professional experiences include serving as an adjunct professor at Syracuse University and Johnson C. Smith University. Additional leadership experience, includes over 20 years of services in the field of education (Pre-K – 12) as an Early Childhood Facilitator and Manager with the Bethlehem Center Head Start Program; Lead Counselor for the Syracuse Academy of Science Charter Elementary and Middle Schools; Mentor/Tutor, Syracuse City School District Mentoring Program, New York; Brownie Consultant, Girls Scouts Inc. Mecklenburg, 5 District, Charlotte, NC and several leadership roles within the Division of Student Affairs at Johnson C. Smith University and Paine College. She is also an active member in several community services organizations such as Alpha Kappa Alpha Sorority, Girls Scout, Inc., and Muslim Women of the Carolinas.

Appendix G

Proposed By-Laws of the Non-Profit Organization*

Clara Science Academy Board Draft Bylaws

THE SCHOOL

Section 1. Name. The name of this school is "Clara Science Academy Charter School" of Charlotte, Mecklenburg County, North Carolina. This school shall be referred to throughout these Bylaws as the "School".

Section 2. Purpose. As provided in the North Carolina General Statue 115C-1, and the Charter issued by the Board of Education of North Carolina, the purpose of this school shall be to stimulate the development of innovative programs in public education; to provide opportunities for innovative learning and assessments; to provide parents and students with greater options in choosing schools within and outside the school districts; to provide teachers with a vehicle for establishing schools with alternative, innovative methods of educational instruction and school structure and management; to encourage performance based educational programs; to hold teachers and school administrators accountable for students' educational outcomes; and to provide models for replication in other public and private schools.

The School is organized exclusively under the provisions of North Carolina General Statue 115C-1, and shall be a public school of choice offering North Carolina students a rigorous education that puts them on the path to college and cultivates their ability to contribute to the larger community through their work.

Board of Directors

Section 1. Responsibilities and Powers. The affairs and responsibilities of the School shall be directed and controlled by a Board of Directors which shall be a public entity under the laws of North Carolina, to be constituted in a manner provided in Section 2 of these bylaws, which may exercise all the lawful powers of the School.

Without limiting the Board of Directors shall be responsible for each of the following:

- a) Establishment of short and long-range objectives and goals of the School.
- b) Review and adoption of policies and programs to achieve the objectives of the School and offer educational methods which provide a curriculum and an education of the highest quality for children.
- c) Establish administrative and fiscal controls to ensure successful implementation of approving policies and programs.
- d) Provide adequate equipment for the immediate and future needs of the School, as well as implementation of sound plans for the physical development of the School.
- e) Establish sound fiscal policy for the School, including but not limited to (i) review and adoption of annual operating and capital budgets; (ii) management of endowments, and (iii) implementation of development and fund raising programs.
- f) Engagement of a qualified Director, who shall be the lead administrator of the School, responsible for implementing approved policies and programs, and hiring, evaluating, managing and terminating faculty and administrative faculty and personnel as required for the effective operation of the School and cooperating with area educational institutions to insure maximum exchange of ideas and concepts that will have a long lasting effect on the education of children.
- g) Ensuring that the School and the Board shall comply with all applicable laws and regulations.
- h) Ensuring that the School is an academic success, organizationally viable, faithful to its charter and earns charter renewal as required.
- i) Ensuring that board members shall not discriminate against potential members of the Board of Directors on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, or non-disqualifying

handicap or mental condition. In addition, through North Carolina law, the Board of Directors, acting in the name and on behalf of the School, shall have the following powers:

- j) To purchase real and personal property; to invest and reinvest the property of the School; to sell at public sale, exchange, transfer, or grant options to purchase the whole or any part of the property of the School, real or personal, at any time held by it, upon such terms and conditions as they may deem best, and consistent with current statutory laws and regulations from time to time promulgated, and to execute, acknowledge and deliver such deeds, contracts or other instruments as they may deem necessary or advisable in connection with any such purchase, sale, exchange, option or transfer.
- k) To determine in accordance with generally accepted accounting principles whether any money or other property, received by the School shall be treated as Principal or as income, and to determine in accordance with such principles the extent to which expenses the School shall be borne as between Principal and income; and this power shall include, without limitation, the power to determine in case any investment shall at any time be made in any bond or security for money at a premium or in a wasting investment so-called or in non-income producing property, the extent to which such investment shall be dealt with as Principal or as income.
- l) With respect to any security which is part of the property of the School, a vote or grant proxies to vote for such security, to take any action deemed appropriate in connection with any merger, consolidation or reorganization and to exercise any conversion, subscription, or other right pertaining to such security can be consider by the board.
- m) To lease, with or without option to purchase, any real estate at any time held by the School, for such term or terms, and upon such provisions and conditions, as they shall determine, and to alter, repair, demolish, rebuild and improve any building which is at any time part of the property of the School.
- n) To borrow money on such terms as they deem proper and to mortgage or pledge property, real or personal, of the School to secure the same.
- o) To invest in and retain for so long a period as they see fit the shares, preferred or common, of investment companies or investment trusts, whether of the open-end or closed-end type, and without notice to anyone to participate in any common trust or pooled fund.
- p) To invest such portion of the funds of the School as the board members may from time to time determine in such securities as the board members in their uncontrolled discretion shall consider likely to result in future appreciation of Principal, even though the securities so purchased may pay currently only small dividend in proportion to their cost, or no dividend at all, and there is no reasonable prospect of a higher dividend rate, or of any dividend, for an indeterminate or extended time in the future.
- q) To invest such portion of the funds of the School as the board members may from time to time determine in securities for income from which is exempt from federal or state income tax.
- r) To adjust, settle, arbitrate or compromise any claim or claims of any nature payable to or made against the School, including any claims for taxes upon any terms satisfactory to them.
- s) To hold, retain, purchase, dispose of or otherwise deal with insurance or annuities on the life of any officer or employee of the School for the benefit of the School, and to pay all premiums and costs thereof from the funds of the School.

Section 2. Number and Election of Board Members. The Board of Directors shall consist of not less than five (5) to nine (9) board members. Fourteen (14) days at least prior to the annual meeting of the Board, as established by Section 6 of these bylaws, candidates shall be nominated to succeed any one or more retiring board members, and the board members shall elect new board members by a majority vote at the annual meeting. In addition, the board members may at any time elect new board members by a majority vote at any regular or special meeting of board members. The Director shall be a non-voting ex officio member of the Board of Directors. Each board member elected shall serve a term of three (3) years.

Once elected, the name of each board members shall be published in the School Newsletter or other appropriate publication of general circulation to the School community. The term for board members serving on the initial Board of Directors may be for greater than three years in order that the Board may achieve a coordinated expiration of the board members term of office, as provided for in Section 3 hereof. At the expiration of each three-year term, any board member may thereafter be elected to serve an additional three-year term by a vote of a majority of board members. Board members may serve no more than three (5) consecutive terms.

Section 3. Continuity. The term of office for each board member and the number of members elected by the Board from time to time should be focused on achieving a Board consisting of not less than five (5) members with prior service.

Section 4. Resignation. Any member may resign by delivering to the Secretary a written resignation which shall take effect upon the acceptance by the Board at any meeting.

Section 5. Removal. Any board member may be removed from office with or without cause by the vote of a majority of all the board members then in office. A member may be removed for cause only after being afforded reasonable notice and an opportunity to be heard before the Board of Directors.

Section 6. Open meetings and public records. The Annual Meeting of the Board shall be held on the August of each year or other date and time as may be established by the Board. Fourteen (14) days written notice of the Annual Meeting shall be given to all board members then in office. Other meetings of the Board at least as frequently as quarterly may be held as the Board may determine. Notice of the place, date, hour and purpose of any such meeting of the board members shall be given or caused to be given by the Chairperson to each member at least fourteen (14) days prior to the meeting and shall be open to the public according to GS 115C-218.25 . Special meeting may be held at any time without such notice, if all the board members are present or if those not present execute a written waiver of notice before or after the meeting and the Board has fully complied with the provisions.

Section 7. Quorum. A majority of the board members then in office shall constitute a quorum for the transaction of business. Less than a quorum may adjourn a meeting. Except as is otherwise required by law, or these By-laws, the action of a majority of the board members present at a meeting in which a quorum is present shall be the action of the Board of Directors. Board members must vote in person and not by email, proxy or otherwise.

Section 8. Minutes. The board members shall maintain accurate records of its meetings, setting forth the date, time, place, members present or absent and action taken at each meeting, including executive sessions. The records of each meeting shall become a public record and be available to the public; provided, however, that the records of any executive session may remain secret as long as publication may defeat the lawful purposes of the executive session, but no longer. All votes taken in executive sessions shall be recorded roll call votes and shall become a part of the record of said executive sessions. No votes taken in open session shall be by secret ballot.

COMMITTEES

The standing committees of the Board of Directors shall be the Academic Excellence Committee, the Development Committee, the Finance Committee, the Governance Committee, and the Strategic Planning and Assessment Committee. The Board of Directors may establish such other committees having such duties, responsibilities and powers and consisting of such number of persons as the Board of Directors shall determine. The members and chairs of committees shall be appointed by the Board of Directors Chairperson. Committee chairs must be a board member, and committee members may be board members, parents, teachers and members of the community. All committees will have a description of their responsibilities and an annual charge approved by the Board of Directors.

OFFICERS

Section 1. Principal Officers: Election Thereof: Eligibility. The officers of the School shall be a Chairperson, a Vice Chairperson, a Treasurer, a Secretary, and such other officers as the Board of Directors may elect or appoint. Each officer, as a condition for election and continued service, must be a board member. Such officers shall be elected by the Board of Directors at the Annual Meeting of the Board or with respect to the initial Board of Directors at the initial meeting thereof. Subject to the provisions of Sections 2, 3 and 4 of these bylaws, the Chairperson, the Vice Chairperson, the Treasurer and the Secretary shall each hold office until the next Annual Meeting of the Board of Directors and until their respective successors are elected.

Section 2. Chairperson. The Chairperson shall work closely with the Director and other members of the Board of Directors to advance the mission of the School. The Chairperson and School Leader shall work closely together to support and facilitate the work of the Board of Directors. The Chairperson shall preside at all meetings of the Board of Directors. The Chairperson shall, upon the advice and counsel of other members of the Board and the Director, set the agenda for all meetings and shall conduct the meetings in an orderly, thorough, fair, and proper fashion so as to encourage full discussion and proper action by the Board on all issues to be decided. The Chairperson shall, with the advice and counsel of other members of the Board and the Director, appoint committee chairs and members, and have such other powers as the Board of Directors may determine or designate from time to time.

Section 3. Vice Chairperson. The Vice Chairperson shall have such powers and perform such duties as may be assigned by the Board of Directors. In the absence or disability of the Chairperson, or in case of an unfilled vacancy in that office, the Vice Chairperson shall perform the duties and exercise the powers of the Chairperson.

Section 4. Treasurer. The Treasurer shall be responsible for the care and custody of the money, funds, valuable papers and documents of the School and shall have and exercise all the powers and duties commonly to such office. The Treasurer may endorse a deposit or collection all checks, notes, drafts and instruments for the payment of money, payable to the School or to its order, and shall keep accurate books of account of all moneys received and disbursed. If required by the Board of Directors, the School shall provide a bond covering the Treasurer in such sum and such surety or sureties as shall be satisfactory to the Board for the faithful performance of the duties of this office.

Section 5. Secretary. The Secretary shall be responsible for maintaining accurate minutes of all meetings of the Board of Directors, shall perform all the duties commonly to this office, and shall perform such other duties and have such other powers as the Board of Directors shall from time to time designate or as may be otherwise provided for in these By-laws. In the absence of the Secretary, a temp Secretary may be appointed by the Board of Directors to perform such duties.

Section 6. Additional Officers. The Board of Directors in its discretion may appoint an Assistant Treasurer and an Assistant Secretary and may prescribe their duties and their terms of office.

INDEMNIFICATION OF MEMBERS AND OFFICERS

The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an officer or may serve as a board member, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal, administrative or investigative, in which he or she may become involved by reason of his or her serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless he or she is successful on the merits, the proceeding was authorized by the School or the proceeding seeks a declaratory judgment regarding his or her own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which he or she shall have been finally adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interest of the School; and provided, further, that as to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, the payment and indemnification thereof have been approved by the School, which approval shall not be unreasonably withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall be adjudicated to be not entitled to indemnification under these bylaws, which undertaking may be accepted without regard to the financial ability of such person to make repayment. A person entitled to indemnification hereunder whose duties include service or responsibilities as a fiduciary with respect to a subsidiary or other organization shall be deemed to have acted in good faith in the reasonable belief that his or her action was in the best interests of the corporation, if he or she acted in good faith in the reasonable belief that his or her action was in the best interests of such subsidiary or organization or of the participants or beneficiaries of, or other persons with interests in, such subsidiary or organization to whom he or she had a fiduciary duty. Where indemnification hereunder requires authorization or approval by the School, such authorization or approval shall be conclusively deemed to have been obtained, and in any case where a director of the School approves payment of indemnification, such director shall be wholly protected by, if: i the payment has been approved or ratified (1) by a majority vote or a quorum of the directors consisting of persons who are not at that time parties to the proceeding; (2) by a majority vote of a committee of two or more directors who are not at that time parties to the proceedings and are selected for this purpose by the full board (in which selection directors who are parties may participate), or (3) by the members of the corporation of disinterested; or ii the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the corporation) appointed for the purpose by a vote of the directors or in the manner specified in clauses (1), (2) or (3) of subparagraph (i); or iii the payment is approved by a court of competent jurisdiction; or iv the directors may have otherwise acted in accordance with the standard of conduct set forth in applicable provisions of the North Carolina General Statute. Any indemnification or advance of expenses under these bylaws be paid promptly, and in any event within 30 days, after the receipt by the School of a written request therefore from the person to be indemnified, unless with respect to a claim for indemnification the School shall have determined that the person is not entitled to indemnification. If the School denies the request or if payment is not made within such 30-day period, the persons seeking to be indemnified may at any time thereafter seek to enforce his or her rights hereunder in a court of competent jurisdiction and, if successful in whole or in part, he or she shall be entitled also to indemnification for the expenses of prosecuting such action. Unless otherwise provided by law, the burden of proving that the person is not entitled to indemnification shall be on the School.

The right of indemnification under these bylaws shall be a contract right inuring to the benefit of the directors, officer and other persons entitled to be indemnified hereunder, and no amendment or repeal of these bylaws shall adversely affect any right of such director, officer or other person existing at the time of such amendment or repeal. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of a director, officer or other person entitled to indemnification hereunder. The indemnification provided hereunder may be to the extent authorized by the School, apply to the directors, officers, and other persons associated with the Schools, who would have been entitled to indemnification hereunder had they served in such capacity with or at the request of the School. The right of indemnification under these bylaws shall be in addition to and not exclusive of all other rights to which such director or officer or other persons may be entitled. Nothing contained in this document

shall affect any rights to indemnification to which School employees or agents other than directors and officers and other persons entitled to indemnification hereunder may be entitled by contract or otherwise under law. The School shall maintain or cause to be maintained liability insurance with insurance companies authorized to do business in North Carolina insuring the board members and officers against liabilities and expenses incurred in their capacities as board members and officers.

ROBERT'S RULES

All meetings of the Board shall be governed by Robert's Rules of Order, except as otherwise provided by these By-Laws.

AMENDMENTS

These bylaws may be amended at any meeting of the board members by a majority vote of all the members then in office. Notice of the meeting must indicate the amendment(s) to be voted on.

FISCAL YEAR

The fiscal year of the School shall end on the _____ (date) day of _____ (month) of each year.

SEAL

The Seal of the School shall consist of a flat-faced circular die with the name of the School, the year of charter issuance, and the word "North Carolina" cut or engraved thereon.

PROVISIONS FOR DISSOLUTION

In the event of liquidation or dissolution of the Corporation, all the assets of the Corporation, after paying or making sufficient provision for the payment of all of the liabilities of the Corporation, shall be distributed exclusively as provided for in the North Carolina Non-profit General Statutes included below:

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.

Appendix H

Articles of Incorporation*



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

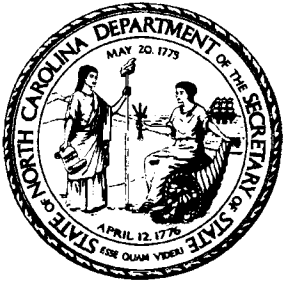
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CLARA SCIENCE ACADEMY CHARTER SCHOOL

the original of which was filed in this office on the 23rd day of September, 2015.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 23rd day of September, 2015.

Secretary of State

Scan to verify online.

Elaine F. Marshall

Certification# C201525800919-1 Reference# C201525800919-1 Page: 1 of 5 Verify this certificate online at www.secretary.state.nc.us/verification

Appendix L

Insurance Quotes*

INSURANCE PEOPLE

Below are the estimated annual premiums: Clara Science Academy

Property Premium Estimate **\$450**

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

General Liability Premium Estimate **\$1,461**

Rating Basis:	Students	250
	Faculty	29

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 **\$4,277**

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

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate	\$332
Limit	\$250,000
Auto Premium Estimate	\$181
Hired & Non Owned Autos Only	
Limit of Liability	\$1,000,000
Head of Class Endorsement	\$82
Workers Compensation Premium Estimate	\$6,710
Statutory State - NC	
Employers Liability	\$500/ \$500/ \$500
Payroll Estimate	\$1,200,000
Umbrella Premium Estimate	\$2,387
Limit of Liability	\$1,000,000
TOTAL ESTIMATED PREMIUM	\$15,880
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

09/08/2017

Appendix P
Required Signed and Notarized
Documents*

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 _____
- Date of Review: _____ Please see statement below _____
- 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 _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____ Please see statement below
- _____
- _____
- _____
- _____
- _____
- _____

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

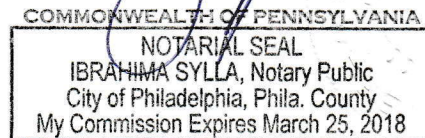
- Name of the Contact for Selected EMO/CMO: _____ N/A _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____ Please see statement below
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

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

- Name of the Contact: _____ N/A _____
- Name of the Selected Financial Service Provider: _____
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):
 - _____ Please see statement below
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

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

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



Certification

I, _____ Omar Muhammad _____, 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 Clara Science Academy__ Charter School is true and correct in every respect.


Signature

9/16/17

Date

There has not been a formal meeting conducted at this time. The information has not been discussed or reviewed at this time.