

MID School Survey

* Required

1. **What type of future school environment are you seeking for your child? ***

Mark only one oval.

- A small school environment (240 elementary, 150 middle, 200 high school)
- A large school environment (800 elementary, 850 middle, 1800 high school)

2. **Is it important for your child to received specialized instruction based on their ability? ***

Mark only one oval.

- Yes
- No

3. **Is it important for your child to attend a school with clear behavioral expectations and appropriate consequences? ***

Mark only one oval.

- Yes
- No

4. **Do you feel behavioral concerns are best met at a small school or a large school? ***

Mark only one oval.

- Small School
- Large School

5. **Is it important for faculty and staff to know your child's name? ***

Mark only one oval.

- Yes
- No

6. **Is it important for your child to attend a future high school with a college preparatory program? ***

Mark only one oval.

- Yes
- No

7. **Is it important for your child to attend a vocational program? ***

Mark only one oval.

- Yes
- No

8. **Is it important for your child to feel safe and comfortable while at school? ***

Mark only one oval.

Yes

No

9. **Is it important for your child to feel socially accepted and have positive peer interactions? ***

Mark only one oval.

Yes

No

10. **After answering the above questions, do you feel as if these items are best accomplished in a small school environment or a large school environment? ***

Mark only one oval.

Small School

Large School

Powered by

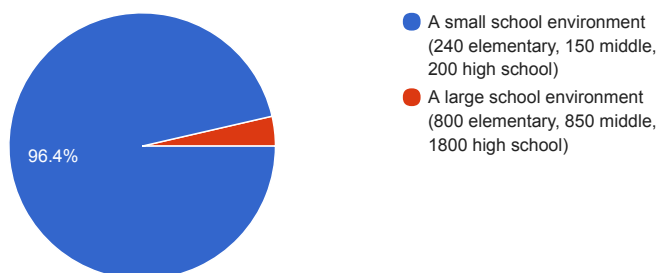


MID School Survey

111 responses

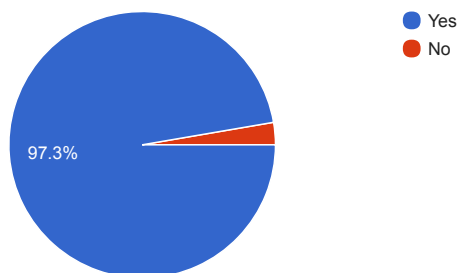
What type of future school environment are you seeking for your child?

111 responses



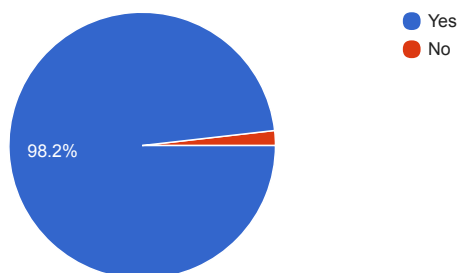
Is it important for your child to received specialized instruction based on their ability?

111 responses



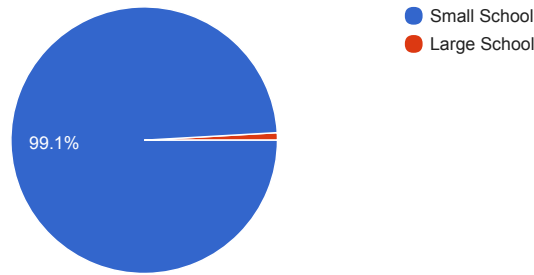
Is it important for your child to attend a school with clear behavioral expectations and appropriate consequences?

111 responses



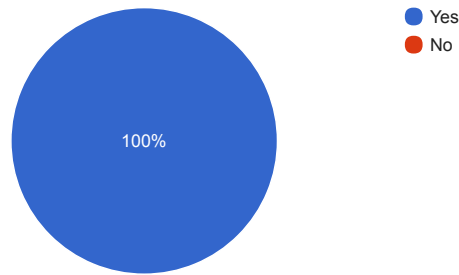
Do you feel behavioral concerns are best met at a small school or a large school?

111 responses



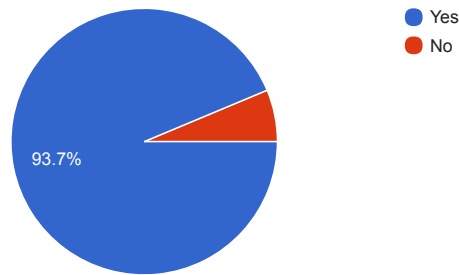
Is it important for faculty and staff to know your child's name?

111 responses



Is it important for your child to attend a future high school with a college preparatory program?

111 responses

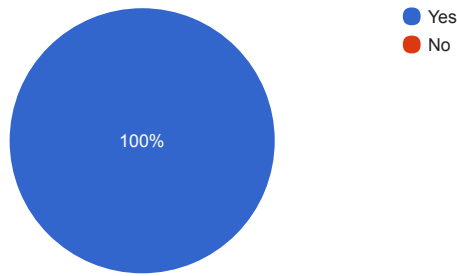


Is it important for your child to attend a vocational program?

111 responses

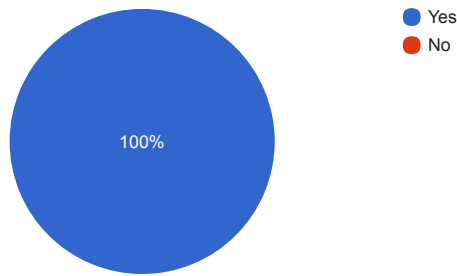
Is it important for your child to feel safe and comfortable while at school?

111 responses



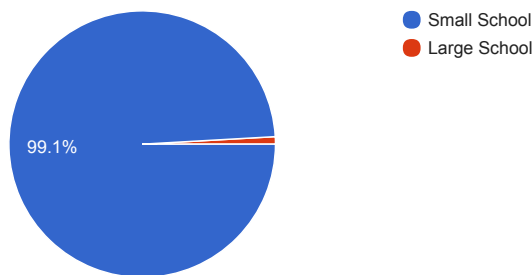
Is it important for your child to feel socially accepted and have positive peer interactions?

111 responses



After answering the above questions, do you feel as if these items are best accomplished in a small school environment or a large school environment?

111 responses



Number of daily responses



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Google Forms

N.C. Department of Health and Human Services
Division of Public Health
Environmental Health Section

Sanitation Occupancy Aug/Sep 2017
 Permit Transitional Permit

Name of Establishment: MOUNTAIN ISLAND DAY SCHOOL Permittee: MOUNTAIN ISLAND DAY SCHOOL
Location Address: 1209 LITTLE ROCK RD Manager/Person in Charge: TAMMY WINSTEAD
City: CHARLOTTE State: NC Zip: 28214 County: Mecklenburg
Billing Name: MOUNTAIN ISLAND DAY SCHOOL Status Code: A - Open For Business
Billing Address: 1209 LITTLE ROCK RD Establishment ID: 2060440520
City: CHARLOTTE State: NC Zip: 28214 Map #: _____ Parcel ID: _____
Email Address: TWINSTEAD@EARLYBEGINNINGSCDC.COM Lat: _____ Long: _____
Phone: (704) 391-5516 Fax: _____ Emergency Phone Number: (704) 609-5786

Permission is granted to operate a 44 - School Building as defined in G.S. 130A-247(I) and 130A-248, Regulation of Food and Lodging Facilities. See permit requirements in Rules. This permit is not transferable and may be revoked to failure to comply with all requirements.

Wastewater Systems: Municipal/Community On-Site System Capacity: 1 Category #: 0
Water Supply: Municipal/Community On-Site System

Pushcart/Mobile Food Unit operating in conjunction with: _____
Restaurant or Commissary Name and ID number

Conditions/Remarks:

Permit and Non-Compliant Conditions are on the attached addendum...

Attachments

Transitional Permit Conditions

This permit shall expire on _____ and is not renewable. All non-compliant items listed herein and on attached pages (if applicable) must be completed within 90 / 180 days. This establishment must close if all noncompliant items are not corrected by the expiration date.

Received By: [Signature] Title: Headmaster Date: _____
Manager/Person in Charge
Signed By: Bruce, Nicole M. REHS#: 1774 Date: _____
Division of Public Health

Purpose: General Statute 130A-248(b) states "No establishment shall commence or continue operation without a permit or transitional permit issued by the Department. The permit or transitional permit shall be issued to the owner or operator of the establishment and shall not be transferable. If the establishment is leased, the permit or transitional permit shall be issued to the lessee and shall not be transferable. If the location of an establishment changes, a new permit shall be obtained for the establishment. A permit shall be issued only when the establishment satisfies all of the requirements of the rules. The Commission shall adopt rules establishing the requirements that must be met before a transitional permit may be issued, and the period for which a transitional permit may be issued. The Department may also impose conditions on the issuance of a permit or transitional permit in accordance with rules adopted by the Commission. A permit or transitional permit shall be immediately revoked in accordance with G.S. 130A-23(d) for failure of the establishment to maintain a minimum grade of C. A permit or transitional permit may otherwise be suspended or revoked in accordance with G.S. 130A-23." Preparation: Local environmental health specialists shall issue a permit every time a change in permit status is indicated. Prepare an original and one copy for: 1. Original to be left with the owner or operator. 2. Copy for the local health department. Disposition: Please refer to Records Retention and Disposition Schedule 8.B.6., for County/District Health Departments which is published by the North Carolina Division of Archives & History. Additional forms may be ordered from: Environmental Health Section, 1632 Mail Service Center, Raleigh, NC 27699-1632, (Courier 52-01-00)

Establishment Name: MOUNTAIN ISLAND DAY SCHOOL

Establishment ID: 2060440520

Location Address: 1209 LITTLE ROCK RD

City: CHARLOTTE State: NC

County: Mecklenburg Zip: 28214

Wastewater Systems: Municipal/Community On-Site System

Water Supply: Municipal/Community On-Site System

Permittee: MOUNTAIN ISLAND DAY SCHOOL

Telephone: (704) 391-5516

Date: _____

Status Code: A

Category #: 0

Conditions/Remarks:

Conditions: **Lunches for children will be catered or bagged lunches. No food prep on site. No multi-use utensils. If decide want to use kitchen for food prep then plan review will be required.

**Approval for main building (church) and middle floor of gym building only. Need approval before operating in other floors of gym building.

**Buildings constructed before 1978, keep painted walls, ceilings, floors, doors and windows in good repair and free of chipping paint.

Remarks: Updated approved space 9/2/16. Lowest floor of gym building is approved for use.

Non-Compliant Items:

1. Replace cracked windows in main building and front door in gym building
2. Repair wall damage to block walls in end classrooms (towards front of building where pillars are).
3. Missing floor tiles in locker rooms.
4. Flaking paint on gym walls.

CITY OF CHARLOTTE FIRE DEPARTMENT

Fire Prevention Bureau

OCCUPANCY BY MORE THAN

224 / 105

Two Hundred Twenty-Four Theater Only
One Hundred Five Persons Banquet Only

IS DANGEROUS AND UNLAWFUL

(North Carolina Fire Code, Section 1003)

This placard shall be posted in a conspicuous location near the main exit or access thereto.

All exits shall be accessible and operable while premises are occupied.

Any alteration of this placard is a violation of the North Carolina Fire Code and will result in the issuance of a fine, and revocation of your Assembly permit.

Facility Name: Mountain Island Day School - Multipurpose

By: Sheila T. Sullivan
Fire Inspector, Charlotte Fire Department

Address: 1209 Little Rock Road

Notes:

Issue Date: 02/14/2017

CITY OF CHARLOTTE FIRE DEPARTMENT

Fire Prevention Bureau

OCCUPANCY BY MORE THAN

1068 / 498 / 360

One Thousand Sixty-Eight Persons Theater Only
Four Hundred Ninety-Eight Persons Banquet Only
Three Hundred Sixty Persons Bleachers Only

IS DANGEROUS AND UNLAWFUL

(North Carolina Fire Code, Section 1003)

This placard shall be posted in a conspicuous location near the main exit or access thereto.

All exits shall be accessible and operable while premises are occupied.

Any alteration of this placard is a violation of the North Carolina Fire Code and will result in the issuance of a fine, and revocation of your Assembly permit.

Facility Name: Mountain Island Day School - Gym

By: Sheila T. Sullivan
Fire Inspector, Charlotte Fire Department

Address: 1209 Little Rock Road

Notes:

Issue Date: 02/14/2017



Mountain Island Day High School Graduation Worksheet-Art Pathway

Student Name: _____

The total number of credits needed for graduation is 24. To meet the minimum admissions requirement for the UNC System, a student must complete a specific math sequence and have a minimum of two (2) years credit in the same world language. (NC Graduation Requirements). College Transfer Certificate Requirements

<p>English 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ English I <input type="radio"/> ___ English II <input type="radio"/> ___ English III <input type="radio"/> ___ English IV 	<p>Mathematics 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Algebra I <input type="radio"/> ___ Algebra II <input type="radio"/> ___ Geometry <input type="radio"/> _____ 	<p>Science 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Environmental <input type="radio"/> ___ Biology <input type="radio"/> ___ Physical Science 	<p>Social Studies 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ World History <input type="radio"/> ___ U.S. History <input type="radio"/> ___ Civics & Econ 	<p>Social Studies or Science Elective 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <p>*The SS/Science elective can be a dual HS/College credit. We recommend ATP Natural Science.</p>	<p>Health/PE 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Health <input type="radio"/> ___ PE <p>*Each course is .5 credits. **Participation in two sports can substitute for PE credit.</p>	
<p>ATP Requirements: 6 hours</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ENG 111 <input type="radio"/> ___ ENG 112 	<p>ATP Requirements: 3-4 hours</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <p>*The 4th math can be a dual HS/College credit.</p>	<p>ATP Requirements: 4 Credit Hours</p> <ul style="list-style-type: none"> <input type="radio"/> _____ 				
<p>Required Language Elective: 2 Credits of the same World Language</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 	<p>General Electives: 6 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <p>*Can be dual HS/College credits.</p>	<p>ATP Requirements: 9 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ 	<p>ATP Requirements: 9 Credits of Humanities/Fine Arts/Communication</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <p>*Prerequisite ENG 111 & 112 with C or better</p>	<p>Other Required Courses 1 Credit Hour</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ACA 122 		

*Higher level courses taken junior and/or senior years with five or six quality points such as: AP, IB, Dual or college course, Advanced CTE/CTE credentialing courses, On-line courses, Other honors or above designated courses AND completion of approved senior project.

Additional Courses taken: _____

Arts Transfer Pathway (P1012C)

Career and College Promise

High school students in the Associate in Arts CCP College Transfer Pathway must complete the entire pathway before taking additional courses in the AA degree (with the exception of math courses beyond MAT 171). To be eligible for enrollment, a high school student must:

- | | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1) Be a high school junior or senior | 2) Have a weighted GPA of 3.0 in high school courses; and meet the testing requirements for the pathway (if applicable) |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

The Associate in Arts College Transfer Pathway (AACTP) is designed for students who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major. The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement (CAA). A student may take up to 8 credit hours of a foreign language and labs in a single language as designated in the CAA. These language courses are not part of the UGETC. Students who complete the courses with a "C" or higher will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or and elective credit.

Testing Requirements for the Arts Transfer Pathway are found at www.cpc.edu/hsprograms. Students must demonstrate college readiness in English, Reading, and Math.

English Composition (Take 2 courses below / 3 credit hours each)

ENG 111: Writing and Inquiry	3	
ENG 112: Writing/Research in the Disciplines (Pre-req: ENG 111 with a C or better)	3	

Humanities, Fine Arts and Communications (Select any 3 courses below / 3 credit hours each)

Select three courses from the following and from at least two different subject areas

ART 111: Art Appreciation	ENG 241: British Literature I**	*Pre-req: ENG 111 with a C or better	3	
ART 114: Art History Survey I	ENG 242: British Literature II**			
ART 115: Art History Survey II	MUS 110: Music Appreciation	**Pre-req: ENG 112 with a C or better	3	
COM 231: Public Speaking	MUS 112: Introduction to Jazz			
ENG 231: American Literature I**	PHI 215: Philosophical Issues*	3		
ENG 232: American Literature II**	PHI 240: Introduction to Ethics*			

Social and Behavioral (Select any 3 courses below / 3 credit hours each)

Select three courses from the following and from at least two different subject areas

ECO 251: Principles of Microeconomics	HIS 131: American History I	3	
ECO 252: Principles of Macroeconomics	HIS 132: American History II		
HIS 111: World Civilizations I	POL 120: American Government	3	
HIS 112: World Civilizations II	PSY 150: General Psychology		
	SOC 210: Introduction to Sociology	3	

Mathematics (Select any 1 course below / 3 - 4 credit hours)

MAT 143: Quantitative Literacy	3 - 4	
MAT 152: Statistical Methods I		
MAT 171: Precalculus Algebra		

Natural Sciences (Select any 1 course below one course / 4 credit hours)

AST 111: Descriptive Astronomy and AST 111A: Descriptive Astronomy Lab	4	
AST 151: General Astronomy I and AST 151A: General Astronomy I Lab	4	
BIO 110: Principles of Biology	4	
BIO 111: General Biology I	4	
CHM 151: General Chemistry I*	4	
GEL 111: Introductory Geology	4	
PHY 110: Conceptual Physics and PHY 110A: Conceptual Physics Lab	4	

Other required Courses (Take 1 course below / 1 credit)

ACA 122: College Transfer Success	1	
Total credit hours	32	

Associate in Arts Degree (AA) | A10100



Course Planning Sheet for Catalog/Program Years 2014 and after

ACA 122 College Transfer Success	COM 150 Intro. to Mass Communication	HUM 115 Critical Thinking
ACC 120 Prin of Financial Accounting	COM 231 Public Speaking	HUM 120 Cultural Studies
ACC 121 Prin of Managerial Accounting	CSC 120 Computing Fundamentals I	HUM 130 Myth in Human Culture
ANT 210 General Anthropology	CSC 130 Computing Fundamentals II	HUM 160 Introduction to Film
ANT 220 Cultural Anthropology	CSC 134 C++ Programming	HUM 211 Humanities I
ANT 221 Comparative Cultures	CSC 151 JAVA Programming	HUM 212 Humanities II
ART 111 Art Appreciation	DAN 110 Dance Appreciation	JOU 110 Intro to Journalism
ART 113 Art Methods and Materials	DFT 170 Engineering Graphics	JOU 216 Writing for Mass Media
ART 114 Art History Survey I	DRA 111 Theatre Appreciation	JOU 217 Feature/Editorial Writing
ART 115 Art History Survey II	DRA 120 Theatre Appreciation	MAT 143 Quantitative Literacy
ART 116 Survey of American Art	DRA 124 Readers Theatre	MAT 152 Statistics
ART 117 Non-Western Art History	DRA 128 Children's Theatre	MAT 171 Pre-calc. Algebra
ART 121 Two Dimensional Design	DRA 130 Acting I	MAT 172 Pre-calc. Trigonometry
ART 122 Three Dimensional Design	DRA 131 Acting II	MAT 263 Brief Calculus
ART 131 Drawing I	DRA 135 Acting for the Camera I	MAT 271 Calculus I
ART 132 Drawing II	DRA 136 Acting for the Camera II	MAT 272 Calculus II
ART 135 Figure Drawing I	DRA 140 Stagecraft I	MAT 273 Calculus III
ART 171 Computer Art I	DRA 141 Stagecraft II	MAT 280 Linear Algebra
ART 212 Gallery Assistantship I	DRA 142 Costuming	MAT 285 Differential Equations
ART 213 Gallery Assistantship II	DRA 145 Stage Make-up	MUS 110 Music Appreciation
ART 231 Printmaking I	DRA 170 Play Production I	MUS 111 Fundamentals of Music
ART 232 Printmaking II	DRA 171 Play Production II	MUS 112 Introduction to Jazz
ART 235 Figure Drawing II	DRA 240 Lighting for the Theatre	MUS 121 Music Theory I
ART 240 Painting I	DRA 260 Directing	MUS 122 Music Theory II
ART 241 Painting II	DRA 270 Play Production III	MUS 123 Music Composition
ART 242 Landscape Painting	ECO 151 Survey of Economics	MUS 131 Chorus I
ART 243 Portrait Painting	ECO 251 Microeconomics	MUS 132 Chorus II
ART 244 Watercolor	ECO 252 Macroeconomics	MUS 135 Jazz Ensemble I
ART 245 Metals I	EGR 150 Introduction to Engineering	MUS 136 Jazz Ensemble II
ART 246 Metals II	EGR 220 Engineering Statics	MUS 141 Ensemble I
ART 247 Jewelry I	ENG 111 Expository Writing	MUS 142 Ensemble II
ART 248 Jewelry II	ENG 112 Argument-Based Research	MUS 151 Class Music I
ART 260 Photography Appreciation	ENG 113 Literature-Based Research	MUS 152 Class Music II
ART 261 Photography I	ENG 114 Professional Research & Reporting	MUS 161 Applied Music I
ART 262 Photography II	ENG 125 Creative Writing I	MUS 162 Applied Music II
ART 264 Digital Photography I	ENG 126 Creative Writing II	MUS 173 Opera Production I
ART 265 Digital Photography II	ENG 112 Argument-Based Research	MUS 174 Opera Production II
ART 266 Videography I	ENG 231 American Literature I	MUS 210 History of Rock Music
ART 267 Videography II	ENG 232 American Literature II	MUS 213 Opera and Musical Theatre
ART 271 Computer Art II	ENG 241 British Literature I	MUS 221 Music Theory III
ART 281 Sculpture I	ENG 242 British Literature II	MUS 222 Music Theory IV
ART 282 Sculpture II	ENG 251 Western World Literature I	MUS 231 Chorus III
ART 283 Ceramics I	ENG 252 Western World Literature II	MUS 232 Chorus IV
ART 284 Ceramics II	ENG 253 The Bible as Literature	MUS 235 Jazz Ensemble III
ART 285 Ceramics III	ENG 272 Southern Literature	MUS 236 Jazz Ensemble IV
ART 286 Ceramics IV	ENG 273 African-American Literature	MUS 241 Ensemble III
ART 288 Studio	ENG 274 Literature by Women	MUS 242 Ensemble IV
ASL 111 Elementary American Sign Language I	ENG 275 Science Fiction	MUS 251 Class Music III
ASL 181 Elementary ASL Lab I	FRE 111 Elementary French I	MUS 252 Class Music IV
ASL 112 Elementary American Sign Language II	FRE 181 Elementary French Lab I	MUS 253 Big Band
ASL 182 Elementary ASL Lab II	FRE 112 Elementary French II	MUS 261 Applied Music III
ASL 211 Intermediate American Sign Language I	FRE 182 Elementary French Lab II	MUS 262 Applied Music IV
ASL 282 Intermediate ASL Lab I	FRE 211 Intermediate French I	MUS 265 Piano Pedagogy
ASL 212 Intermediate American Sign Language II	FRE 281 Intermediate French Lab I	MUS 271 Music History I
ASL 282 Intermediate ASL Lab II	FRE 212 Intermediate French II	MUS 272 Music History II
AST 111 Descriptive Astronomy	FRE 282 Intermediate French Lab II	MUS 273 Opera Production III
AST 111A Descriptive Astronomy Lab	GEL 111 Introductory Geology	MUS 274 Opera Production IV
AST 151 General Astronomy I	GEL 113 Historical Geology	PED (See College Catalog)
AST 151A General Astronomy Lab	GEL 120 Physical Geology	PHI 215 Philosophical Issues
BIO 110 Principles of Biology	GEL 230 Environmental Geology	PHI 220 Western Philosophy I
BIO 111 General Biology I	GEO 110 Introduction to Geography	PHI 230 Introduction to Logic
BIO 112 General Biology II	GEO 111 World Regional Geo.	PHI 240 Introduction to Ethics
BIO 120 Introductory Botany	GEO 131 Physical Geography I	PHS 110 Survey of Phys Science
BIO 130 Introductory Zoology	GER 111 Elementary German I	PHY 110 Conceptual Physics
BIO 150 Genetics in Human Affairs	GER 181 Elementary German Lab I	PHY 110A Conceptual Physics Lab
BIO 155 Nutrition	GER 112 Elementary German II	PHY 151 College Physics I
BIO 163 Basic Anat & Physiology	GER 182 Elementary German Lab II	PHY 152 College Physics II
BIO 168 Anatomy and Physiology I	GER 211 Intermediate German I	PHY 251 General Physics I
BIO 169 Anatomy and Physiology II	GER 281 Intermediate German Lab I	PHY 252 General Physics II
BIO 175 General Microbiology	GER 212 Intermediate German II	POL 110 Intro. Political Science
BIO 275 Microbiology	GER 282 Intermediate German Lab II	POL 120 American Government
BUS 110 Introduction to Business	HEA 110 Personal Health/Wellness	POL 210 Comparative Gov.
BUS 115 Business Law I	HEA 112 First Aid & CPR	POL 220 International Relations
BUS 137 Principles of Management	HIS 111 World Civilizations I	PSY 150 General Psychology
BUS 228 Business Statistics	HIS 112 World Civilizations II	PSY 231 Forensic Psychology
CHM 115 Concepts in Chemistry	HIS 131 American History I	PSY 237 Social Psychology
CHM 115A Concepts in Chemistry Lab	HIS 132 American History II	PSY 241 Developmental Psy.
CHM 130 General, Organic & Biochemistry	HIS 141 Genealogy & Local History	PSY 281 Abnormal Psychology
CHM 130A General, Organic & Biochemistry Lab	HIS 162 Women and History	REL 110 World Religions
CHM 131 Introduction to Chemistry	HIS 165 Twentieth-Century World	REL 111 Eastern Religions
CHM 131A Introduction to Chemistry Lab	HIS 221 African-American History	REL 211 Intro. to Old Testament
CHM 132 Organic and Biochemistry	HIS 222 African-American Hist I	REL 212 Intro. to New Testament
CHM 151 General Chemistry I	HIS 223 African-American Hist II	SOC 210 Intro. to Sociology
CHM 152 General Chemistry II	HIS 226 The Civil War	SOC 213 Sociology of the Family
CHM 251 Organic Chemistry I	HIS 227 Native American History	SOC 220 Social Problems
CHM 252 Organic Chemistry II	HIS 228 History of the South	SOC 225 Social Diversity
CIS 110 Intro. to Computers	HIS 229 History of the Old South	SOC 234 Sociology of Gender
CIS 115 Intro to Programming/Logic	HIS 230 The Changing South	SPA 111 Elementary Spanish I
CJC 111 Intro to Criminal Justice	HIS 231 Recent American History	SPA 181 Elementary Spanish Lab I
CJC 121 Law Enforcement Operations	HIS 232 History of the Old West	SPA 112 Elementary Spanish II
CJC 141 Corrections	HIS 233 History of Appalachia	SPA 182 Elementary Spanish Lab II
COM 110 Introduction to Communication	HIS 234 Cherokee History	SPA 211 Intermediate Spanish I
COM 111 Voice and Diction I	HIS 236 North Carolina History	SPA 281 Intermediate Spanish Lab I
COM 120 Intro Interpersonal Com	HIS 260 History of Africa	SPA 212 Intermediate Spanish II
COM 130 Nonverbal Communication	HIS 261 East Asian History	SPA 282 Intermediate Spanish Lab II
COM 140 Intro Intercultural Com	HIS 262 Middle East History	
	HIS 271 The French Revolution Era	

Associate in Engineering (AE) A10500



General Course Planning Sheet

Name:		Advisor/Date:		
Major:		School:		
	Credits	Complete	Grade	
English Composition				
ENG 111 Writing and Inquiry	3			
ENG 112 Writing/Research in the Disciplines	3			
Humanities and Communications				
COM 231 Public Speaking	3			
Select one: ENG 231 American Literature I ENG 232 American Literature II PHI 215 Philosophical Issues PHI 240 Introduction to Ethics	3			
Social and Behavioral Sciences				
ECO 251 Principles of Microeconomics	3			
Select one: HIS 111 World Civilizations I HIS 112 World Civilizations II HIS 131 American History I HIS 132 American History II POL 120 American Government PSY 150 General Psychology SOC 210 Introduction to Sociology	3			
Mathematics <i>Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.</i>				
MAT 171 Precalculus Algebra (<i>prerequisite for MAT 172 and 271</i>)	4			
MAT 172 Precalculus Trigonometry (<i>prerequisite for 271</i>)	4			
MAT 271 Calculus I	4			
MAT 272 Calculus II	4			
MAT 273 Calculus III	4			
Natural Sciences				
CHM 151 General Chemistry I	4			
PHY 251 General Physics I (<i>prerequisite MAT 271 & corequisite MAT 272</i>)	4			
PHY 252 General Physics II	4			
Other Required Courses (Recommended 1st Semester)				
EGR 150 Introduction to Engineering (<i>CR-MAT 171/172/271</i>)	2			
ACA 122 College Transfer Success	1			
Pre-Major Courses				
Select 15 credit hours from the following courses. Students should choose courses appropriate to the specific university and engineering requirements. Students may have to meet the receiving university's foreign language and/or health and physical education requirements prior or after transfer, to the senior institution.				
CSC 134 C++ Programming (<i>PR-ENG 111</i>)	3			
DFT 170 Engineering Graphics (<i>PR-EGR 120/150 & CR-MAT 172/271/272</i>)	3			
EGR 212 Logic System Design I (<i>PR-EGR 150, MAT 271, & PHY 251</i>)	3			
EGR 220 Engineering Statics (<i>PR-EGR 150, MAT 271, & PHY 251</i>)	3			
EGR 228 Introduction to Solid Mechanics (<i>PR-EGR 220</i>)	3			
MAT 280 Linear Algebra (<i>PR-MAT 271</i>)	3			
MAT 285 Differential Equations (<i>PR-MAT 272</i>)	3			
Minimum total credit hours for degree completion	60			

PR = Prerequisite
CR = Co-requisite

Associate in Science-Online
General Science



General STEM Pathway				
Universal General Education Transfer Core – 34 Credit hours		Credits Required	Credits Completed	Term
English Composition/ Literature (9 Credits)				
ENG 111	Expository Writing	3		
ENG 112	Argument-Based Research	3		
ENG 231	American Literature I	3		
Communications (3 Credits)				
COM 231	Public Speaking	3		
Mathematics (8 Credits)				
MAT 171	Pre-calculus Algebra	4		
MAT 172	Pre-calculus Trigonometry	4		
Natural Sciences (16 Credits)				
BIO 111	General Biology I	4		
BIO 112	General Biology II	4		
CHM 151	General Chemistry I	4		
CHM 152	General Chemistry II	4		
Behavioral and Social Sciences (9 Credits)				
ECO 251	Principles of Microeconomics	3		
HIS 111	World Civilizations I	3		
PSY 150	General Psychology	3		
Academic Transition (1 Credit)				
ACA 122	College Transfer Success	1		
Other Required Hours – 14 Credit Hours				
ART 111	Art Appreciation	3		
CSC 134	C++ Programming	3		
MAT 152	Statistical Methods I	4		
MAT 271	Calculus I	4		
Total		60		

Some course recommendations above are subject to change based on a student's 4-year major and school choice. Students with a specific major and school please check with a CPCC Transfer Advisor, or find more information on the [Transfer Resource Center](#) webpage.

Associate in Engineering (P1052C)



Career and College Promise

High school students in the Associate in Engineering CCP College Transfer Pathway must complete the entire pathway before taking additional courses in the Associate in Engineering degree with the following exception: Students may take additional math courses beyond MAT 272 that are required for the Associate in Engineering degree.

To be eligible for enrollment, a high school student must:

1) Be a high school junior or senior	2) Have a weighted GPA of 3.0 in high school courses; and meet the testing requirements for the pathway
--------------------------------------	---------------------------------------------------------------------------------------------------------

The Associate in Engineering College Transfer Pathway is designed for high school juniors and seniors who wish to begin study toward the Associate in Engineering degree and a baccalaureate degree in a STEM or technical major.

The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement (CAA). A student may take up to 8 credit hours of a foreign language and labs in a single language as designated in the CAA. These language courses are not part of the UGETC. Students who complete the courses with a "C" or higher will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.

Testing Requirements for the Engineering Transfer Pathway are found at www.cpcc.edu/hsprograms. Students must demonstrate college readiness in English, Reading, and Math.

English Composition (The following two courses are required / 3 credit hours each)

ENG 111: Writing and Inquiry	3	
ENG 112: Writing/Research in the Disciplines (Pre-req: ENG 111 with a C or better)	3	

Humanities, Fine Arts and Communications (Select any one courses below / 3 credit hours)

ART 111: Art Appreciation ART 114: Art History Survey I ART 115: Art History Survey II COM 231: Public Speaking ENG 231: American Literature I** ENG 232: American Literature II**	ENG 241: British Literature I** ENG 242: British Literature II** MUS 110: Music Appreciation MUS 112: Introduction to Jazz PHI 215: Philosophical Issues* PHI 240: Introduction to Ethics*	*Pre-req: ENG 111 with a C or better **Pre-req: ENG 112 with a C or better	3	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	---	--

Social and Behavioral Sciences (The following course is required / 3 credit hours)

ECO 251: Principles of Microeconomics	3	
---------------------------------------	---	--

Mathematics (The following two courses are required / 4 credits each)

Calculus I is the lowest level math course that will be accepted by the engineering programs for transfer as a math credit. Students who are not calculus-ready will need to take additional math courses.* (MAT 171/172)
See www.cpcc.edu/hsprograms for direct placement options into MAT 271.

MAT 271: Calculus I	4	
MAT 272: Calculus II (Pre-req: MAY 271 with a C or higher)	4	

Natural Sciences (Select any 2 courses below / 8 credit hours)

CHM 151: General Chemistry I	4	
PHY 251: General Physics I (Pre-req: MAT 271 with a C or better)		
PHY 252: General Physics II (Pre-req: PHY 251 with a C or better and Co-req: MAT 272)	4	

Other Required Courses (The following three courses are required/ 6 credit hours)

ACA 122: College Transfer Success	1	
EGR 150: Introduction to Engineering	2	
DFT 170: Engineering Graphics (Pre-req: EGR 150 with a C or better)	3	

Prerequisite General Education Hours (Two courses / 4 credit hours each)

Students who do not place directly into MAT 271 must complete MAT 171 and MAT 172 prior to enrolling in MAT 271 Calculus I.

MAT 171: Pre-Calculus Algebra	4	
MAT 172: Pre-Calculus Trigonometry	4	

Total credit hours 34-50



Mountain Island Day School
High School Course Offerings

English

English I
English I Honors
English II
English II Honors
English III
English IV
English 111*
English 112*
American Literature I*
British Literature I*

Mathematics

Algebra I
Algebra II
Algebra II Honors
Geometry
Geometry Honors
Pre-Calculus Algebra*
Pre-Calculus Trigonometry*
Calculus I*
Calculus II*
Statistical Methods*
Quantitative Literacy*

Science

Biology
Biology Honors
Earth & Environmental Science
Earth & Environmental Science Honors
Chemistry
Chemistry Honors
Physics
Physics Honors
Forensic Science (Elective)

Social Studies

World History
World History Honors
American History 1*
American History 2*
Civics & Economics
Civics & Economics Honors
World Civilizations I*
World Civilizations II*
Principles of Microeconomics*
General Psychology*

World Languages

Spanish I
Spanish II
Spanish III Honors
Spanish IV Honors
French I
French II
American Sign Language I and II*

Fine Arts

Band I
Band II
Vocal Music I
Vocal Music II
Theater Art I
Theater Art II
Technical Theater I
Technical Theater II
Visual Art I
Visual Art II
Visual Art III
Visual Art IV
Video Broadcasting I
Video Broadcasting II
Electronic Music I
Electronic Music II
Art Appreciation*
Music Appreciation*

Physical Education

Physical Education (.5 credit)
Health (.5 credit)
Team Sports I
Team Sports II
Sports Management I
Sports Management II

Electives

Forensic Science
Creative Writing
Public Speaking/Debate
Yearbook I
Yearbook II
Yearbook III
Yearbook IV
Academic Transition*

*Additional Elective Courses offered through CPCC
Humanities courses

*Dual-Credit Course offered through CPCC. Only offered to 11th and 12th graders.

**Advanced Placement Courses are available for students, through the NC Virtual School Program



Mountain Island Day High School Graduation Worksheet

Student Name: _____

The total number of credits needed for graduation is 24. To meet the minimum admissions requirement for the UNC System, a student must complete a specific math sequence and have a minimum of two (2) years credit in the same world language. (NC Graduation Requirements). College Transfer Certificate Requirements

<p style="text-align: center;"><u>English</u> 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ English I <input type="radio"/> ___ English II <input type="radio"/> ___ English III <input type="radio"/> ___ English IV 	<p style="text-align: center;"><u>Mathematics</u> 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Algebra I <input type="radio"/> ___ Algebra II <input type="radio"/> ___ Geometry <input type="radio"/> _____ 	<p style="text-align: center;"><u>Science</u> 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Environmental <input type="radio"/> ___ Biology <input type="radio"/> ___ Physical Science 	<p style="text-align: center;"><u>Social Studies</u> 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ World History <input type="radio"/> ___ U.S. History <input type="radio"/> ___ Civics & Econ 	<p style="text-align: center;"><u>Social Studies or Science Elective</u> 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small;">*The SS/Science elective can be a dual HS/College credit. We recommend ATP Natural Science.</p>	<p style="text-align: center;"><u>Health/PE</u> 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Health <input type="radio"/> ___ PE <p style="font-size: small;">*Each course is .5 credits. **Participation in two sports can substitute for PE credit.</p>
<p>ATP Requirements:</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ENG 111 <input type="radio"/> ___ ENG 112 	<p>ATP Requirements:</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <p style="font-size: small;">*The 4th math can be a dual HS/College credit.</p>	<p>ATP Requirements: 4 Credit Hours</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Natural Science 	<p>ATP Requirements: 9 Credits of Humanities/Fine Arts/Communication</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small;">*Prerequisite ENG 111 & 112 with C or better</p>		<p>ATP Requirements: 9 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____
<p style="text-align: center;"><u>Required Language Elective:</u> 2 Credits of the same World Language</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 	<p style="text-align: center;"><u>General Electives:</u> 6 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small;">*Can be dual HS/College credits.</p>	<p style="text-align: center;"><u>Other Required Courses</u> 1 Credit Hour</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ACA 122 			

*Higher level courses taken junior and/or senior years with five or six quality points such as: AP, IB, Dual or college course, Advanced CTE/CTE credentialing courses, On-line courses, Other honors or above designated courses AND completion of approved senior project.

Additional Courses taken: _____



Mountain Island Day High School Graduation Worksheet

Arts Associates Degree- 60 hours Transfer Associate Degree (2 years of college credit)

<u>English</u> Completed in College Transfer Certificate	<u>Mathematics</u> Completed in College Transfer Certificate	<u>Natural Science</u> Completed in College Transfer Certificate	<u>Social and Behavioral</u> 3 Credit Hours ○ _____	<u>Humanities/Fine Arts/Communications</u> 3 Credit Hours ○ _____ COM 231	<u>Other Required Courses</u> Completed in College Transfer Certificate
<u>General Electives</u> 8 Credit Hours (2-3 Courses) ○ _____ ○ _____ ○ _____			<u>Other Pre-Major Courses</u> 14 Credit Hours (4-5 Courses) ○ _____ ○ _____ ○ _____ ○ _____ ○ _____		
<u>Additional Requirements:</u> <u>Choose One</u> ○ _____ Work Study ○ _____ Self-Directed Study ○ _____ Study Abroad					



Mountain Island Day High School Graduation Worksheet-Engineering Pathway

Student Name: _____

The total number of credits needed for graduation is 24. To meet the minimum admissions requirement for the UNC System, a student must complete a specific math sequence and have a minimum of two (2) years credit in the same world language. (NC Graduation Requirements). College Transfer Certificate Requirements

<p style="text-align: center;"><u>English</u> 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ English I <input type="radio"/> ___ English II <input type="radio"/> ___ English III <input type="radio"/> ___ English IV 	<p style="text-align: center;"><u>Mathematics</u> 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Algebra I <input type="radio"/> ___ Algebra II <input type="radio"/> ___ Geometry <input type="radio"/> _____ 	<p style="text-align: center;"><u>Science</u> 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Environmental <input type="radio"/> ___ Biology <input type="radio"/> ___ Physical Science 	<p style="text-align: center;"><u>Social Studies</u> 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ World History <input type="radio"/> ___ U.S. History <input type="radio"/> ___ Civics & Econ 	<p style="text-align: center;"><u>Social Studies or Science Elective</u> 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small; margin-top: 10px;">*The SS/Science elective can be a dual HS/College credit. We recommend ATP Natural Science.</p>	<p style="text-align: center;"><u>Health/PE</u> 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Health <input type="radio"/> ___ PE <p style="font-size: small; margin-top: 10px;">*Each course is .5 credits. **Participation in two sports can substitute for PE credit.</p>	
<p style="text-align: center;">ATP Requirements: 6 hours</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ENG 111 <input type="radio"/> ___ ENG 112 	<p style="text-align: center;">ATP Requirements: 8 hours</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Math 271 <input type="radio"/> ___ Math 272 <p style="font-size: small; margin-top: 5px;">*Prerequisite MAT 171 & MAT 172 with C or better</p>	<p style="text-align: center;">ATP Requirements: 8 Hours</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 	<p style="text-align: center;">ATP Requirements: 3 Credits of Humanities/Fine Arts/Communication</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <p style="font-size: small; margin-top: 10px;">*Prerequisite ENG 111 & 112 with C or better</p>			<p style="text-align: center;">Other Required Courses 6 Credit Hour</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ACA 122 <input type="radio"/> ___ EGR 150 <input type="radio"/> ___ DFT 170
<p style="text-align: center;"><u>Required Language Elective:</u> 2 Credits of the same World Language</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 	<p style="text-align: center;"><u>General Electives:</u> 6 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small; margin-top: 5px;">*Can be dual HS/College credits.</p>	<p style="text-align: center;">ATP Requirements: 3 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Eco 251 	<p style="text-align: center;">ATP Requirements: 3 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Eco 251 			<p style="text-align: center;">ATP Requirements: 3 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Eco 251

*Higher level courses taken junior and/or senior years with five or six quality points such as: AP, IB, Dual or college course, Advanced CTE/CTE credentialing courses, On-line courses, Other honors or above designated courses AND completion of approved senior project.

Additional Courses taken: _____





Mountain Island Day High School Graduation Worksheet-Science Pathway

Student Name: _____

The total number of credits needed for graduation is 24. To meet the minimum admissions requirement for the UNC System, a student must complete a specific math sequence and have a minimum of two (2) years credit in the same world language. (NC Graduation Requirements). College Transfer Certificate Requirements

<p style="text-align: center;"><u>English</u> 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ English I <input type="radio"/> ___ English II <input type="radio"/> ___ English III <input type="radio"/> ___ English IV 	<p style="text-align: center;"><u>Mathematics</u> 4 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Algebra I <input type="radio"/> ___ Algebra II <input type="radio"/> ___ Geometry <input type="radio"/> _____ 	<p style="text-align: center;"><u>Science</u> 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Environmental <input type="radio"/> ___ Biology <input type="radio"/> ___ Physical Science 	<p style="text-align: center;"><u>Social Studies</u> 3 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> ___ World History <input type="radio"/> ___ U.S. History <input type="radio"/> ___ Civics & Econ 	<p style="text-align: center;"><u>Social Studies or Science Elective</u> 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small;">*The SS/Science elective can be a dual HS/College credit. We recommend ATP Natural Science.</p>	<p style="text-align: center;"><u>Health/PE</u> 1 Credit</p> <ul style="list-style-type: none"> <input type="radio"/> ___ Health <input type="radio"/> ___ PE <p style="font-size: small;">*Each course is .5 credits. **Participation in two sports can substitute for PE credit.</p>	
<p style="text-align: center;">ATP Requirements: 6 hours</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ENG 111 <input type="radio"/> ___ ENG 112 	<p style="text-align: center;">ATP Requirements: 8 hours</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small;">*The 4th math can be a dual HS/College credit</p>	<p style="text-align: center;">ATP Requirements: 8 Hours</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 	<p style="text-align: center;">ATP Requirements: 6 Credits of Humanities/Fine Arts/Communication</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small;">*Prerequisite ENG 111 & 112 with C or better</p>			<p style="text-align: center;">Other Required Courses 6 Credit Hour</p> <ul style="list-style-type: none"> <input type="radio"/> ___ ACA 122
<p style="text-align: center;"><u>Required Language Elective:</u> 2 Credits of the same World Language</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 	<p style="text-align: center;"><u>General Electives:</u> 6 Credits</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <input type="radio"/> _____ <p style="font-size: small;">*Can be dual HS/College credits.</p>	<p style="text-align: center;">ATP Requirements: 6 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 	<p style="text-align: center;">ATP Requirements: 6 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____ 			<p style="text-align: center;">ATP Requirements: 6 Credits of Social & Behavioral</p> <ul style="list-style-type: none"> <input type="radio"/> _____ <input type="radio"/> _____

*Higher level courses taken junior and/or senior years with five or six quality points such as: AP, IB, Dual or college course, Advanced CTE/CTE credentialing courses, On-line courses, Other honors or above designated courses AND completion of approved senior project.

Additional Courses taken: _____



Science Transfer Pathway (P1042C)

Career and College Promise

High school students in the Associate in Sciences CCP College Transfer Pathway must complete the entire pathway before taking additional courses in the AS degree (with the exception of math courses beyond MAT 271). To be eligible for enrollment, a high school student must:

- | | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1) Be a high school junior or senior | 2) Have a weighted GPA of 3.0 in high school courses; and meet the testing requirements for the pathway (if applicable) |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

The Associate in Science College Transfer Pathway (ASCTP) is designed for students who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major. The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement (CAA). A student may take up to 8 credit hours of a foreign language and labs in a single language as designated in the CAA. These language courses are not part of the UGETC. Students who complete the courses with a "C" or higher will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or and elective credit.

Testing Requirements for the Science Transfer Pathway are found at www.cpcc.edu/hsprograms. Students must demonstrate college readiness in English, Reading, and Math.

English Composition (Take 2 courses / 3 credit hours each)

ENG 111: Writing and Inquiry	3	
ENG 112: Writing/Research in the Disciplines (Pre-req: ENG 111 with a C or better)	3	

Humanities, Fine Arts and Communications (Select any 2 courses below / 3 credit hours each)

Select two courses from the following and from at least two different subject areas

ART 111: Art Appreciation	ENG 241: British Literature I**	*Pre-req: ENG 111 with a C or better	3	
ART 114: Art History Survey I	ENG 242: British Literature II**			
ART 115: Art History Survey II	MUS 110: Music Appreciation	**Pre-req: ENG 112 with a C or better	3	
COM 231: Public Speaking	MUS 112: Introduction to Jazz			
ENG 231: American Literature I**	PHI 215: Philosophical Issues*			
ENG 232: American Literature II**	PHI 240: Introduction to Ethics*			

Social and Behavioral (Select any 2 courses below / 3 credit hours each)

Select two courses from the following and from at least two different subject areas

ECO 251: Principles of Microeconomics	HIS 131: American History I	3	
ECO 252: Principles of Macroeconomics	HIS 132: American History II		
HIS 111: World Civilizations I	POL 120: American Government	3	
HIS 112: World Civilizations II	PSY 150: General Psychology		
	SOC 210: Introduction to Sociology		

Mathematics (Select any 2 courses below / 4 credit hours each)

MAT 171: Precalculus Algebra	MAT 271: Calculus I	4	
MAT 172: Precalculus Trigonometry (Pre-req: MAT 171 C or higher)	(Pre-req: MAT 172 C or higher)		
MAT 263: Brief Calculus (Pre-req: MAT 171 C or higher)	MAT 272: Calculus II (Pre-req: MAT 271 C or higher)	4	

Natural Sciences (2 courses / 4 credit hours each) Select one of the following groupings, but do not have to be taken in same semester

AST 151 and 151A General Astronomy and Lab & BIO 110: Principles of Biology	4	
BIO 110: Principles of Biology & GEL 111: Introductory Geology	4	
BIO 111: General Biology I & BIO 112: General Biology II (Pre-req: BIO 111 with a C or better)	4	
CHM 151 General Chemistry I & CHM 152 General Chemistry II (Pre-req CHM 151 with a C or better)	4	
GEL 111: Introductory Geology & AST 151 and 151A: General Astronomy and Lab	4	
PHY 110 and 110A: Conceptual Physics and Lab & GEL 111: Introductory Geology	4	
PHY 151: College Physics I (Pre-req MAT 171 with a C or better) & PHY 152: College Physics II (Pre-req PHY 151 with a C or better)	4	
PHY 251: General Physics I (Pre-req MAT 271 with a C or better) & PHY 252: General Physics II (Pre-req PHY 251 with a C or better)	4	
PHY 110 and 110A: Conceptual Physics and Lab & BIO 110: Principles of Biology	4	

Other required Courses (Take 1 course below / 1 credit)

ACA 122: College Transfer Success	1	
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Total credit hours **35**



Mountain Island Day School
Voyager Program Requirements 2017-2018

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN	Pre-ACT	PSAT	PSAT	NCDAP
		(as of Oct.2016)	(prior to Oct. 2015)	(as of Oct. 2015)	(CPCC's Placement Test)
English	15	18	45	26	DRE Composite score of 151 or higher
Reading	18	22	47	26	
Mathematics	19	22	47	24.5	

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness: *

SAT (March 2016 and after)		ACT	
Evidence-Based Reading and Writing	480	English	18
		Reading	22
Mathematics	530	Mathematics	22

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, Reading and Mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments.

Student Name: _____

Student Score on **Practice** SAT taken March 2017:

Evidence-Based Reading and Writing	
Mathematics	

Alignment Chart for Unit 1

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reading Standards for Literature: Grade 2																						
Range of Reading and Level of Text Complexity																						
STD RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																					
CKLA Goal(s)	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught																					
								✓			✓											
Range of Reading and Level of Text Complexity																						
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently.																					
CKLA Goal(s)	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range																					
								✓														
Reading Standards for Foundational Skills: Grade 2																						
Phonics and Word Recognition																						
STD RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.																					
STD RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.																					
CKLA Goal(s)	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words Unit 1: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/																					
	✓	✓	✓	✓	✓			✓			✓											

Lesson

Alignment Chart for Unit 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
STD RF.2.3c	Decode regularly spelled two-syllable words with long vowels.																					
CKLA Goal(s)	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic -e syllables; vowel digraph syllables; r-controlled syllables; open syllables; consonant -LE syllables																					
												✓										
STD RF.2.3d	Decode words with common prefixes and suffixes.																					
CKLA Goal(s)	Read and write words with the following inflectional endings and suffixes: Unit 1: -ing, -ed																					
												✓			✓				✓			
STD RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.																					
CKLA Goal(s)	Read and write words with the following letter-sound correspondences: 'a' as /a/ (hat), /æ/ (paper), /ə/ (about), or /aw/ (wall); 'i' as /i/ (hit), /ie/ (item), or /ee/ (ski); 'o' as /o/ (hop), /oe/ (open), or /u/ (son); 'e' as /e/ (pet), /ee/ (me), or /ə/ (debate); 'u' as /ue/ (unit) or /u/ (but); 'y' as /y/ (yes), /ie/ (try), /i/ (myth), or /ee/ (funny); 'ir' (bird), 'ur' (hurt), or 'er' as /er/ (her); 'ar' > /ar/ (car) or /or/ (war); 'al' > /ə/ + /l/ (animal); 'il' > /ə/ + /l/ (pencil); 'ul' > /e/ + /l/ (awful); 'el' > /ə/ + /l/ (travel); 'le' > /ə/ + /l/ (apple); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (phone); 'ch' > /k/ (school); 'a' > /o/ (water)																					
	✓	✓	✓	✓	✓		✓				✓											

Lesson

Alignment Chart for Unit 1

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																							
CKLA Goal(s)	Read the following tricky words <i>Unit 1: he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word</i>											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency																								
STD RF.2.4	Read with sufficient accuracy and fluency to support comprehension.																							
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.2.4a	Read grade-level text with purpose and understanding.																							
CKLA Goal(s)	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																							
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings														✓	✓								
STD RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																							
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Alignment Chart for Unit 1

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																							
STD L.2.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).																							
CKLA Goal(s)	✓	✓	✓	✓	✓				✓					✓							✓		✓	
Vocabulary Acquisition and Use																								
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.																							
STD L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).																							
CKLA Goal(s)					✓				✓															

Introduction to Unit 1

Welcome

Dear Second-Grade Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This program has been carefully researched and crafted in order to make every student in your classroom a reader. The Skills portion of the program includes the following components:

- Teacher Guide
- Student Workbook
- Student Reader
- Consonant and Vowel Code Flip Books and Spelling Card Set
- Individual Code Chart
- Image Resources (found on the Teacher Resources website at <http://ckla.amplify.com/>)
- *Assessment and Remediation Guide*

Unit 1 will be a review for students who completed the Grade 1 CKLA program. In Unit 1, students will review: (1) a number of spellings from Grade 1 with an emphasis on consonant sounds; (2) one- and two-syllable words; and (3) a number of high-frequency Tricky Words. They will also read new decodable stories from the Unit 1 Reader, *The Cat Bandit*.

Unit Organization

Back-to-School Week Lessons (1–5)

The Back-to-School lessons acquaint students with the CKLA daily routines and exercises. In addition, the Back-to-School lessons prepare students for the placement assessments that follow this week by providing practice and review of reading skills and code knowledge.

Student Performance Task Assessment and Placement Lessons (6–10)

Throughout the program, you will see this symbol (ⓐ) whenever an assessment is indicated. Details regarding the assessments are described in further detail in the Assessment and Placement sections later in the unit. It is imperative for students to be placed in groups corresponding to their reading performance. Students must receive instruction commensurate with their reading development and knowledge of the code.

Review of Spellings-to-Sounds Lessons (11–22)

In many Skills lessons, instruction involves the teacher introducing sounds first, followed by teaching the spellings for sounds. For example, a teacher would teach the sound /m/ before teaching the spelling 'm'. Units 1 and 2 are different as they feature instruction mainly oriented from spelling to sound. For example, you will show students the letter 'm' and ask them "What sound would you say if you saw this spelling in a word?" You will repeat this procedure for many more spellings throughout the Unit 1 lessons.

The review of spellings-to-sounds is good preparation for reading single words and decodable stories because it requires students to see a letter and say a sound, a required skill for reading printed words. Throughout Units 1 and 2, the primary focus is on recognizing spellings and reading words rather than on hearing sounds and spelling words.

This spellings-to-sounds format allows for a rapid review of spellings, most of which should be familiar to students. Although the pace of the spellings-to-sound review of Unit 1 is rapid, it should be appropriate for students who have already learned the bulk of these letter-sound correspondences. However, the pace will be too rapid for students who know only a few of the letter-sound correspondences covered in Unit 1. The Story Reading Assessment and the Word Reading Assessment will identify students who struggle with recognition of these letter-sound correspondences. Following administration of these assessments, some students should be placed at an earlier point of the CKLA grade-level materials for Skills instruction.

Pausing Point

A Pausing Point section is included at the end of each unit. The Pausing Point lists additional exercises you may assign if students need more work to achieve mastery of a particular spelling or concept. The Pausing Point exercises are organized by objective and target specific skills. You may choose to use the Pausing Point activities upon the completion of Unit 1. Alternatively, sidebars throughout the Teacher Guide will notify you of Pausing Point activities that pertain to skills being covered in the lessons. When using Pausing Point activities before the very end of the unit, be sure to check the word lists as they may contain words not yet decodable, but will be decodable by the end of Unit 1. You might need to use a subset of the words listed, limiting yourself to the decodable words.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Code Flip Books and Chart Review (15 min)	Code Flip Books and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)
Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)
Dictation (10 min)	Dictation (10 min)	Dictation (10 min)	Dictation (10 min)	Dictation (10 min)
Whole Group: "Kate Visits Nan" (15 min)	Whole Group: "The Campsite" (15 min)	Whole Group: "The Hike" (15 min)	Whole Group: "The Bone Man" (15 min)	Whole Group: "The Big Dig" (15 min)
Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Student Performance Task Assessment "Snacks"	Student Performance Task Assessment "Prince Vincent"; Word Reading Assessment	Student Performance Task Assessment "The Beach"; Word Reading Assessment	Student Performance Task Assessment "Sink or Float"; Word Reading Assessment	Student Performance Task Assessment Word Reading Placement Assessment
Worksheet	Worksheet	Worksheet	Worksheet	Worksheet
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Introduce Spelling Words and Family Letter (15 min)	Sentence Capitalization and Punctuation (5 min)	Consonant Code Flip Book Review (5 min)	Tricky Words Practice (10 min)	Spelling Assessment and Procedures (15 min)
Today's Tricky Words: <i>the, he, she, we, be, me</i> (10 min)	Today's Tricky Words: <i>was, of, a</i> (10 min)	Two-Syllable Words (15 min)	Today's Tricky Words: <i>do, down, how, to</i> (10 min)	Tricky Spelling 'c' (15 min)
Double-Letter Spellings for Consonant Sounds (15 min)	Double-Letter Spellings for Consonant Sounds (15 min)	Suffix Spelling Patterns (15 min)	The Tricky Spelling 'g' (15 min)	Tricky Spelling 'c' (10 min)
Partner Reading: "The Hot Dog" (20 min)	Whole Group: "The Chicken Nugget" (15 min)	Small Group: "The Chicken Nugget"; Group 1: Partner Reading; Group 2: Reading with Teacher (25 min.)	The Tricky Spelling 'g' (10 min)	Small Group: "The Snack Mix"; Group 1: Reading with Teacher; Group 2: Partner Reading (20 min)
	Order of Story Events (15 min)		Small Group: "The Snack Mix"; Group 1: Partner Reading; Group 2: Reading with Teacher (15 min)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Introduce Spelling Words and Review Family Letter (15 min)	Unscramble Decodable Sentences (5 min)	Sentence Capitalization and Punctuation (5 min)	Tricky Words Practice (10 min)	Student Spelling Assessment (15 min)
Review of Spelling Alternatives for Consonant Sounds (15 min)	Review of Spelling Alternatives for Consonant Sounds (15 min)	Today's Tricky Words: <i>once, one</i> (10 min)	Past Tense <i>-ed</i> (15 min)	Tricky Words Review (10 min)
Spelling Alternatives for Consonant Sounds (10 min)	Sound-Spelling Practice (10 min)	Review of Spelling Alternatives for Consonant Sounds (15 min)	Sound Search Worksheet (10 min)	The Tricky Spelling 's' (20 min)
Whole Group: "The Ham" (20 min)	Today's Tricky Words: <i>what, where, why, from</i> (10 min)	Sound-Spelling Practice (10 min)	Small Group: "The Milk" Group 1: Partner Reading; Group 2: Reading with Teacher (25 min)	The Tricky Spelling 's' (15 min)
	Whole Group: "The Fish" (20 min)	Whole Group: "The Milk" (20 min)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five	
Day 21 (Lesson 21)	Day 22 (Lesson 22)
Introduce Spelling Words (15 min)	Today's Tricky Words: <i>there, said, says, word</i> (10 min)
Sounds and Spellings Review (10 min)	Comprehension Assessment "The Catfish" (20 min)
Today's Tricky Words <i>could, would, should</i> (10 min)	Wiggle Cards (5 min)
Partner Reading: "The Chips" (25 min)	Dictation Identification (10 min)
	Skills Assessment (15 min)
	Student Spelling Assessment
60 min.	60 min.

Unit Overview

Review of Vowel Spellings

Vowel sounds are made with an open mouth and unobstructed flow of air. There are eighteen vowel sounds in English, and five are quickly reviewed in this unit. These are the single-letter spellings for the five “short” vowel sounds:

- ‘o’ > /o/ (*hop*)
- ‘e’ > /e/ (*pet*)
- ‘a’ > /a/ (*hat*)
- ‘i’ > /i/ (*it*)
- ‘u’ > /u/ (*but*)

In Unit 1, students are not asked to read words with vowel digraph spellings like ‘ee’, ‘aw’, ‘oe’, and ‘ai’. They also are not asked to cope with tricky spellings for vowel sounds, like the letter ‘a’ which routinely stands for both /a/ (*cat*), /æ/ (*table*), /ɒ/ (*water*), and schwa (*about*). In the words and stories students encounter in Unit 1, the letter ‘a’ is always pronounced /a/ as in *cat*. The complexity surrounding vowel sounds and spellings is much reduced in Unit 1 because only the five spellings listed above are used.

Review of Consonant Spellings

In Unit 1, the following spellings for consonant sounds are reviewed rapidly:

- ‘t’ > /t/ (*top*), ‘tt’ > /t/ (*sitting*), and ‘ed’ > /t/ (*asked*)
- ‘d’ > /d/ (*dot*), ‘dd’ > /d/ (*add*), and ‘ed’ > /d/ (*filled*)
- ‘p’ > /p/ (*pot*) and ‘pp’ > /p/ (*napping*)
- ‘b’ > /b/ (*bat*) and ‘bb’ > /b/ (*rubbing*)
- ‘c’ > /k/ (*cat*), ‘k’ > /k/ (*kid*), ‘cc’ > /k/ (*hiccup*), and ‘ck’ > /k/ (*black*)
- ‘g’ > /g/ (*gift*) and ‘gg’ > /g/ (*egg*)
- ‘ch’ > /ch/ (*chin*) and ‘tch’ > /ch/ (*itch*)
- ‘j’ > /g/ (*jump*), ‘g’ > /g/ (*gem*), and ‘ge’ > /ge/ (*fringe*)
- ‘f’ > /f/ (*fit*) and ‘ff’ > /f/ (*stuff*)
- ‘v’ > /v/ (*vet*) and ‘ve’ > /v/ (*twelve*)
- ‘s’ > /s/ (*sun*), ‘ss’ > /s/ (*dress*), ‘c’ > /s/ (*cent*), ‘se’ > /s/ (*rinse*), and ‘ce’ > /s/ (*prince*)
- ‘z’ > /z/ (*zip*), ‘zz’ > /z/ (*buzz*), and ‘s’ > /z/ (*dogs*)
- ‘th’ > /th/ (*thin*) as a spelling for (unvoiced) /th/
- ‘th’ > /th/ (*them*) as a spelling for (voiced) /th/

- ‘m’ > /m/ (*mad*) and ‘mm’ > /m/ (*swimming*)
- ‘n’ > /n/ (*nut*), ‘nn’ > /n/ (*running*), and ‘kn’ > /n/ (*knock*)
- ‘ng’ > /ng/ (*sing*) and ‘n’ > /ng/ (*pink*)
- ‘sh’ > /sh/ (*shop*)
- ‘h’ > /h/ (*hot*)
- ‘w’ > /w/ (*wet*) and ‘wh’ > /w/ (*when*)
- ‘l’ > /l/ (*lip*) and ‘ll’ > /l/ (*bell*)
- ‘r’ > /r/ (*red*), ‘rr’ > /r/ (*ferret*), and ‘wr’ > /r/ (*wrist*)
- ‘y’ > /y/ (*yes*)
- ‘x’ > /x/ (*tax*) as a spelling for the sound combination /x/ (/k/ + /s/)
- ‘qu’ > /qu/ (*quit*) as a spelling for the sound combination /qu/ (/k/ + /w/)

The list includes the basic code spelling for each consonant sound as well as some common spelling alternatives. When a sound can be spelled more than one way, we say it has *spelling alternatives*. For example, the sound /k/ can be spelled several different ways: cat, kit, soccer, and rock are the four spellings reviewed quickly in Unit 1.

The consonant list for Unit 1 also illustrates another kind of complexity in our writing system: the existence of what we call *tricky spellings*. When a spelling can represent more than one sound, we say it is a tricky spelling. For example, notice the tricky spelling ‘s’ can stand for /s/ as in *cats* or /z/ as in *dogs*. Tricky spellings cause problems for us when we are reading. When we come upon an unfamiliar printed word with an ‘s’ in it, we may need to try pronouncing the ‘s’ as /s/ and then as /z/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings, such as: (1) ‘sh’ in *shop*; (2) ‘ng’ in *sing*; (3) ‘se’ in *rinse*; and (4) ‘tch’ as a spelling for /ch/ as in *itch*.

In digraph spellings, two letters stand for one sound, but they are not the same two letters. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a “letter team,” where two letters work together to stand for one sound. Whatever terms you use, it is extremely important for students to understand a letter can stand for a single sound all by itself or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, we encourage you to talk about how the ‘s’ and the ‘e’ work together as a letter team to stand for the /s/ sound, just like the letters ‘t’ and ‘h’ work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help you learn more about the sounds. The first 14 consonants are unvoiced and voiced pairs like /s/ and /z/, /f/ and /v/. When comparing these sounds, you will notice your vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes “share”

spellings. For example, 's' is a spelling for the voiceless /s/ in *cats* and the voiced /z/ in *dogs*. Having a deep understanding about the sounds of our language can help you explain sounds and spellings to students.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Young children often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

Review of Tricky Words

The term "Tricky Word" is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. Students will review the Tricky Words *a, the, he, she, we, be, me, was, of, from, to, do, down, how, what, where, why, once, one, two, could, would, should, there, said, says, and word*. These words were taught in Kindergarten and Grade 1 of the program, so they should be familiar to students who had the program last year. These words are used so often they are likely to be familiar to students who were in other programs as well.

A few words should be said about "sight words." The term *sight word* is often used to describe a common word students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. We believe it is necessary to distinguish between words that are genuinely tricky (words like *one, of, two, who, and could*) and words that are high-frequency but pronounced as expected (words like *in, at, on, this, that, and up*). Words in this last category should not be taught as Tricky Words, because there is actually nothing tricky about them. They can be read via blending and students should be encouraged to read them that way.

Review of Two-Syllable Words

Two-syllable words are reviewed in Unit 1 lessons. However, few two-syllable words are used in the Reader in order to keep readability levels as easy as possible.

Review of the Past Tense Suffix –ed

The past tense suffix –ed is reviewed in Unit 1 (the suffix –ed is also referred to as the past tense marker and the past tense ending). It can be pronounced three different ways:

- /e/ + /d/ when it follows the /t/ sound or the /d/ sound, like *busted* or *added*
- /t/ when it follows a voiceless sound, like *kicked* or *huffed*
- /d/ when it follows a voiced sound, like *planned* or *strummed*

Often the mouth will guide students to the correct pronunciation. Spelling may take longer to come into focus. Some students may initially produce faulty past tense forms like *markt* and *plannd*.

A Note on Spelling, Grammar, and Writing

Spelling: Because students are still learning spellings for sounds, it is not appropriate to expect perfect spelling at this point. Students' abilities to spell the letter-sound correspondences taught will lag behind their ability to read. In students' daily writing, you should continue to accept phonemically plausible spelling, e.g., *hed* for *head*, *hunnee* for *honey*, *cot* or *cawt* for *caught*.

It is, however, important for students to understand conventional spelling is expected for written work completed by adults and older students. In Grade 2, we help students make this transition by beginning to include weekly spelling assessments. Students will receive spelling word lists to take home and practice at the beginning of the week. These words include the sound-spelling correspondences students have learned and reviewed, as well as Tricky Words. Students will be assessed on these same words at the end of each week.

In Unit 1, the spelling words should be very easy for second grade students as only words spelled with the basic code will be given as spelling words. Starting in Unit 2, the spelling words will become more challenging as they begin to include various spelling alternatives. The inclusion of the spelling alternatives will mean, in order to be successful on the weekly spelling assessment, students must practice the way these particular words are spelled.

Grammar: Unit 1 will review the basics of sentence building, punctuation, and capitalization.

Writing: Within the Skills Strand, students also receive instruction in the writing composition process. In Unit 1, students will review/practice writing complete sentences when answering questions. Instruction in later units will include explicit instruction for writing in different genres.

Decodable Stories and Worksheets

The Cat Bandit

The Reader for Unit 1 is *The Cat Bandit*. The stories tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach. The stories in the CKLA program are 100% decodable, meaning they are made up entirely of spellings and Tricky Words introduced or reviewed quickly in class during previous lessons.

The stories in *The Cat Bandit* are short and quite simple. They are designed to help students ease back into reading. The length and complexity of the stories will increase as students review more letter-sound correspondences. There will be a significant increase in length from the Unit 1 Reader to the Unit 2 Reader.

We strongly recommend you have students engage in partner reading. Partner reading involves two students taking turns reading both new and old stories aloud to each other. The National Reading Panel (2000) found that *repeated oral reading* boosted reading achievement, and partner reading is an efficient way to conduct repeated oral reading. Planning and establishing a partner reading routine with students will help this activity run smoothly; you should take into consideration: (1) where students will partner read in the classroom; (2) good partner reading manners, such as taking turns; and (3) what to do when students finish reading a story before other partner pairs.

In addition to partner reading, there are other effective oral reading methods. Some suggestions are:

Whole group reading

Students should follow along as classmates take turns reading aloud. However, avoid Round Robin reading.

Small group reading

Some students can read aloud in a small group with the teacher, while other students partner read or engage in other activities.

During reading time, it is important to circulate and listen to students read. Utilize the provided Anecdotal Reading Record located in the Teacher Resource Section at the end of this Teacher Guide to note students' progress. You can make multiple copies of the blank record to have on hand when listening to students read aloud. You should strive to hear every student read aloud at least once or twice each week.

Comprehension is the goal of learning to read. We include comprehension and discussion questions in the Teacher Guide. The questions in the Discussion Questions boxes are labeled *Literal*, *Inferential*, or *Evaluative*. Literal questions can be answered by citing a specific text reference or illustration. Inferential questions require understanding and interpretation of text or illustrations. Evaluative questions require students to access prior knowledge, synthesize, and hypothesize an answer.

Components

Teacher Guides

The Teacher Guides outline the lessons. There is one Teacher Guide for each of the six units.

Workbooks

Workbooks contain worksheets for students to complete as part of the lesson as well as Pausing Point worksheets for additional practice. There is one Workbook for each unit and every student needs a copy. In the early units, most directions will contain words that are not decodable based on the code knowledge taught. These directions are printed vertically along the margin of the page so a family member or the classroom teacher will read them to students. In later units, as more words become decodable, directions are written at the top of the worksheet for students to read independently.

Readers

The Readers for Units 1–4 contain 100% decodable text for students to read. There is one Reader for each unit and all students should have their own copy. Not all stories in each Reader are read during class time; some selections are provided for use as enrichment, evaluation, and/or reteaching. Although not all words in Unit 5 are decodable based on the code knowledge taught, students are taught to apply what they know to segments of words. This assists students in learning how to read unfamiliar text. Unit 5 provides a foundation for students to read content vocabulary in Unit 6. The Reader in Unit 6 contains content vocabulary based on the War of 1812. The image resources found on the Teacher Resources website at <http://ckla.amplify.com/> allow you to present a Skills story as a demonstration story using a computer and a projector or Smartboard. The image resources may also be used on a single computer by students who wish to read the story in a different format for practice.

Code Flip Books

Each classroom should have two Code Flip Books. One chart has all of the vowel spellings and the other has all of the consonant spellings. These charts have replicas of the Spelling Cards on each page. Throughout the grade, teachers will be directed to turn to specific pages for the explicit teaching of the lesson.

Individual Code Charts

Students are provided with a condensed copy of the Code Flip Books, called the Individual Code Chart. These charts are referenced in all units. As students learn or review code knowledge, they are asked to use markers to trace over the Sound Spelling Cards to acknowledge learning them. By the end of Grade 2, students will have traced over all of the sound spellings in the Individual Code Charts. Students are encouraged to use their Individual Code Chart as a reference throughout the school day whenever they are reading and writing.

Spelling Cards

Each classroom has one set of the Spelling Cards. These are the size of a deck of cards. They are referenced in lessons. Teachers will be directed to tape these cards to each Code Flip Book as they explicitly teach the sound spellings.

Additional Support Materials

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://ckla.amplify.com/>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

The Fluency Packet

The *Fluency Packet* is provided for use at your discretion. Please see the Introduction section in the packet which outlines directions for its use. This guide can be found online at <http://ckla.amplify.com/>.

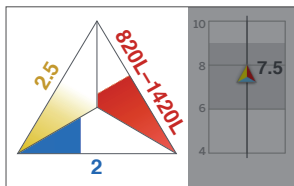
Grade overviews

Progression of content and skills

The following grade overviews illustrate how the Amplify ELA curriculum has been carefully designed to meet the needs of middle school students. To develop and refine the scope and sequence of the content, skills, and texts, Amplify paid close attention to three parts of text complexity and conducted significant classroom testing to understand the impact of these texts on adolescent readers. In addition to designing a path of growing text complexity, Amplify ELA sequenced and grouped texts to intentionally build students' knowledge and skills as they progress throughout each grade and the whole program.

Path of text complexity

To help teachers and administrators quickly see the way that content, skills, and text complexity build in our ELA curriculum, Amplify has represented this information graphically. For the purposes of this guide, the triangle, commonly used to represent the three parts of text complexity for one text, here aggregates the text complexity for a whole unit. This approach makes it easy to make comparisons from unit to unit and grade to grade.



Sample unit: 7C Brain Science

Quantitative measure

Qualitative measure

Reader and task measure

The **quantitative measure** in red reflects the Lexile band, based on the Lexile scores of the range of texts within the unit. Lexile scores are based on a measurement of vocabulary word frequency and sentence complexity.

Band 1 —Lexile 450–790

Band 2 —Lexile 770–980

Band 3 —Lexile 955–1155

Band 4 —Lexile 1080–1305

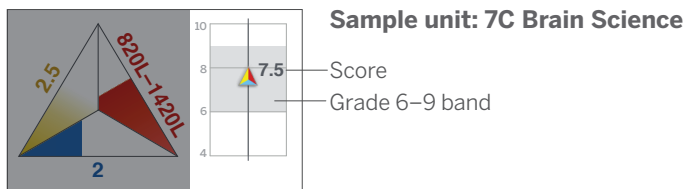
Band 5 —Lexile 1215–1355

The **qualitative measure** in yellow reflects the texts' structural and stylistic complexity, the layers of meaning, and the background knowledge required to understand the text. The scale is from 0–5, with 5 indicating the highest level of complexity.

The **reader and task measure** in blue reflects the demands the activities make on students in the lessons in Amplify ELA, with consideration of both a) their place in the curriculum sequence and the cumulative knowledge and skills they have gained by this time, as well as b) how much support and scaffolding they receive to understand both literal and deeper layers of meaning. The scale is from 0–5, with 5 indicating the highest level of complexity.

The Amplify Complexity Index

To better assess the combined impact of these three factors, Amplify developed a Complexity Index, which assesses each unit's overall complexity. The Complexity Index reflects the aggregate score within the context of the grade 6–9 band. While we recognize that no single metric can fully capture the nuanced lesson-to-lesson, unit-to-unit progression of a curriculum, we use the Complexity Index as a guideline to present appropriate curriculum materials and track students' paths through each grade.



The texts in the Amplify curriculum balance literary and informational text, and include a rich representation of genres: novels, plays, poetry, biographies, and other full-length texts.

In the following pages, units and subunits are also labeled with the below icons to indicate whether they are informational or literary texts.

I Informational texts

L Literary texts

GRADE 6

OVERVIEW

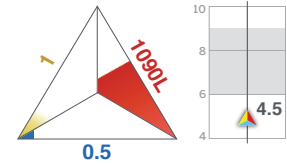
I Info **L** Lit



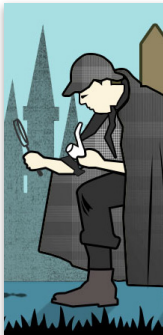
6A Dahl & Narrative

- Sub-Unit **6A.1 Welcome!**
6A.2 Get Started
6A.3 *Boy: Tales of Childhood* by Roald Dahl
6A.4 Write an Essay

- Character & Narrator Observe how an author creates a character
 Writing Focus on a moment in the text and develop a unique perspective about it
 Text Structure Sensory and figurative language
 Content Early 20th century British boarding school experience



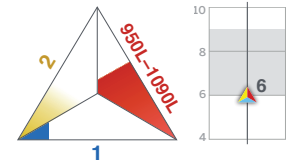
Genre **I**



6B Tom & Sherlock

- Sub-Unit **6B.1 *The Adventures of Tom Sawyer* by Mark Twain**
6B.2 "The Speckled Band" by Sir Arthur Conan Doyle
6B.3 "The Red-Headed League" by Sir Arthur Conan Doyle
6B.4 Write an Essay
 Quest ***Tom Sawyer, Treasure Hunter***

- Character & Narrator Describe how a character builds across many scenes
 Writing Make connections between two or three moments in the text to show change
 Text Structure Figurative language and dialect; plot development
 Content 19th century rural America; 19th century London



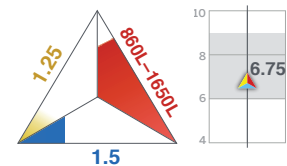
Genre **L**



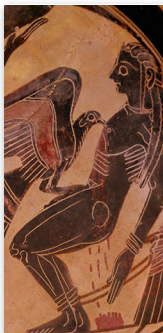
6C The Chocolate Collection

- Sub-Unit **6C.1 Information Literacy**
6C.2 Scavenger Hunt and Internet Research
6C.3 Argumentative Writing and Collection Research
6C.4 Debate and Internet Research
6C.5 Write an Essay

- Character & Narrator Identify various sources' perspectives on a topic
 Writing Synthesize information from several sources to develop an argument
 Text Structure Various types of historical and cultural documents
 Content The evolving economic and cultural significance of a product in societies



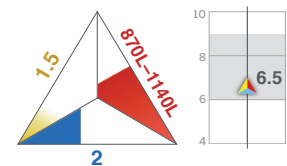
Genre **I** **L**



6D The Greeks

- Quest ***Myth World***
 Sub-Unit **6D.1 Prometheus**
6D.2 Odysseus
6D.3 Arachne
6D.4 Write an Essay

- Character & Narrator Analyze what symbolic characters show about human nature
 Writing Argue a claim about the fairness of a character's decision
 Text Structure Multiple tellings of a tale in different genres
 Content Ancient Greece

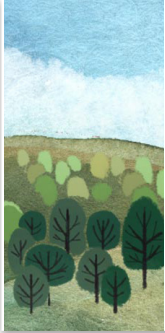


Genre **L**

GRADE 6

OVERVIEW

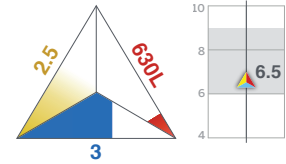
I Info **L** Lit



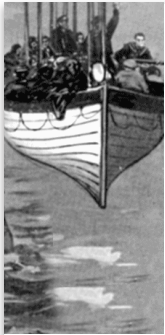
6E Reading the Novel

Sub-Unit **6E.1** *M.C. Higgins, the Great* by Virginia Hamilton
6E.2 Write an Essay

Character & Narrator Analyze a complex character's growth across a multi-layered novel
 Writing Trace patterns of consistency and inconsistency throughout the novel
 Text Structure Narrative with temporal shifts and ambiguous resolution
 Content Mid-20th century Appalachia; strip-mining and environmental destruction



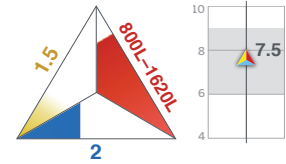
Genre **L**



6F The Titanic Collection

Sub-Unit **6F.1** Information Literacy
6F.2 Scavenger Hunt and Internet Research
6F.3 Passport and Collection Research
6F.4 Socratic Seminar and Internet Research
6F.5 Write an Essay

Character & Narrator Compare and contrast perspectives on a single event
 Writing Develop a question, conduct research, and create a multi-media project
 Text Structure Various types of historical and cultural documents
 Content 20th century social and class structure revealed by a famous tragedy



Genre **I** **L**



6G Beginning Story Writing

Sub-Unit **6G.1** Creating a Believable Character
6G.2 Experimenting With A Second Character
6G.3 Writing a Short Story

Character & Narrator Create a believable character
 Writing Write an original short story
 Text Structure Dialogue; plot structure
 Content Creative writing

GRADE 7 OVERVIEW

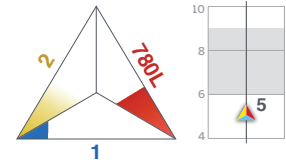
I Info **L** Lit



7A Red Scarf Girl & Narrative

- Sub-Unit **7A.1** Welcome!
7A.2 Get Started
7A.3 *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang
7A.4 Write an Essay

- Character & Narrator Examine the differences between a character's thoughts and actions
 Writing Use revision to strengthen elaboration
 Text Structure Conventions of memoirs; propaganda
 Content Mid-20th century communist China



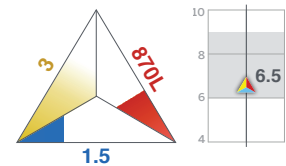
Genre **I**



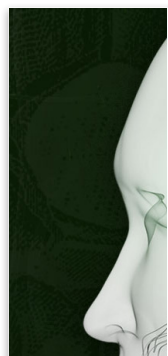
7B Character & Conflict

- Sub-Unit **7B.1** *A Raisin in the Sun* by Lorraine Hansberry
7B.2 "Harlem" by Langston Hughes
7B.3 Write an Essay
7B.4 "Sucker" by Carson McCullers
Black, White & Blues in Chicago (Required in California Edition)

- Quest Analyze a character's unconscious motivations
 Writing Make thematic connections across genres
 Text Structure Literary devices; elements of plays and poetry
 Content Mid-20th century urban America and small-town American South



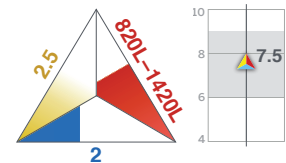
Genre **L**



7C Brain Science

- Sub-Unit **7C.1** *Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman
7C.2 "Demystifying the Adolescent Brain" by Laurence Steinberg
 Quest *Perception Academy*
 Sub-Unit **7C.3** *The Man Who Mistook His Wife for a Hat* by Oliver Sacks
7C.4 Write an Essay

- Character & Narrator Compare and contrast different writers' theories on a topic
 Writing Describe facts, explain concepts, and convince the reader of an opinion
 Text Structure Informational non-fiction; narrative elements in non-fiction
 Content Basic concepts of neuroscience



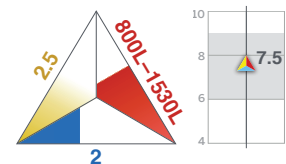
Genre **I** **L**



7D Poetry & Poe

- Sub-Unit **7D.1** Poetry
7D.2 "The Tell-Tale Heart" by Edgar Allan Poe
7D.3 "The Cask of Amontillado" by Edgar Allan Poe
 Quest *Who Killed Edgar Allan Poe?*
 Sub-Unit **7D.4** "The Raven" by Edgar Allan Poe
7D.5 Write an Essay

- Character & Narrator Evaluate the reliability of a fictional narrator
 Writing Compare and contrast characters' perspectives on a narrative
 Text Structure Imagery; unreliable narrator; film adaptations of texts
 Content American Gothic literature



Genre **L**

GRADE 7 OVERVIEW

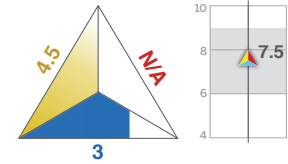
I Info **L** Lit



7E Shakespeare's Romeo & Juliet

- Sub-Unit **7E.1** *Romeo and Juliet* by William Shakespeare
7E.2 Write an Essay
7E.3 *Summer of the Mariposas* by Guadalupe Garcia McCall

- Character & Narrator Connect characters' development to a conceptual framework
 Writing Choose between contradictory positions and argue with evidence
 Text Structure Elizabethan English; sonnets; extended metaphor; journey narrative; mythic allusion
 Content 14th century Renaissance Italy; contemporary Mexican-American borderland



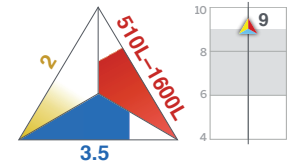
Genre **L**



7F The Gold Rush Collection

- Sub-Unit **7F.1** Information Literacy
7F.2 Scavenger Hunt and Internet Research
7F.3 Dear Diary and Collection Research
7F.4 Socratic Seminar and Internet Research
7F.5 Write an Essay

- Character & Narrator Explore how circumstances united a diverse group of historical characters
 Writing Develop a question, conduct research, and create a multi-media project
 Text Structure Various types of historical and cultural documents
 Content The social, political, and economic climate surrounding the California Gold Rush



Genre **I** **L**



7G Intermediate Story Writing

- Sub-Unit **7G.1** Creating a Believable Character
7G.2 Experimenting With A Second Character
7G.3 Writing a Short Story

- Character & Narrator Create a believable character
 Writing Write an original short story
 Text Structure Dialogue; plot structure
 Content Creative writing

GRADE 8 OVERVIEW

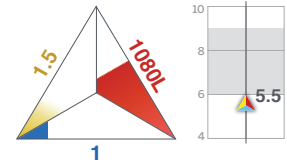
I Info **L** Lit



8A Dahl, World War II & Narrative

- Sub-Unit **8A.1 Welcome!**
8A.2 Get Started
8A.3 *Going Solo* by Roald Dahl
8A.4 Write an Essay

- Character & Narrator Make inferences about a character's values
 Writing Compare an author's portrayal of two characters
 Text Structure Strong verbs and sensory details
 Content British colonial Africa and Middle East



Genre **I**

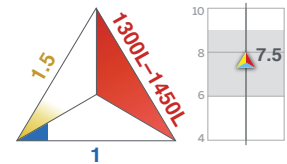


8B Biography & Literature

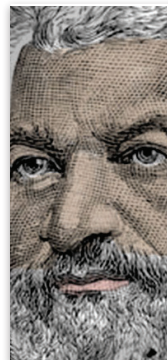
- Sub-Unit **8B.1 Benjamin Franklin**
8B.2 Declaration of Independence
8B.3 Write an Essay

Quest ***Declare Yourself!***

- Character & Narrator Trace the development of a historical character's ideas across time
 Writing Describe different sides of a character and reconcile his contradictions
 Text Structure Biography and autobiography; humor; persuasion
 Content Colonial America; founding democratic principles



Genre **I** **L**

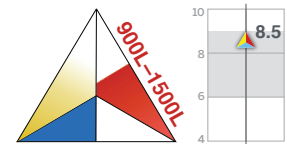


8C Liberty & Equality

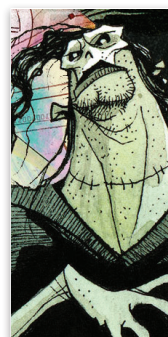
- Sub-Unit **8C.1 *Narrative of the Life of Frederick Douglass* by Frederick Douglass**
8C.2 *Incidents in the Life of a Slave Girl* by Harriet Jacobs
8C.3 *The Boys' War* by Jim Murphy
8C.4 Gettysburg Address
8C.5 Write an Essay

Quest ***The Emancipation Project*** (Required in California Edition)

- Character & Narrator Analyze a memoirist's purpose in including or omitting details from his or her life
 Writing Evaluate which of two texts has a stronger impact on a reader
 Text Structure Texts that cross genre; poetry & prose
 Content American slavery, abolition, and the Civil War



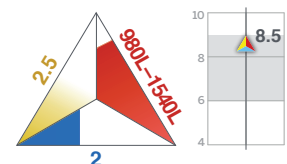
Genre **I** **L**



8D Science & Science Fiction

- Sub-Unit **8D.1 *Gris Grimly's Frankenstein* by Mary Shelley and Gris Grimly**
8D.2 Write an Essay
8D.3 Poetical Science

- Character & Narrator Apply abstract concepts to an author's portrayal of a character
 Writing Argue opposing claims about a character and resolve the contradiction
 Text Structure Graphic novels; 19th century British English
 Content 19th century scientific and technological developments



Genre **I** **L**

GRADE 8

OVERVIEW

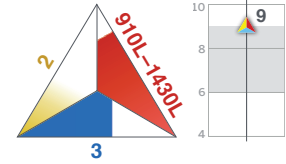
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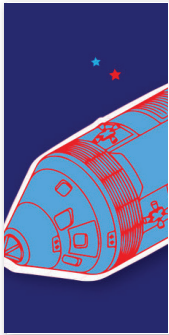
8E The Frida & Diego Collection

- Sub-Unit **8E.1 Information Literacy**
8E.2 Scavenger Hunt and Internet Research
8E.3 Descriptive Writing and Collection Research
8E.4 Socratic Seminar and Internet Research
8E.5 Write an Essay

- Character & Narrator Identify various sources' perspectives on a topic
 Writing Synthesize information from several sources to develop an argument
 Text Structure Various types of historical and cultural documents
 Content 20th century art world in Mexico and US



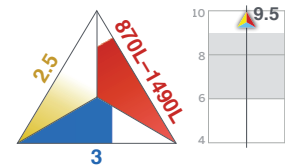
Genre **I** **L**



8F The Space Race Collection

- Sub-Unit **8F.1 Information Literacy**
8F.2 Scavenger Hunt and Internet Research
8F.3 Space Blogs and Collection Research
8F.4 Socratic Seminar and Internet Research
8F.5 Write an Essay

- Character & Narrator Compare and contrast perspectives on a topic
 Writing Develop a question, conduct research, and create a multi-media project
 Text Structure Various types of historical and cultural documents
 Content 20th century competition between US and USSR



Genre **I** **L**



8G Advanced Story Writing

- Sub-Unit **8G.1 Creating a Believable Character**
8G.2 Experimenting With A Second Character
8G.3 Writing a Short Story

- Character & Narrator Create a believable character
 Writing Write an original short story
 Text Structure Dialogue; plot structure
 Content Creative writing

Pacing and flexibility


The Amplify ELA curriculum includes core lessons for 180 days of instruction as well as an extensive amount of supplementary materials that teachers can use at their discretion to support and enrich that experience. Additional instructional experiences have also been created for students to use independently.

Working with the pacing guide

The next pages show visually how the biggest parts of the program—units, Quests, and major assessments—can be scheduled over the 180 days of instruction.

The **units row** displays the number of teaching weeks needed to cover the lessons within a unit and the vocabulary activities associated with those lessons. It also indicates where a Quest will or might be taught.

Units row

Grade and unit	6A	
Sub-unit	Dahl & Narrative	
# of lessons	27 Lessons	

The **assessments row** shows when formative and summative assessments occur within that unit. It also indicates when the benchmark summative assessments should be offered. The key below is used on the following pages to indicate where and when the multiple types of assessments take place within the curriculum.

Formative assessments



Writing on demand + reading comprehension checks



Vocabulary checks

Summative assessments



End of unit essay assignments

Summative benchmarks



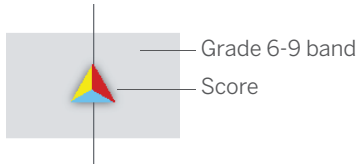
Reading



Writing

The **text complexity row** provides information about the texts' complexity in a given unit.

Text Complexity Index



The **genre row** provides broad information about the text types covered within each unit.

Genre

Literature

Informational Text

Areas of flexibility within the curriculum

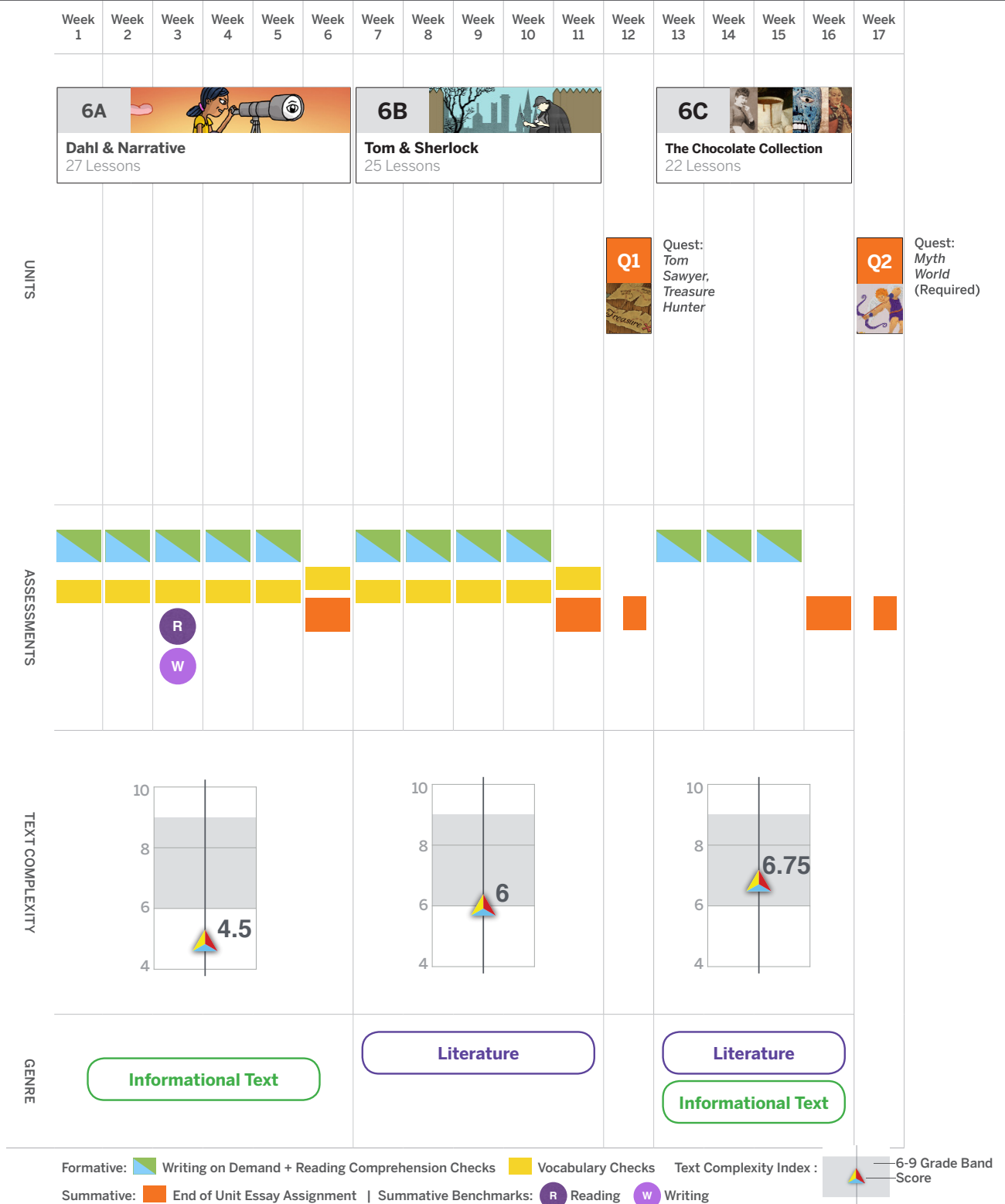
The pacing guide is based on 180 days of instruction and takes into account that units and lessons are sequenced to build skills throughout the year. For example, students will practice analyzing one moment in the text before they compare two moments, and will compare two moments before they work with multiple texts.

Schools and teachers may need to make adjustments to this pacing. There are two key considerations when making these decisions:

1. Unit A in each grade establishes key classroom routines and skills that are harnessed throughout the year.
2. Students learn and develop new skills as they move through a unit. Within each unit, Amplify identifies lessons that reinforce or provide additional practice with these skills. A teacher may decide to skip these lessons when students are showing steady progress.

Grade 6

180 School Days



Grade 6

180 School Days





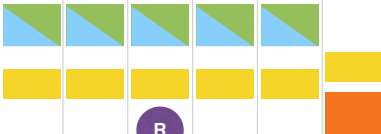



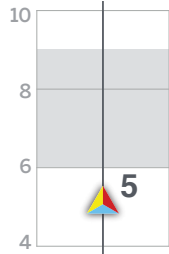
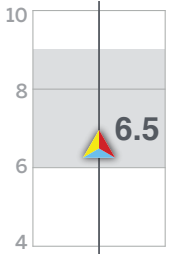
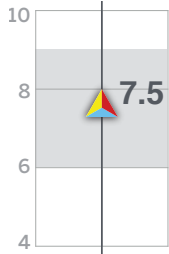
	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	
UNITS	6D  The Greeks 24 Lessons					6E  Reading the Novel 21 Lessons					6F  The Titanic Collection 19 Lessons				6G  Beginning Story Writing 24 Lessons					
ASSESSMENTS																				
TEXT COMPLEXITY																				
GENRE	Literature Informational Text					Literature					Literature Informational Text									

Formative:  Writing on Demand + Reading Comprehension Checks  Vocabulary Checks Text Complexity Index :  — 6-9 Grade Band Score

Summative:  End of Unit Essay Assignment | Summative Benchmarks:  Reading  Writing

Grade 7

180 School Days

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17		
UNITS	7A  Red Scarf Girl & Narrative 30 Lessons						7B  Character & Conflict 26 Lessons					7C  Brain Science 25 Lessons							
													Q1  Quest: Black, White and Blues in Chicago (Required in California Edition)						
ASSESSMENTS																			
																			
TEXT COMPLEXITY																			
	Informational Text						Literature					Informational Text							

Formative:  Writing on Demand + Reading Comprehension Checks  Vocabulary Checks Text Complexity Index :  6-9 Grade Band Score

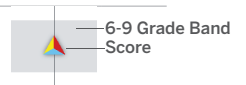
Summative:  End of Unit Essay Assignment | Summative Benchmarks:  Reading  Writing

Grade 7

180 School Days



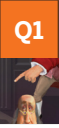











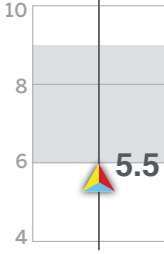
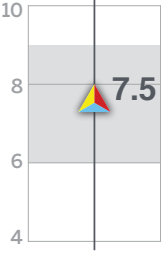
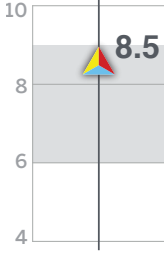
	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	
UNITS	7D Poetry & Poe 28 Lessons						7E Shakespeare's <i>Romeo & Juliet</i> 26 Lessons						7F The Gold Rush Collection 20 Lessons				7G Intermediate Story Writing 23 Lessons			
UNITS	Q2 Quest: Perception Academy (Required)						Q3 Quest: Who Killed Edgar Allan Poe? (Required)													
ASSESSMENTS																				
TEXT COMPLEXITY																				
GENRE	Literature						Literature						Literature Informational Text							

Formative: Writing on Demand + Reading Comprehension Checks Vocabulary Checks Text Complexity Index :
 Summative: End of Unit Essay Assignment | Summative Benchmarks: Reading Writing



Grade 8






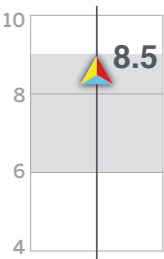
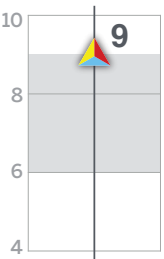
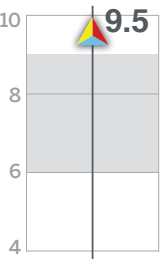

180 School Days






	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	
UNITS	8A  Dahl, World War II & Narrative 24 Lessons					8B  Biography & Literature 22 Lessons					8C  Liberty & Equality 28 Lessons							
												Q1  Quest: Declare Yourself!						
ASSESSMENTS	 				 					 								
	  									 								
TEXT COMPLEXITY																		
GENRE	Literature Informational Text					Literature Informational Text					Literature Informational Text							

Formative:  Writing on Demand + Reading Comprehension Checks  Vocabulary Checks Text Complexity Index:  6-9 Grade Band Score
 Summative:  End of Unit Essay Assignment | Summative Benchmarks:  Reading  Writing

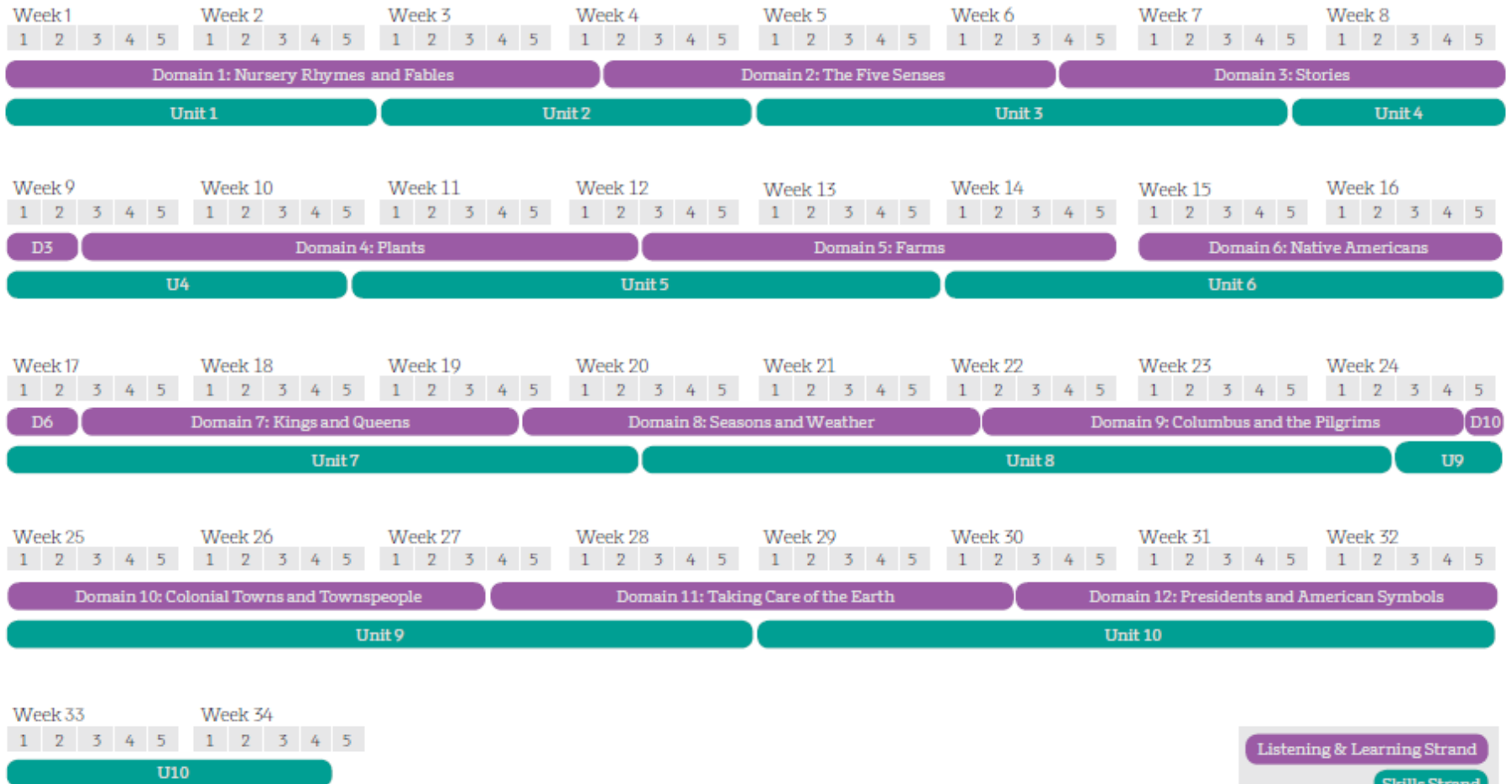
Grade 8

180 School Days

	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36	
UNITS	8D  Science & Science Fiction 26 Lessons						8E  The Frida & Diego Collection 24 Lessons				8F  The Space Race Collection 20 Lessons				8G  Advanced Story Writing 22 Lessons					
	Q2  Quest: The Emancipation Project (Required in California Edition)																			
ASSESSMENTS	Formative: Writing on Demand + Reading Comprehension Checks		Formative: Vocabulary Checks		Summative: End of Unit Essay Assignment		Summative: End of Unit Essay Assignment		Summative: End of Unit Essay Assignment		Summative: End of Unit Essay Assignment		Summative: End of Unit Essay Assignment		Summative: End of Unit Essay Assignment		Summative: End of Unit Essay Assignment		Summative: End of Unit Essay Assignment	
TEXT COMPLEXITY																				
GENRE	Literature Informational Text						Literature Informational Text				Literature Informational Text									

Formative:  Writing on Demand + Reading Comprehension Checks  Vocabulary Checks Text Complexity Index :
 Summative:  End of Unit Essay Assignment | Summative Benchmarks:  Reading  Writing

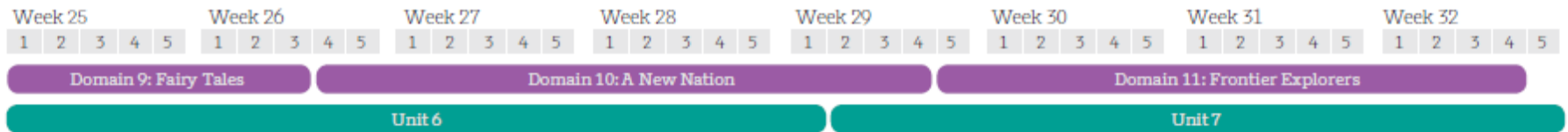
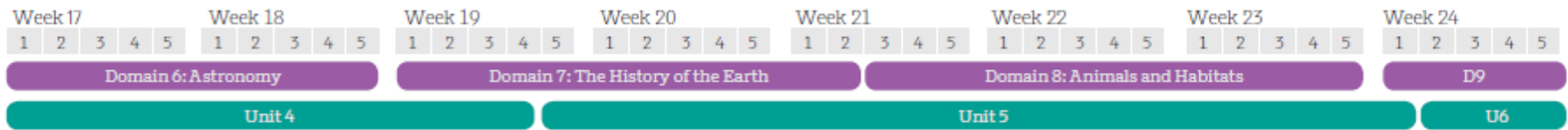
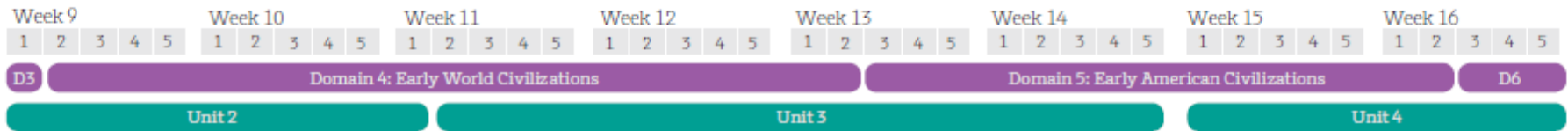
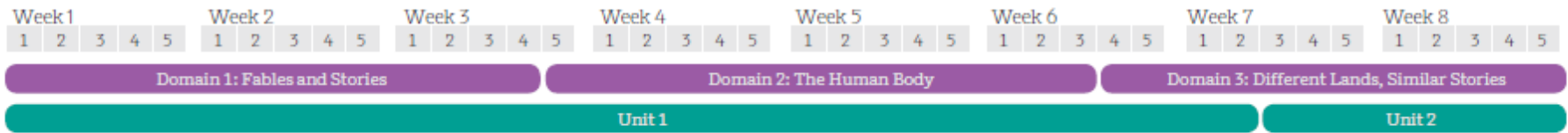
Kindergarten Pacing Guide



Listening & Learning Strand

Skills Strand

First Grade Pacing Guide



Listening & Learning Strand
Skills Strand

Second Grade Pacing Guide



Third Grade Pacing Guide

Week 1 1 2 3 4 5	Week 2 1 2 3 4 5	Week 3 1 2 3 4 5	Week 4 1 2 3 4 5	Week 5 1 2 3 4 5	Week 6 1 2 3 4 5	Week 7 1 2 3 4 5	Week 8 1 2 3 4 5
Domain 1: Classical Tales: The Wind in the Willows			Domain 2: Classification of Animals			Domain 3: The Human Body: Systems and Senses	
Unit 1			Unit 2			Unit 3	

Week 9 1 2 3 4 5	Week 10 1 2 3 4 5	Week 11 1 2 3 4 5	Week 12 1 2 3 4 5	Week 13 1 2 3 4 5	Week 14 1 2 3 4 5	Week 15 1 2 3 4 5	Week 16 1 2 3 4 5
D3	Domain 4: Ancient Roman Civilizations				Domain 5: Light and Sound		
U3	Unit 4				Unit 5		

Week 17 1 2 3 4 5	Week 18 1 2 3 4 5	Week 19 1 2 3 4 5	Week 20 1 2 3 4 5	Week 21 1 2 3 4 5	Week 22 1 2 3 4 5	Week 23 1 2 3 4 5	Week 24 1 2 3 4 5
Domain 6: The Viking Age		Domain 7: Astronomy: Our Solar System And Beyond				Domain 8: Native Americans: Regions and Cultures	
Unit 6		Unit 7				Unit 8	

Week 25 1 2 3 4 5	Week 26 1 2 3 4 5	Week 27 1 2 3 4 5	Week 28 1 2 3 4 5	Week 29 1 2 3 4 5	Week 30 1 2 3 4 5	Week 31 1 2 3 4 5	Week 32 1 2 3 4 5
Domain 9: Early Exploration of North America			Domain 10: Colonial America			Domain 11: Ecology	
Unit 9			Unit 10			Unit 11	

Listening & Learning Strand
Skills Strand

Fourth Grade Pacing Guide

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
U1: Personal Narratives					U2: The Middle Ages		
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
U2	U3: Poetry			U4: Islamic Empires			Unit 5: Eureka!
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Unit 5: Eureka!	Unit 6: Geology				U7: American Revolution		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
U7	U8: Treasure Island						

Fifth Grade Pacing Guide

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
U1: Personal Narratives				U2: Early American Civilizations			U3: Poetry
Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
U3: Poetry		U4: Contemporary Fiction			U5: Don Quixote		
Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
U6: The Renaissance				U7: The Reformation			U8
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
U8: A Midsummer Night's Dream			U9: Native Americans				



Patterns of daily lessons

Structure of a daily lesson

Amplify ELA lessons follow a structure that is grounded in regular routines but is flexible enough to allow for a variety of learning experiences. The following schematic representation shows the sequence of activity types that appear in a typical lesson.

Build vocabulary

All Amplify ELA lessons begin with five minutes of independent vocabulary practice, where students work on vocabulary activities using words pulled from the text they're currently studying. This routine helps students get focused as they transition into ELA work. As students work at their own pace, the teacher greets students and checks in with those who were absent, who did not complete the Solo, or who need any other assistance to make sure they're set up for success.

Collaborate and interpret

During the first 15–25 minutes of the lesson, the teacher regularly leads students in activities where they read a text closely to analyze and make meaning of the text by interpreting audio and dramatic performances (Work Out Loud: Fluency); unpacking the text through charts, diagrams, storyboards, or other visual depictions (Work Visually); planning and performing dramatic interpretations of a text (Work Out Loud: Perform); rereading passages to identify and analyze language that supports an idea (Choose the Best Evidence); and/or discussing conflicting answers with a partner, using the text to come to a consensus (Use the Text as Referee). Generally, the teacher introduces and models the activity and then circulates throughout the room during individual, pair, or group work to support close reading strategies, assess comprehension, and provide targeted feedback.

Produce

Most lessons culminate in activities where students produce work that they can submit for formative assessment with progress reporting. Approximately 2–3 times a week, lessons culminate in a Writing for an Authentic Audience activity, where students use 12 minutes of independent writing time to focus their ideas and express them in a way that will inform or persuade their audience. As students work independently, the teacher engages in over-the-shoulder conferences to offer targeted feedback. Sometimes students complete a Revision Assignment, where they revise a piece of writing in response to feedback that the teacher has provided by using the commenting tool. Occasionally, students practice their analytical and argumentative skills by engaging in formal or informal group debates or structured discussions where they develop claims, anticipate and respond to counterclaims, and convey information persuasively. All writing, revising, and debate activities are followed by a sharing routine, where students give each other positive feedback on a skill that they demonstrated effectively.

Prepare for independent work

All lessons wrap up by having students share the work they've produced, synthesize the lesson's major ideas through discussion, and/or gain an introduction to the Solo assignment that they will complete after class. This routine provides a sense of closure at the end of lessons and prepares students to transfer their learning into the work they produce independently after they've left the classroom.



Program Overview - Core Knowledge Language Arts

Program Structure

CKLA's unique structure helps students succeed with foundational reading skills and builds the vocabulary and knowledge that are critical to reading comprehension.

In Kindergarten through Grade 3, CKLA contains two strands: the Listening & Learning Strand and the Skills Strand. The Listening & Learning Strand provides teachers with complex literary and informational read-alouds carefully chosen and organized to build a staircase of knowledge within and across grade levels. The accompanying instruction helps students develop deep vocabulary through building background knowledge. Teachers engage students in rich, text-based discussions that help them develop important listening and speaking skills even before proficiency in reading and writing. Extension activities foster deeper learning by helping students apply their knowledge of the texts.

The Skills Strand focuses on decoding, encoding, grammar, handwriting, and writing. Using the gradual release model, writing instruction includes genre writing and the writing process. Students learn the code and develop fluency while interacting with unique decodable readers that are organized like chapter books and designed to develop a breadth of literacy skills while bolstering code comprehension.

In Grades 4 and 5, instruction is integrated into one strand. Skills and knowledge come together in a sequence of content-based units that develop strong literacy practices and build deep understanding through close reading, listening, discussion, writing, vocabulary, and grammar instruction. Lessons in these grades draw on students' mastery of the basics as they tackle advanced grammar, morphology, spelling, and vocabulary while also immersing students in academic texts and engaging them in rigorous writing across multiple genres.

Assessment & Support

CKLA provides multiple paths to assessment and connections to intervention that help teachers provide just the right instruction at just the right time. Each grade level includes beginning-of-year assessments to determine each student's level of achievement and identify areas requiring further instruction. In the middle and end of the year, benchmark assessments help ensure that students are progressing toward expected goals.

Each unit includes a summative assessment to check that students have mastered the incremental goals that have been set over the course of the year to date. Within each unit, teachers have daily opportunities to check the pulse of learning in the classroom and see that each student is making progress on the daily lesson objectives. These formative assessment opportunities allow teachers to adjust instruction as necessary to meet the needs of each individual student.

When students require more instruction time, CKLA provides additional activities and progress-monitoring opportunities to help students achieve grade-level expectations. These activities vary in nature, providing students access to different instructional approaches rather than having them learn

the same thing in the same way. Many of these instructional opportunities are effective for all learners as an extension of regular classroom instruction. Some activities can be found in the Teacher Guide, and additional activities are provided in the Assessment and Remediation Guides (K-3), Supplemental Guides (K-2), and the Decoding and Encoding Remediation Supplement (4-5).

All Skills Strand units and Listening & Learning Strand domains include an end-of-unit/domain assessment as well as multiple opportunities for observation and evaluation throughout. We strongly recommend that you start an assessment portfolio for each student and collect his or her work to track progress throughout the school year.

Student performance assessments, included in both strands of the program, are indicated in the Teacher Guide by this icon: **10**. The 10 is a reference to the Tens system of assessment, which you can use as a way of recording assessment results. For more information on the Tens system, please refer to the Teacher Guide. For students needing additional support in the Skills Strand, refer to the Assessment and Remediation Guide (for each unit). This guide provides additional instructional activities along with extra assessment items that can be used for progress-monitoring needs.

The following tables show opportunities for assessment throughout domains and units.

Skills Strand	To Plan Learning (before instruction)	To Support Learning (during instruction)	To Monitor Learning (between instruction)	To Verify Learning (after instruction)
Formative Data (inform instruction)	Information to determine starting point	Information to make real-time adjustments	Information to see progress on lesson goals	Information to confirm learning
CKLA Approach	Lesson Warmup	Guided reading teacher supports Chaining Activities	Comprehension Questions: literal, inferential, evaluative Workbook Activities	Workbook Activities
Benchmark Data (benchmark and monitor progress)	Information to show instructional starting point	Information on objectives student has mastered	Information to track student's progress over time	Information to evaluate learning
CKLA Approach	Beginning of Year Diagnostic Assessment	Student Performance	Writing Portfolio	End of Unit Assessment

	Lesson Pre-Assignment			
L&L Strand	To Plan Learning (before instruction)	To Support Learning (during instruction)	To Monitor Learning (between instruction)	To Verify Learning (after instruction)
Formative Data (inform instruction)	Information to determine starting point	Information to make real-time adjustments	Information to see progress on lesson goals	Information to confirm learning
CKLA Approach	Instructional Read-Aloud: discussion prompts	During Read-Aloud: teacher supports and Comprehension Questions	Post Read-Aloud Comprehension Questions: literal, inferential, evaluative	Lesson Part B: Extension Activities
Benchmark Data (benchmark and monitor progress)	Information to show instructional starting point	Information on objectives student has mastered	Information to track student's progress over time	Information to evaluate learning
CKLA Approach		Student Performance	Writing Portfolio	Domain Assessment

Skills Strand

The CKLA Skills Strand teaches reading and writing in tandem. The daily lessons support learning related to phonemic awareness, sound/letter patterns (or spelling patterns), decoding (both in explicit lessons and with engaging decodable texts), writing mechanics, and writing structure and processes. Authentic yet decodable stories are introduced in Kindergarten and continue throughout Grade 3 through the implementation of Student Readers. The Skills Strand is fully in accord with the findings of the National Reading Panel and the goals put forth in the Reading Foundation Skills section of the CCSS.

Listening and Learning Strand

The Listening & Learning Strand ensures that students are well prepared in the transition from learning to read to reading to learn. The heart of this strand is authentic fiction and nonfiction texts that teachers read aloud and corresponding extension activities. The read-alouds are grouped into academic domains

— such as fables from around the world, insects, early Asian civilizations, the five senses, mythology, and more. The domains and the lessons based on them create interactive opportunities to question, discuss, and share ideas centered on the text. The class stays focused on a domain topic or theme for 10-15 days of instruction, during which time the read-alouds grow increasingly complex. In addition, the domains are carefully organized to build on one another within and across grades as determined by the Core Knowledge Sequence. There is a wealth of research to support that this focused, coherent, and systematic approach is the most efficient and effective way to build students' knowledge and vocabulary.



Mountain Island Day School 2018-2019 Calendar

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

August
 9-17 Teacher Workdays
 16 Back To School Ice Cream Social
 20 First Day of School

February						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September
 3 Labor Day-No School
 20 Progress Reports

October
 17 End of Q1
 26 Report Cards
 26 Fall Festival
 30-31 Parent Teacher Conferences/No School

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

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

November
 9 Veteran's Day/Thanksgiving Program
 12 Veteran's Day/No School
 15 Reading Night
 21-23 Thanksgiving Break/No School
 29 Progress Reports

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

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

December
 11-13 High School Final Exams
 13 Winter Program
 19 Early Dismissal
 20-Jan 2 Winter Break

January
 1-2 New Year's Day-No School
 11 Teacher Workday
 11 End of Q2
 17 Report Cards
 21 MLK Day- No School

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

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

February
 7 Valentine's Dance (TK-5th)
 8 Upper School Dance (6-12th)
 18 Teacher Workday
 22 Progress Reports

March
 7 Math Night
 19 End of Q3
 22 Teacher Workday
 29 Report Cards

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

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

April
 19-26 Spring Break-No School
 12 Progress Reports
 18 Spring Production
 30 Teacher Appreciation Week

May
 3 Early Dismissal/Upper School Spring Formal (8th-12th)
 6-10 Teacher Appreciation Week
 10 Field Day/Early Dismissal
 13-14 High School Final Exams
 15-17 Upper School Trip/2nd-7th EOG's
 22-24 Camp Mariner
 27 Memorial Day- No School
 31 PK/TK/K Graduation (Last Day) & 1-11th Awards- Last Day

June
 1 1-11th Awards Ceremony
 1 Student's Last Day of School- Early Dismissal
 4-7 Teacher Workdays

- Holidays
- Teacher Work Days
- HS Exams
- School Event
- ★ First/Last Day
- Early Dismissal



Mountain Island Day School

Conflict of Interest Policy

The Board shall not enter into any contract or transaction with (a) one or more if its directors, (b) a director of a related organization, or (c) an organization in or or which a director of Organization is a director, officer, or legal representative, or in some way has a material financial interest unless:

1. That interest is disclosed or known to the Board of Directors,
2. The Board approves, authorizes or ratifies the action in good faith,
3. The approval is by a majority of directors (not counting the interested director),
4. At a meeting where a quorum is present (not counting the interested director).

The interested director may not be present for discussion to answer questions, may not advocate for the action to be taken and must leave the room while the vote is taken. The minutes of all actions taken on such matters shall clearly reflect that these requirements have been met.

The undersigned person acknowledges receipt of a copy of the Charter School Policy concerning conflict of interest dated ___/___/__. By my signature affixed below I acknowledge my agreement with the spirit and intent of this board policy and I agree to report to the Chairman of the Board of Directors any possible conflicts (other than those stated below) that may develop before completion of the next annual statement.

_____ I am not aware of any conflicts of interest.

_____ I have a conflict of interest in the following area (s):

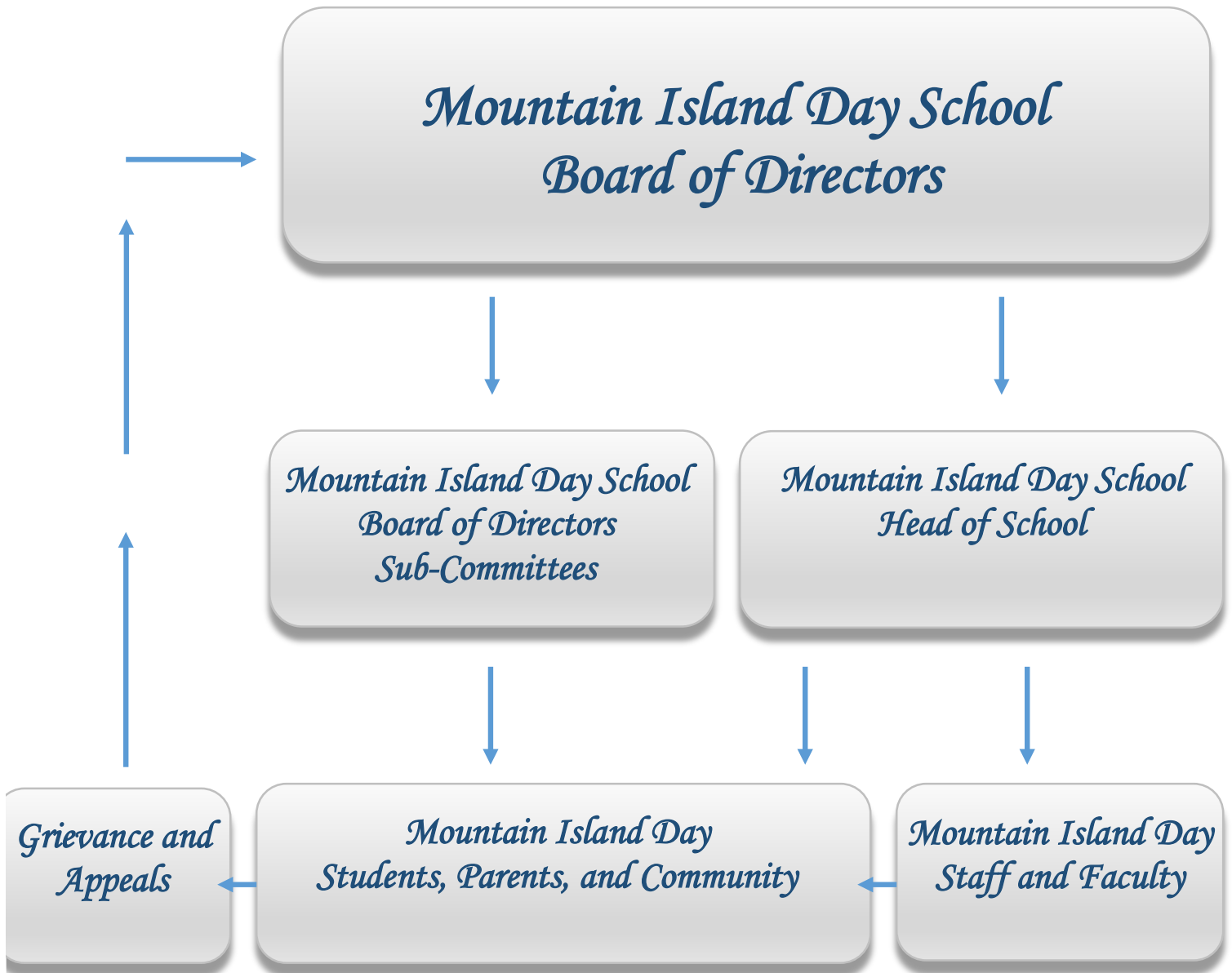
Signed _____ Date _____

Printed Name _____



Mountain Island Day School

Organizational Flow Chart



Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mountain Island Day School

2. Full name: Tammy Christine Winstead

Home Address: 2111 Mt. Isle Harbor Drive, Charlotte, NC 28214

Business Name and Address: Early Beginnings CDC, 11330 Rozzelles Ferry Road, Charlotte, NC 28214

Telephone No.: 704-609-1149

E-mail address: twinstead@earlybeginningscdc.com

3. Brief educational and employment history.

High school- North Mecklenburg High School 1993. UNC Charlotte: coursework in the Psychology and Communication departments. CPCC: general coursework. The Fitness Zone – Assistant Manager 94 - 97. Sprints Industries: Bath Stylist-Freelance Designer and Accounts Manager 1997 - 2005. Early Beginnings Child Development Center: Vice President of Operations 2005 - present. Mountain Island Day School: Director of Student Life 2008 - present.

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 am a founding member involved in originating the discussions and then later approved by the collective board. I have worked with families over the past 12 years to help them understand and experience child development, education, school systems and family resources and relationships. It is my desire to continue to do that through my involvement on the board

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

To create and make sure the approved mission and vision is the guiding focus of the school, its policies and guidelines and that they are implemented and upheld. The direct the school so that it continues to grow, develop, maintain and evolve according to its mission. To ensure academic performance meets the expectations of the school's educational plan and model. To oversee finances, organizational mandates, to supervise, monitor and maintain the 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.

I have served on the board of several non-profit organizations and LLC's in the roles of Officer, Executive Officer and member, as well as founding member. I was a founding member of the current school that is converting and have gained experience of how a school and an organization can encounter, face, and overcome changes and challenges through transitions and growth. I have developed programs, expectations, communities and organizational identity from the concept stage to implementation and oversight. I have developed budgets, secured financing, human resources, and programming plans and assets across most school related fields; education, community, staffing, sports, clubs, education, community, marketing, transportation, food, licensing, etc. I have served on non-profit boards as chair, co-chair or officer and on various committees, forming PTO's and recruiting, empowering and equipping volunteers to take ownership in those programs.

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

In my professional management roles, I gained experience developing productive relationships between separate groups with shared interest, handling conflict between interested parties, and planning, budgeting, evaluating and adjusting organizational programming. They have also equipped me with a working knowledge of staffing guidelines, expectations, payroll, benefits and resources. Design management and presentation to large clients like Lowes, Kmart, and others required me to analyze market research, review current trend settings and evaluate sales and competition in order to identify what the need and desires of the target market was and then develop a program or product to meet those needs within a planned budget. They also required me to measure the results and adjust accordingly. All of those task, skills and experiences have translated into the governance on a board or a staff body of a growing program attempting to meet the educational, developmental and social needs and desires of families and the community in tremendous ways. I have aided families to navigate our public school system resources so they can understand and access those available to them, like IEP and 504 testing and resources, the NC Career and College Promise Program, the NC Opportunity Scholarship, the Children's Scholarship Fund, The Freedom Within Walls Organization and many others.

Within educational management I have developed skills and experience in school budgeting, finances, software, staff relations, human resources, conflict resolution, evaluation, communication, teaching, research and development and program implementation in both a supervisory and first hand role. I have aided in successfully completing the Advanced Ed accreditation process for a school and the NC childcare licensure process for a preschool and maintained those achievements long term. I have also consulted other preschool centers in that process. I am confident in the requirements for schools as they pertain to fire, sanitation, safety, and staffing and relevant state guidelines.

I have served in the administration of Mountain Island Day School since its founding in 2009. I have served on educationally related boards for many years as Vice President and other offices.

I have experience in growing new programs, identifying needs and obstacles and maintaining programs that address them.

School Mission and Program

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

That the student is at the heart of all efforts and you have to think about everything that makes up that child; home, finances, relationships, background and personality in order to educate them in the best and most effective way possible. That that type of education is done through expanded and differentiated ways of learning and teaching, using technology, foreign language, arts, innovative ideas, cross-curricular programming, student inclusion and teaching that is achievable due to a small school environment.

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

That MID pursues college preparatory practices from the earliest age, using rigorous proven curriculum, such as Core Knowledge, that spirals and is reinforced as student's progress through grades. That the core curriculum is supplemented and enhanced with other established curricula and surrounded by specials and electives in order to develop a well-rounded student. Differentiation is desired and achieved in the smaller classrooms in order to most effectively teach and reach students. Through continuously monitoring student achievement and placement and teachers and methods, the education, school, teacher and student can grow and improve. The course study reflects national standards and the tract to allow most students to reach college level readiness by tenth grade so they can experience college credits and college level work while in high school and then to succeed in higher education.

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

It focuses on the student first, as an individual, and works to achieve the stated goals of round that.

It has a clear idea of how the school is defined by over all size, culture, expectations and goals. It has a predetermined idea of its desired size and end goal. Its size is relatively small compared to most schools so that it can realistically achieve high expectations and student/staff development.

The efforts, focus and hopes of the school is not driven by evaluative data, but that data is recognized as a powerful tool to consistently guide the development toward success and measure effectiveness. That each child feels like they know someone, and someone knows them, and that they belong.

It has a clear vision and mission that all stake holders can share in. It has good, proven and dedicated leadership with a servant-leader model. It has high expectations for staff, students and families that relates to academics, behavior, character, performance, teaching and relationships and clear guidelines to achieve them.

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

By the results of the supervision and monitoring of academic assessment tools and data. By the school culture, community and atmosphere created by all areas of its stake holders. By the maintaining of all legal, educational and organizational requirements. By the level of student and quality of person that is produced. By achievements and acknowledgments both individually and corporately in academics, athletics and other realms. By the percentage of students taking AP or Dual Credit classes, and graduates entering college or careers. By the financial health of the organization. By continued growth within its stated goal of students and resources and programs that continue to develop, stabilize and evolve. And by the use of and consistent evaluation of stake holder feedback.

Governance

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

The board, having set a clear mission and vision and having the operations of the school that is converting clearly defined, will supervise, evaluate and support the administration as they operate the daily functions of

the school. They will provide vision, goals and policies, while the administration will define strategies and procedures to implement and enforce them.

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

As a conversion, if its school culture has been maintained. If its student body has shown growth from the start to the end of the school year. If the proposed budget was met and maintained and school resources remained healthy. If stake holder feedback affirms and identifies the uniqueness of the school model and mission and reflects ownership of that. If the Board and the administration have a healthy relationship. If the administration and the staff have a healthy relationship. If the Admin and Staff have a healthy relationship with the students and families. If the academic results meet the target goals relative to a year of transition.

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

In the same manner as above, yet also if the academic results have continued to grow and stabilize to those prior to the conversion. If all grades are encompassed with targeted class sizes. If graduation students have found success. If employee and student retention is stable and within or above average expectations. If the programs of the school have continued to evolve, grow and achieve measurable results.

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

Primarily, to take ownership of and maintain the stated mission and vision of the school and to invest themselves as stake holders. Second, to properly continue to supervise, monitor and guide the school and its operational components.

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 consult the board's code of ethics on the proper procedure for concerns. I would follow the stated protocol to report a concern, whatever that may be. Initially, I would first speak with the member of concern in a general way to get a better idea of the facts and situation incase there is no actual concern. If that did not relieve my concern, I would speak to the appointed board member for receiving concerns. I would then let them follow the stated protocol for concerns and if they did not, then go to the next appointed person and then, if none exist, go to a higher governing or relevant body.

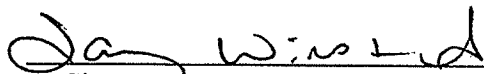
*Please include the following with your Information Form

- 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, Tammy Winstead, 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 Mountain Island Day School Charter School is true and correct in every respect.


Signature

9-21-2017

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: Mountain Island Day School
2. Full name: Kristen Cannon Lanier

Home Address: 5439 Alpine Lane, Charlotte, NC 28269

Business Name and Address: NA

Telephone No.: 704-609-4615

E-mail address: kcl@carolina.rr.com

3. Brief educational and employment history.

I have served as an educator in North Carolina since 1996. I have served as a Teacher, Instructional Accountability Facilitator, Assistant Principal, Assistant Principal of Instruction, and an interim Principal. I have had the opportunity to serve in a Title 1 school for 5 year. In addition, I have served in a comprehensive school as well as an alternative school setting. I hold 5 degrees: B.S. Textile and Apparel Management, Master of Educational Leadership, Master of Curriculum and instruction, and Doctor of Education. I hold 4 NC education licenses: Marketing Education, Principal, Curriculum and Instruction Specialist, and Superintendent.

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

No: X Yes

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

I have known Tammy Winstead for more than 27 years, as a professional colleague and as a former parent of two students that attended a program that Ms. Winstead oversaw. Ms. Winstead reached out to me and as a former parent, I agreed to serve. It is my wish to serve as I understand Mountain Island Day and the community and as evidenced by my professional background, I am passionate about education and I am equally passionate about the work that Mountain Island Day is embarking on in the future.

6. What is your understanding of the appropriate role of a public charter school board member?
To ensure that the school is holding true to the charter of the program and ensuring that the curriculum and resources are implemented with fidelity.
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 boards within a school setting and I bring a wealth of educational leadership experience.
8. Describe the specific knowledge and experience that you would bring to the board.
I have served as an educator in North Carolina since 1996. I have served as a Teacher, Instructional Accountability Facilitator, Assistant Principal, Assistant Principal of Instruction, and an interim Principal. I have had the opportunity to serve in a Title 1 school for 5 year. In addition, I have served in a comprehensive school as well as an alternative school setting. I hold 5 degrees: B.S. Textile and Apparel Management, Master of Educational Leadership, Master of Curriculum and instruction, and Doctor of Education. I hold 4 NC education licenses: Marketing Education, Principal, Curriculum and Instruction Specialist, and Superintendent.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to provide a college preparatory program that prepares students for study at the collegiate level. The guiding beliefs are that education is strongest when the approach is to the whole child and that children are nurtured and most successful within a small school model.
2. What is your understanding of the school's proposed educational program?
MID provides a college preparatory program that prepares students for the global economy through an emphasis on Spanish.
3. What do you believe to be the characteristics of a successful school?
Characteristics of a successful school include a clear mission and vision shared by faculty, staff, and parents, an educational program that meets the needs of all of its students, and a secure, positive environment where teachers are empowered and students can succeed.
4. How will you know that the school is succeeding (or not) in its mission?
There are several ways to determine if a school is successful in fulfilling its mission. From a quantitative perspective, student performance data, including EOG scores, ACT/SAT/PSAT scores, and benchmark attainment can help determine if students are on a track for future success. In addition, more qualitative measures such as parent and teacher feedback are indicative of the school's culture and whether that is aligned with its mission.

Governance

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

The board will establish the mission and vision for the school and ensure that the mission and vision are carried out in the school's policies and operations.

2. How will you know if the school is successful at the end of the first year of operation?
The school meet or exceed benchmarks established for testing, enrollment, and graduation. Faculty and student retention will meet or exceed expectations.

3. How will you know at the end of five years of the schools is successful?
The school will have meet or exceed the projected proficiency benchmarks for testing, meet or exceed goals for enrollment, and show a continual increase in the graduation rate. Faculty and student retention will meet or exceed expectations.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board, Head of School, Faculty and Staff will establish annual goals that align with the mission and vision 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 address the board directly member. If the unethical behavior was validated, then I would notify the chair and the remaining board members.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

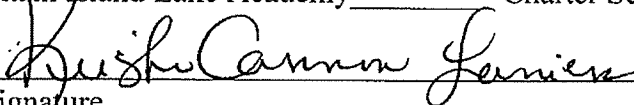
*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity.

Certification

I, Kristen Cannon Lanier, 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 Mountain Island Lake Academy Charter School is true and correct in every respect.

Signature

Date



9/20/17

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: Mountain Island Day
2. Full name: **Denise Malikah Syles-Ballard**

Home Address: **226 Margaret Turner Rd., Charlotte, NC 28216-2669**

Business Name and Address: **Mecklenburg County Government**

700 E Stonewall Street #601 Charlotte NC 28202

Telephone No.: **615-671-7439**

E-mail address: **dsyles@aol.com**

3. Brief educational and employment history.
B.S.W (Bachelor of Social Work Degree 1994); Master of Science in Organizational Management (2000); Master of Science in Human Resource Management (2011)
I possess over 22 years of professional experience in the fields of social work, health care services and retail management. I have over 18 years of direct practice in child welfare services (foster care, individual child recruitment and adoption services) where I currently supervise a team of senior level adoption social workers and administrative staff. I worked for five years, operating the local Women and Children homeless shelter on the weekends. I have worked with disaster relief programs for the victims of Hurricane Katrina and 911.
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?
Tammy Winstead asked if I would consider serving on the new the MID Board. My son is a current MID student. We have been an MID family for six years and strongly support the school, other MID families, staff and administration. I have served as a MID room parent for two years, PTO Executive Committee Secretary and Booster Club treasurer. I strongly believe in the MID philosophy of the

education of the whole child so they will learn, grow and serve as a productive citizen. MID recognizes the importance of grades but also that children need sound moral and ethical values; that they learn through life examples and this is provided daily in the MID community. I am honored to serve publicly on the board which continues to support the students, families, facility and staff at MID; while upholding the positive philosophy and unique culture of the school.

6. What is your understanding of the appropriate role of a public charter school board member?
The Board's position is to provide operational oversight to the public charter school through fiscal accountability. The Board must make objective decisions for the benefit of the charter school. The Board is to ensure high ethical standards are maintained. The Board is to be transparent regarding its operations. The Board is to ensure the longevity of the school's mission and vision. The Board must believe in the school mission. The Board is critical to the overall success of a charter school. If the Board sees trends that may be detrimental to the sustainability of the school, it is the Board's ethical and moral responsibility to take corrective action.
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 chaired; co-chaired and participated on various advisory boards and committees regarding children's services and homelessness within Mecklenburg County. I have been instrumental in the development of new programs that provide direct educational services to the Charlotte-Mecklenburg community on foster care and adoption trends. I have no prior experience with a charter board; however, I am positive my experience in social work will prove beneficial, as the board will represent the needs of children across the Charlotte-Mecklenburg community. Additionally, my community relationships and resources will positively contribute to the board in its quest to understand trends and service needs in the greater Charlotte community in working with diverse populations.
8. Describe the specific knowledge and experience that you would bring to the board.
To this board, I bring knowledge of local and state child welfare laws, policy development and reporting standards and an understanding of community resources available in the Charlotte-Mecklenburg community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide a unique and rigorous college preparatory program to children and families in the Charlotte-Mecklenburg area. To create a stimulating and safe learning environment where creativity is encouraged by all.
2. What is your understanding of the school's proposed educational program?
A rigorous college preparatory program-with high foreign language content (Spanish) and mathematical emphasis.
3. What do you believe to be the characteristics of a successful school?
A successful school is one that has unique characteristics, a strong vision and mission statement, and high parent/student involvement and buy-in. A successful school is one where the staff, students and parents believe in the vision and mission of the school. Qualified and compassionate educators are one piece of the puzzle for student success. It is imperative that student and parents are actively involved to ensure a successful educational career. I believe emphasis on current technology as well as utilization of traditional books to create a well-rounded successful student. A successful school has to reach the student 'where they are' and then bring them to where they need to be. A

- **The board review and approval of adequate resources to meet the school's educational needs and attainment of a high level of fiscal responsibility.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
- **The Charter School will keep pace with educational trends to ensure that children are receiving appropriate quality and sustainable educational services.**
 - **The Charter School will ensure the hiring of qualified staff and that these staff receives a set number of yearly professional development hours to increase their educational knowledge and that such is utilized in the classroom setting. It is a future goal for 100 percent of MID teaching staff is certified in their specific area of instruction.**
 - **The Charter School will strongly encourage teacher creativity in the classroom as long as such aligns with the vision and mission of the school.**
 - **The Charter School will ensure that the teachers and students have the needed tools and materials to be successful in the classroom.**
 - **The Charter School will maintain open weekly staff meetings where information is provided, reviewed and suggestions obtained to ensure compliance with school programming as well as the mission and vision of the school.**
 - **The Charter School will hold open forum meetings to keep parents abreast of school operations and ensure stated expectations are achieved.**
 - **The Charter School will ensure the enmeshment of staff, students and families in the vision and mission of the school. To be successful, everyone must believe in the philosophy of the school.**
 - **The Charter School must maintain high student and parent involvement to ensure the success of its students.**
 - **The Charter School must recognize and celebrate student and parental diversity.**
 - **The Charter School must be involved in the local community to increase awareness of its mission and vision. MID is about more than grades (acknowledgement of such is highly important)—MID also builds future contributing members of the community by leading by example.**
 - **The Charter School must invest financially in itself while being fiscally responsible to the taxpayers of Mecklenburg County and the State of NC.**

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?

If a member or members of the board were acting in an unethical manner, this concern(s) would be reported to the entire board body; and the issue of concern(s) to be immediately and effectively resolved. The Board will not tolerate any form of unethical behavior. Each member of the board received the by-laws and conflict of interest documents. Each member reviewed the information and made personally aware its importance. Each board member acknowledged his or her legal responsibility to the charter school.

*Please include the following with your Information Form

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

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

N/A

Certification

I, Denise Malikah Syles-Ballard, 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 Mountain Island Day Charter School is true and correct in every respect.

Denise M. Syles-Ballard

Signature

9/20/2017

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: Mountain Island Day
2. Full name: Nicole Alexis Pajak

Home Address: 2722 Oakdale Pasture Dr., Charlotte, NC 28216

Business Name and Address: N/A

Telephone No.: 704-965-9795 (cell phone)

E-mail address: pajakpeeps@yahoo.com

3. Brief educational and employment history.

B.S. English, Master of Business Administration. I have multiple years' experience in governance, regulatory relations, compliance, finance and business support, primarily in the banking industry.

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

No: x Yes:

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

I was recruited via a conversation with Tammy Winstead. I have been a parent of 2 school aged children who have attended MID for multiple years. The vision and mission of the school has prompted my desire to ensure as our school transitions into a charter I am available to help guide the school assist in maintaining the vision and mission set forth.

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

A board members focus should be to make decisions and to oversee operations. The Board, generally, is to oversee the charter. However, the board needs to ensure their duties in no way impede the daily operation of the charter, rather, affording designated personnel (i.e., head of school) the authority to ensure the school is achieving its goals and mission.

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.

In a previous role, I was assistant corporate secretary for a large bank. My duties included governance responsibilities for multiple subsidiaries and subcommittees of the Board. Further, I have held roles in which I was responsible for the creation of committees, policies and procedures. Additionally, I have spent time creating essential board reporting and financial reporting and budgeting.

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

I would bring Financial reporting/budgeting knowledge, committee governance, policy and procedure knowledge, board reporting knowledge and

School Mission and Program

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

To provide a college preparatory program focusing on a diverse student body making a positive impact on the community we serve.

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

The program will be college preparatory with an additional focus on Spanish

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

A successful school should possess a strong culture and mission along with a proven curriculum. Further, it will have a team atmosphere amongst staff/teachers and administration guiding towards a common goal.

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

Success can be determined in multiple ways. One will be EOG test scores. I would also deem success by increase in academic proficiency since testing may not give a full picture of a student's success. Further, I would deem family participation in the school to be an indicator of success. Family participation will fuel the mission and culture of the school.

Governance

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

The Board will oversee the operations of the school. The Board will delegate daily operations to the Head of School and review reports from the Head of School to oversee the progress of the school. Further, the board will make themselves available to the Head of School as needed for consult.

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

The first year is a transition year, therefore, success can be determined by respectable EOG test results, flat to favorable budget financial results.

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

Increased EOG test results, stability of staff, appropriate academic proficiency and reasonable family participation.

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 budget consistent with the growth pattern of the school affording a strong fiscal environment.

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 think the culture of a strong board is driven by good communication. I would ensure that a conversation is had with the offending member giving the offending member the ability to explain their position. If it is deemed that unethical conduct is occurring then I would follow the appointed structure of the board to deal with the matter accordingly.

*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, Nicole A Pasak, 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 Mountain Island Day Charter School is true and correct in every respect.

N. Pasak
Signature

9/21/17
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: Mountain Island Day School
2. Full name: John Rolland Blythe

Home Address: 8511 Tatebrook Lane, Huntersville, NC 28078

Business Name and Address: Rudisill, White & Kaplan, PLLC; 212 S. Tryon St., Ste 1440, Charlotte, NC 28281

Telephone No.: (704) 942-8141

E-mail address: jrblythe24@hotmail.com

3. Brief educational and employment history.
 - UNCW, B.A. Criminal Justice & Anthropology, 2000.
 - University of Memphis, Cecil C. Humphreys School of Law, J.D., *cum laude*, 2005.
 - N.C. law license: 8/2005.
 - Law Offices of John R. Blythe, 2005-2006, owner/attorney.
 - S.C. law license: 4/2007.
 - Rudisill, White & Kaplan, PLLC, 2006-present, attorney/partner/share-holder/certified N.C. Mediator.
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?

Our son, now 7, has been at MID for nearly three years. I have been active in the school insofar as coaching U6 basketball, and attending typical school functions. I was approached by a member of the current MID board about serving on this, the "new" Board should our application be approved. After explanation, I agreed soon thereafter because I believe this school offers an excellent education, but also a unique learning environment that I would be proud to be a part of in the capacity of a board member.

6. What is your understanding of the appropriate role of a public charter school board member?
A charter school board member should be responsible for oversight of the program as whole, and should ensure that it lives up to its charter as stated. The board must also vote on and make myriad decisions regarding the proper operation of the school. That said, the board must also allow the Head of School and their staff to carry out those directives and the day-to-day operations as set forth in the charter.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I currently serve on the existing MID board and have for several years.
I served on the Board of Elders ("Session") at Hopewell Presbyterian Church from 2010 to 2013.
I am a partner/shareholder in a Charlotte law firm responsible for generating my own business and managing staff and general operations.
These opportunities have afforded me the opportunity to engage in oversight, decision making on complex issues, delegation, reasoning, mediation and at times debate.
8. Describe the specific knowledge and experience that you would bring to the board.

See #7.

Additionally, my wife and I have worked with children of all of the 12 years we have been married, including as middle school and high school youth group leaders, 4-5 year-old Sunday school teachers, and now general oversight (with assistance of our neighbors) of 8 kids between 4-8 who roam our cul-de-sac on a daily basis (including our son). My experience working with/teaching children has spanned from international mission trips to breaking up back-yard brawls. This coupled with the experiences set forth in #7 provide a hopefully helpful skill/experience set.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide a college/vocational preparatory program focusing on a diverse student body who will make a positive impact on the community we serve, and beyond. The school understands that education is most effective when the approach to take the "whole child" into consideration. This school also believes that children are nurtured and most successful within a small school model.
2. What is your understanding of the school's proposed educational program?
MID provides a college preparatory program that uniquely prepares students for success in the economy -- both globally and increasingly more locally/regionally/nationally, through an emphasis on the Spanish language.
3. What do you believe to be the characteristics of a successful school?
A successful school should possess a strong culture and mission along with a proven curriculum. Further, it will have a team atmosphere amongst staff/teachers and administration guiding towards a common goal.

A successful school necessitates a clear goal/vision which is understood, shared and implemented by the board, faculty, staff, and parents. This goal/vision must produce an educational program that meets/exceeds the needs of all of its students, and a safe, positive environment where teachers are empowered and students can succeed.

4. How will you know that the school is succeeding (or not) in its mission?
Primarily based on the performance of MID students in school and the community. Beyond that, I believe success will be gauged by the developing character of the children at MID, graduating rates, family/parent involvement and support, student/staff retention, and school growth per the charter.

Governance

1. Describe the role that the board will play in the school's operation.
The board will set the mission and vision for the school and ensure that the mission and vision are carried out in the school's policies and operations. The Board will delegate daily operations to the Head of School and review reports from the Head of School to oversee the progress of the school. Further, the board will make themselves available to the Head of School as needed for consult, and will vote on key oversight/operations issues.
2. How will you know if the school is successful at the end of the first year of operation?
With the first year being a transitional year, I would define a "successful" first year as one that resulted in a successful conversion to an operating charter school - with strong test scores, minimal staff turnover, highly engaged parents, a high rate of student retention for the following year, and sound financial management/results.
3. How will you know at the end of five years of the schools is successful?
To me success at the end of year 5 will be marked by student achievement of predetermined benchmarks for testing, and by the schools' meeting of expectations regarding enrollment and graduation. It will also be marked by a high level of faculty and student retention, and highly engaged parents/families.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board, along with the Head of School, will need to set annual goals/benchmarks, the fulfillment of which will ensure that the mission and vision of the school are being met. The board will also need to adjust budgeting as needed to accommodate the growth and needs 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?
If I held such a belief, I would first approach the member(s), express my concern, and allow them the opportunity to provide their explanation. If acceptable, I would still be inclined to point this out and discuss with the entire board to hopefully head off any similar issues in the future. If the conduct still appeared unethical after explanation, I would bring it to the attention of the board and follow the appointed structure of the board to deal with the matter accordingly.

*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, JOHN R. BLYTHE, 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 Mt. Island Day Charter School is true and correct in every respect.

John R. Blythe
Signature

9/22/17
Date

John R. Blythe, Esq.
8511 Tatebrook Lane, Huntersville, NC 28078
(704) 942-8141
irblythe24@hotmail.com

Professional Experience

Rudisill, White & Kaplan, PLC

Dual Licensed (NC/SC) Attorney at Law/Certified Superior Court Mediator/Partner - July 2006 to present

- I practice exclusively in the field of workers' compensation defense, representing employers and insurers throughout North Carolina and South Carolina
- I also serve as a neutral pre-trial mediator in North Carolina workers' compensation cases
- As a firm partner, I am involved of all aspects of firm operation and management

Education

THE UNIVERSITY OF MEMPHIS, CECIL C. HUMPHREYS SCHOOL OF LAW, MEMPHIS, TN

- Juris Doctor, *cum laude*, 2005

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON, WILMINGTON, NC

- B.A. in Criminal Justice & Anthropology, 2000

Additional Skills

- Seven years of service as a Youth Group Leader at Hopewell Presbyterian Church
- Three years of service on the Session/Board of Elders at Hopewell Presbyterian Church
- Enjoys exercising, crossbow hunting and liger tracking

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: Mountain Island Day School
2. Full name: Thomas Walton Winstead

Home Address: 2111 Mt. Isle Harbor Drive

Business Name and Address: Early Beginnings CDC 11330 Rozzelles Ferry Road, Charlotte, NC 28214

Telephone No.: 704-609-5786

E-mail address: tw@midschool.org

3. Brief educational and employment history.
HS- Providence High School 91. UNC Charlotte: BFA Graphic Design and Illustration/Communications-Public Relations 97. Pfeiffer College: Masters of Christian Education 2000. PCUSA: Nationally Certified Christian Educator 2003. Union PSCE: Masters of Divinity 2010. PCUSA: Ordination as Teaching Elder 2012.

Rahman Construction 92-97 (College), Covenant Pres.- Interim Director of Youth Ministries 99. Sardis Pres.- Director of Youth Ministries 2000-2006. Early Beginnings CDC – President/DCE 2005-present. Mountain Island Day School Headmaster 2009-present.

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 am a founding member. My entire professional career has been dedicated to helping young people and families navigate life and education. This is a continuation of that mission.

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

To ensure that the approved mission and vision is the guiding focus of the school, that its policies and guidelines are upheld and directing the path of growth for the future. Also, to make sure academic performance meets the expectations of the Charter and its model, manage oversight of finances, and that the school adheres to all legal obligations.

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

I have served on the board of several non-profit organizations and LLC's in the roles of Officer, Executive Officer and member, as well as founding member. I was a founding member of the current school that is converting and have gained experience in the journey a school and an organization faces through transitions and how to get through them, thrive and use them to shape a unique organizational identity. I have developed programs, policy and mission from the ground up as well as from existing ones across most education/community related fields, sports, clubs, education, community, marketing, transportation, food, etc. I have served, chaired and co-chaired dozens of member/volunteer governed committees in a professional capacity of staff liaison as well as a fellow volunteer for the past 20 years. I have served in multiple Interim roles requiring me to learn, stabilize and improve or maintain the program as a "third party."

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

My roles throughout my career have included management of budgeting, finances, QuickBooks, staff relations, human resources, conflict resolution, evaluation, communication, teaching, research and development, school software, school technology, both "on the ground" and in supervision, have gone through the Advanced Ed accreditation process with success, and maintained a 5-Star NC childcare licensed educational facility every three years since 2005. I have managed the Fire and Sanitation roles and inspections of educational facilities for many years as well as many other relevant tasks to those of this board and school.

I have served in the administration of Mountain Island Day School since its founding in 2009. I have experience in growing new programs, overcoming growth obstacles, overseeing and maintaining stated mission plans in stake holders and bringing a group of people together to create a particular community. I have served on educational boards for the past 12 years as President, Vice President and other offices and in education staff positions. I have served, chaired and worked in member governed organizations for the past 20 years.

School Mission and Program

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

That the student is at the heart of all efforts. That the student is more than a desk, a name or a paper. That the school nurtures and develops that child and walks through life, not just with them but also with their family, so that the outcome is not just a child with a passing grade, but an individual who feels safe, loved, unique, special, valued and has developed educationally in a way that expanded their thinking, perspective and goals, achieving this, not simply through academic lessons but through cross-curricular efforts involving technology, language, problem solving, out of the box thinking, creative arts, and peer cooperation. That when those things are achieved, a marked quantifiable excellent education occurs.

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

That MID is based on a small school model for a college preparatory tract, using rigorous proven curriculum, such as Core Knowledge and others. Differentiation is sought within the smaller classrooms so students can achieve their highest level of success and that success is continuously monitored, assessed in quantifiable

means, evaluated and applied to improve the education. Preparing them, from the earliest year to experience college credits and work while in high school and to succeed in higher education after that. That education is to be sought in and out of the classroom in various methods and techniques and include foreign language through all age groups to expand learning and development.

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

It identifies the “product” as the student, the person, and all other efforts, data, achievements and goals derive from that. It maintains a small size community and classes so that the focus does not shift from the student to growth, or mere numbers management, and individuals are able to be known by the adults and mentors in their community as it relates to their academics as well as their life. It builds a real community and culture within all of its stake holders so they are able to serve, grow and develop together at school and at home. It has a clear educational plan that can be evaluated and measured and an ability to adjust it according to the results. It touches, in some way all areas of life for its stake holders and looks to offer a place for all of the different personalities, skills, interests and abilities found in its student body. It has a clear vision and mission that all stake holders can find ownership in. It has strong, clear well rounded leadership. It has clear and high expectations for its staff and administration in their teaching, behavior, character, performance and stake holder relationships. It has clear and high expectations for its students in their academics, behavior, character, achievements and development. It upholds those expectations and enforces the policies set to achieve them.

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

By the results of the supervision and monitoring of academic assessment tools and data. By the school culture, community and atmosphere created by all areas of its stake holders. By the maintaining of all legal, educational and organizational requirements. By the level of student and quality of person that is produced. By achievements and acknowledgments both individually and corporately in academics, athletics and other realms. By the percentage of students taking AP or Dual Credit classes, and graduates entering college or careers. By the financial health of the organization. By continued growth within its stated goal of students and resources and programs that continue to develop, stabilize and evolve. And by the use of and consistent evaluation of stake holder feedback.

Governance

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

The board, having set a clear mission and vision and having the operations of the school that is converting clearly defined, will supervise, evaluate and support the administration as they operate the daily functions of the school. They will provide vision, goals and policies, while the administration will define strategies and procedures to implement and enforce them.

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

As a conversion, if its school culture has been maintained. If its student body has shown growth from the start to the end of the school year. If the proposed budget was met and maintained and school resources remained healthy. If stake holder feedback affirms and identifies the uniqueness of the school model and mission and reflects ownership of that. If the Board and the administration have a healthy relationship. If the administration and the staff have a healthy relationship. If the Admin and Staff have a healthy relationship with the students and families. If the academic results meet the target goals relative to a year of transition.

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

In the same manner as above, yet also if the academic results have continued to grow and stabilize to those prior to the conversion. If all grades are encompassed with targeted class sizes. If graduation students have

found success. If employee and student retention is stable and within or above average expectations. If the programs of the school have continued to evolve, grow and achieve measurable results.

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

Primarily, to take ownership of and maintain the stated mission and vision of the school and to invest themselves as stake holders. Second, to properly continue to supervise, monitor and guide the school and its operational components.

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?

Prior to an issue, I would make sure the board had a code of ethics do define the ethical values within the school's mission, which MID does. I would follow the stated protocol to report a concern, whatever that may be. Presumably, I would first peak with the member of concern in a common manner to gain facts and insights on the believed issue. If that did not alleviate the concern, I would then speak discretely to the appointed member/officer for receiving reports of concern. I would then allow that member to follow the stated protocol for concerns and if they did not, proceed to the next appointed person for reports or, if none exist, to the relevant body of government or supervision.

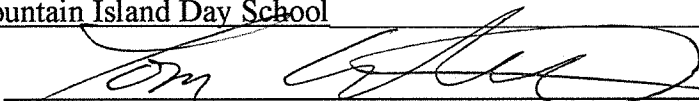
*Please include the following with your Information Form

- 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, Tom Winstead, 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 Mountain Island Day School Charter School is true and correct in every respect.



Signature

9-21-2017

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: Mountain Island Day School
2. Full name: Amy Bruining

Home Address: 7322 Darblay St., Huntersville, NC 28078

Business Name and Address: Central Piedmont Community College, PO Box 35009, Charlotte, NC 28235-5009

Telephone No.: 704-451-0534

E-mail address: amy.bruining@gmail.com

3. Brief educational and employment history.

I have a B.A. in History from James Madison University and a M.A.Ed. in Community College Administration. I have additional graduate coursework in Public History from the University of South Carolina. I have worked in higher education for 17 years at Central Piedmont Community College in a variety of leadership roles related to student success, academic program management, and institutional accreditation.

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 have two children who attended Mountain Island Day School from 2009-2010, the year of its inception, through 2016-2017. I was very involved as a parent and have seen the impact the school has on its students. I wish to serve on the board so that I can be part of helping that impact reach even more children in the community. I was asked to serve on the board by Tammy Winstead.

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

I believe that the role of a public charter school member is to help set the mission and vision for the institution and then ensure that the mission and vision are reflected throughout all of the school's policies

and processes. In addition, the board member should ensure that the school is operating in an ethical and responsible manner that serves the public good.

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

I have served on the board of the Meadowlake Preschool in Huntersville, North Carolina, for approximately two years. In addition, my graduate education included coursework in educational governance that focused on building effective boards for educational institutions. I have a background in developing educational policies and high-level processes and have worked with a number of other boards.

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

My contributions to the board include knowledge of the higher education landscape, including the Career and College Promise (the statewide program that provides dual enrollment opportunities for high school juniors and seniors at community colleges in which MID participates), strategic planning, data analysis, and leadership development experience.

School Mission and Program

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

The school's mission is to provide a college preparatory program that prepares students for study at the collegiate level. The guiding beliefs are that education is strongest when the approach is to the whole child and that children are nurtured and most successful within a small school model.

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

MID provides a college preparatory program that prepares students for the global economy through an emphasis on Spanish.

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

A successful school has a clear mission and vision shared by faculty, staff, and parents, an educational program that meets the needs of all of its students, and a secure, positive environment where teachers are empowered and students can succeed.

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

There are multiple ways to determine if a school is successful in fulfilling its mission. From a quantitative perspective, student performance data, including EOG scores, ACT/SAT/PSAT scores, and benchmark attainment can help determine if students are on a track for future success. In addition, more qualitative measures such as parent and teacher feedback are indicative of the school's culture and whether that is aligned with its mission.

Governance

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

The board will set the mission and vision for the school and ensure that the mission and vision are carried out in the school's policies and operations.

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

The school will have successfully converted to a charter school with strong test scores, minimal staff turnover, and a high rate of students retained for the following year.

3. How will you know at the end of five years of the schools is successful?
The school will have achieved any predetermined benchmarks for testing, enrollment, and graduation. Faculty and student retention will be high.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board, in conjunction with the Head of School, will need to set annual goals that further the mission and vision 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?
If a board member were suspected of acting unethically, I would speak first to the board member. If the unethical behavior was substantiated, then the chair and the remaining board members would be notified.

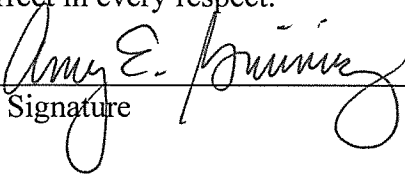
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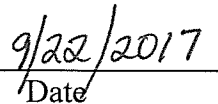
- a one page resume
- a national criminal background check

*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, Amy Bruining, 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 Mountain Island Day Charter School is true and correct in every respect.


Signature


Date

Appendix F:

Charter School Board Member Information Form

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve: Mountain Island Day School
2. Full name: Thomas Walton Winstead

Home Address: 2111 Mt. Isle Harbor Drive

Business Name and Address: Early Beginnings CDC 11330 Rozzelles Ferry Road, Charlotte, NC 28214

Telephone No.: 704-609-5786

E-mail address: tw@midschool.org

3. Brief educational and employment history.
HS- Providence High School 91. UNC Charlotte: BFA Graphic Design and Illustration/Communications-Public Relations 97. Pfeiffer College: Masters of Christian Education 2000. PCUSA: Nationally Certified Christian Educator 2003. Union PSCE: Masters of Divinity 2010. PCUSA: Ordination as Teaching Elder 2012.

Rahman Construction 92-97 (College), Covenant Pres.- Interim Director of Youth Ministries 99. Sardis Pres.- Director of Youth Ministries 2000-2006. Early Beginnings CDC – President/DCE 2005-present. Mountain Island Day School Headmaster 2009-present.

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 am a founding member. My entire professional career has been dedicated to helping young people and families navigate life and education. This is a continuation of that mission.

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

To ensure that the approved mission and vision is the guiding focus of the school, that its policies and guidelines are upheld and directing the path of growth for the future. Also, to make sure academic performance meets the expectations of the Charter and its model, manage oversight of finances, and that the school adheres to all legal obligations.

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

I have served on the board of several non-profit organizations and LLC's in the roles of Officer, Executive Officer and member, as well as founding member. I was a founding member of the current school that is converting and have gained experience in the journey a school and an organization faces through transitions and how to get through them, thrive and use them to shape a unique organizational identity. I have developed programs, policy and mission from the ground up as well as from existing ones across most education/community related fields, sports, clubs, education, community, marketing, transportation, food, etc. I have served, chaired and co-chaired dozens of member/volunteer governed committees in a professional capacity of staff liaison as well as a fellow volunteer for the past 20 years. I have served in multiple Interim roles requiring me to learn, stabilize and improve or maintain the program as a "third party."

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

My roles throughout my career have included management of budgeting, finances, QuickBooks, staff relations, human resources, conflict resolution, evaluation, communication, teaching, research and development, school software, school technology, both "on the ground" and in supervision, have gone through the Advanced Ed accreditation process with success, and maintained a 5-Star NC childcare licensed educational facility every three years since 2005. I have managed the Fire and Sanitation roles and inspections of educational facilities for many years as well as many other relevant tasks to those of this board and school.

I have served in the administration of Mountain Island Day School since its founding in 2009. I have experience in growing new programs, overcoming growth obstacles, overseeing and maintaining stated mission plans in stake holders and bringing a group of people together to create a particular community. I have served on educational boards for the past 12 years as President, Vice President and other offices and in education staff positions. I have served, chaired and worked in member governed organizations for the past 20 years.

School Mission and Program

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

That the student is at the heart of all efforts. That the student is more than a desk, a name or a paper. That the school nurtures and develops that child and walks through life, not just with them but also with their family, so that the outcome is not just a child with a passing grade, but an individual who feels safe, loved, unique, special, valued and has developed educationally in a way that expanded their thinking, perspective and goals, achieving this, not simply through academic lessons but through cross-curricular efforts involving technology, language, problem solving, out of the box thinking, creative arts, and peer cooperation. That when those things are achieved, a marked quantifiable excellent education occurs.

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

That MID is based on a small school model for a college preparatory tract, using rigorous proven curriculum, such as Core Knowledge and others. Differentiation is sought within the smaller classrooms so students can achieve their highest level of success and that success is continuously monitored, assessed in quantifiable

means, evaluated and applied to improve the education. Preparing them, from the earliest year to experience college credits and work while in high school and to succeed in higher education after that. That education is to be sought in and out of the classroom in various methods and techniques and include foreign language through all age groups to expand learning and development.

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

It identifies the “product” as the student, the person, and all other efforts, data, achievements and goals derive from that. It maintains a small size community and classes so that the focus does not shift from the student to growth, or mere numbers management, and individuals are able to be known by the adults and mentors in their community as it relates to their academics as well as their life. It builds a real community and culture within all of its stake holders so they are able to serve, grow and develop together at school and at home. It has a clear educational plan that can be evaluated and measured and an ability to adjust it according to the results. It touches, in some way all areas of life for its stake holders and looks to offer a place for all of the different personalities, skills, interests and abilities found in its student body. It has a clear vision and mission that all stake holders can find ownership in. It has strong, clear well rounded leadership. It has clear and high expectations for its staff and administration in their teaching, behavior, character, performance and stake holder relationships. It has clear and high expectations for its students in their academics, behavior, character, achievements and development. It upholds those expectations and enforces the policies set to achieve them.

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

By the results of the supervision and monitoring of academic assessment tools and data. By the school culture, community and atmosphere created by all areas of its stake holders. By the maintaining of all legal, educational and organizational requirements. By the level of student and quality of person that is produced. By achievements and acknowledgments both individually and corporately in academics, athletics and other realms. By the percentage of students taking AP or Dual Credit classes, and graduates entering college or careers. By the financial health of the organization. By continued growth within its stated goal of students and resources and programs that continue to develop, stabilize and evolve. And by the use of and consistent evaluation of stake holder feedback.

Governance

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

The board, having set a clear mission and vision and having the operations of the school that is converting clearly defined, will supervise, evaluate and support the administration as they operate the daily functions of the school. They will provide vision, goals and policies, while the administration will define strategies and procedures to implement and enforce them.

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

As a conversion, if its school culture has been maintained. If its student body has shown growth from the start to the end of the school year. If the proposed budget was met and maintained and school resources remained healthy. If stake holder feedback affirms and identifies the uniqueness of the school model and mission and reflects ownership of that. If the Board and the administration have a healthy relationship. If the administration and the staff have a healthy relationship. If the Admin and Staff have a healthy relationship with the students and families. If the academic results meet the target goals relative to a year of transition.

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

In the same manner as above, yet also if the academic results have continued to grow and stabilize to those prior to the conversion. If all grades are encompassed with targeted class sizes. If graduation students have

found success. If employee and student retention is stable and within or above average expectations. If the programs of the school have continued to evolve, grow and achieve measurable results.

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

Primarily, to take ownership of and maintain the stated mission and vision of the school and to invest themselves as stake holders. Second, to properly continue to supervise, monitor and guide the school and its operational components.

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?

Prior to an issue, I would make sure the board had a code of ethics do define the ethical values within the school's mission, which MID does. I would follow the stated protocol to report a concern, whatever that may be. Presumably, I would first peak with the member of concern in a common manner to gain facts and insights on the believed issue. If that did not alleviate the concern, I would then speak discretely to the appointed member/officer for receiving reports of concern. I would then allow that member to follow the stated protocol for concerns and if they did not, proceed to the next appointed person for reports or, if none exist, to the relevant body of government or supervision.


*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, Tom Winstead, 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 Mountain Island Day School Charter School is true and correct in every respect.



Signature

9-21-2017

Date

Amy E. Bruining

7322 Darblay St., Huntersville, NC 28078 | 704-451-0534 | amy.bruining@gmail.com

Education

MASTER OF ARTS IN EDUCATION | DECEMBER 2012 | WESTERN CAROLINA UNIVERSITY

- Major: Community College Administration

BACHELOR OF ARTS | MAY 1998 | JAMES MADISON UNIVERSITY

- Major: History
- Minor: Music

GRADUATE COURSEWORK | 1998-1999 | UNIVERSITY OF SOUTH CAROLINA

- Major: Public History/Museum Management

Experience

ASSISTANT TO THE VICE PRESIDENT FOR LEARNING & WORKFORCE DEVELOPMENT | CENTRAL PIEDMONT COMMUNITY COLLEGE | 1/2015 – PRESENT

- Provides leadership and oversight for 12 FT and PT staff members of the Instructional Course Management and Success through Academic Reporting (STAR) departments.
- Serves as the institutional liaison to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is responsible for submission of accreditation reports, notifications, and substantive changes.
- Maintains responsibility for academic compliance, including oversight of the program of study approval process.
- Coordinates projects relating to the operations of the Learning & Workforce Development Unit, including the Dean's List, FTE audit reports, dates and deadlines, Gainful Employment disclosure, and SACSCOC reporting.
- Ensure that academic catalog programs and courses are accurate and in compliance with NCCCS administrative rules and audit procedures.

ASSOCIATE DEAN OF GRADUATION & RECORDS | CENTRAL PIEDMONT COMMUNITY COLLEGE | 10/2010 – 1/2015

- Provided leadership and oversight for 16 FT and PT staff members of the Graduation and Student Records departments
- Implemented online graduation applications, online transcript requests, online grade change processes, and the Certificate Completion Project that has to date awarded more than 12,000 certificates to eligible students
- Submitted all electronic curriculum programs of study to NCCCS
- Coordinated annual graduation ceremonies, serving as either chair or co-chair of the College Graduation Committee (2004 – present)
- Served as Section Leader for the College-Level Programs section of the CPCC Catalog (2010-2013).

DIRECTOR OF GRADUATION & INSTITUTIONAL RECORDS MANAGEMENT | CENTRAL PIEDMONT COMMUNITY COLLEGE | 11/2000 – 10/2010

- Managed department of 6 FT and PT staff overseeing certification of college and Adult High School graduates
- Coordinated annual graduation ceremonies, including serving as either chair or co-chair of both the College Graduation Committee (2004-present) and the Adult High School/GED Graduation Committee (chair 2003-2005)
- Created and maintained Degree Audit module of Colleague
- Submitted all program of study revisions to NCCCS
- Served as Records Manager for college institutional records

COORDINATOR OF VOLUNTEERS & COLLECTIONS | HISTORIC LATTA PLANTATION | 8/1999 – 11/2000

- Responsible for the registration, care, and inventory of site collections and historic properties
- Responsible for the recruitment, training, and scheduling of the site's volunteer corps
- Assisted with historical research and educational programming
- Installed PastPerfect collections software and entered collections data

John R. Blythe, Esq.
8511 Tatebrook Lane, Huntersville, NC 28078
(704) 942-8141
jrblythe24@hotmail.com

Professional Experience

Rudisill, White & Kaplan, PLC

Dual Licensed (NC/SC) Attorney at Law/Certified Superior Court Mediator/Partner - July 2006 to present

- I practice exclusively in the field of workers' compensation defense, representing employers and insurers throughout North Carolina and South Carolina
- I also serve as a neutral pre-trial mediator in North Carolina workers' compensation cases
- As a firm partner, I am involved of all aspects of firm operation and management

Education

THE UNIVERSITY OF MEMPHIS, CECIL C. HUMPHREYS SCHOOL OF LAW, MEMPHIS, TN

- Juris Doctor, *cum laude*, 2005

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON, WILMINGTON, NC

- B.A. in Criminal Justice & Anthropology, 2000

Additional Skills

- Seven years of service as a Youth Group Leader at Hopewell Presbyterian Church
- Three years of service on the Session/Board of Elders at Hopewell Presbyterian Church
- Enjoys exercising, crossbow hunting and liger tracking

Kristen Cannon Lanier, Ed.D

5439 Alpine Lane - Charlotte, NC 28269

Mobile: 704-609-4615 Email: Kristen.lanier@cms.k12.nc.us

EDUCATION

Doctor of Education, Dissertation Topic: Teacher Expectations of African American Students: GPA 4.00

August 2004 - August 2007

Gardner-Webb University Boiling Springs, North Carolina

Master of School Administration, Curriculum Instruction Specialist, Educational Administration: GPA 3.73

August 2001 – August 2003

University of North Carolina at Charlotte Charlotte, North Carolina

Post-Baccalaureate, Certification in Marketing Education: GPA 4.00

August 1997- August 1998

East Carolina University Greenville, North Carolina

Bachelor of Science, Major: Textile and Apparel Management, Concentration: Law and Labor Relations, Marketing, Minor: Business Management GPA: 2.59

August 1992- May 1996

North Carolina State University Raleigh, North Carolina

WORK EXPERIENCES

Charlotte Mecklenburg Schools, Turning Point Academy

July 2015- Current

Charlotte Mecklenburg Schools, Zebulon B. Vance High School

July 2013- June 2015

Charlotte Mecklenburg Schools, Myers Park High School

July 1997- July 2013

ADDITIONAL LEADERSHIP EXPERIENCE

IB Certified Administrator

Mecklenburg County Sherriff's Office: Level 3 Secured Entry Clearance

North Carolina Marketing Educator Hall of Fame

Queens University, SUP Editorial Team

Gardner-Webb University, Adjunct Professor

Inside Myers Park, community magazine, contributor

ADDITIONAL CERTIFICATIONS

CPI, AED, CPR, First Aid, First Responder

NICOLE A. PAJAK

2722 Oakdale Pasture Drive
Charlotte, NC 28216
(704) 780-4574

EDUCATION:

Master, Business Administration, Medaille College, Buffalo, NY, May 2002

Bachelor of Science, English, Roberts Wesleyan College, Rochester, NY, May 1995

PROFESSIONAL EXPERIENCE:

Ally Financial Inc., Charlotte, NC

Compliance Manager – Monitoring and Testing (February 2016 to present)

Senior Risk Analyst – Economic Capital (May 2014 to February 2016)

Senior Risk Analyst - Governance (August 2011 to May 2014)

Bank of America, Charlotte, NC

Senior Analyst Reporting and Governance (May 2009 to August 2011)

Business Support Manager (April 2007 to May 2009)

Senior Financial Analyst (February 2005 to April 2007)

Food Lion, LLC, Salisbury, NC

Senior Financial Analyst (July 2004 to February 2005)

M&T Bank, Buffalo, NY

Financial Analyst (September 2002 – July 2004)

Assistant Corporate Secretary (November 1999 – September 2002)

HSBC, Buffalo, NY

Operations Specialist (September 1998 – November 1999)

Operations Clerk (August 1997 – September 1998)

Denise M. Syles-Ballard

Charlotte, NC 28216

Contact Information: (615) 671-7439

dsyles@aol.com

SUMMARY

Self-motivated leader, with strengths in organizational operations, service delivery and customer satisfaction. Successful in coordinating multiple projects and meeting deadlines under pressure. Skilled and savvy communicator with the ability to relate complex services and programs to all stakeholders.

PROFESSIONAL EXPERIENCE

Mecklenburg County Department of Social Services- Youth and Family Services Division-Children's Administration Services

Social Work Supervisor: Recruitment and Adoption Services

May 2009-Present

- Implemented a program redesign that successfully cleared a problematic backlog of 173/153 adoption cases in 2009/2010.
- Initiated and presided over the first successful State Wide Adoption Conference in 2012 and subsequent years 2013, 2014, 2015 and 2016.
- Assist in the planning and coordination of community recruitment/adoptions events including the Youth Adoption Conferences.
- Assisted in the planning and coordination of the 2nd Annual Mecklenburg County Kinship Conference (October 2016)
- Participated on the Mecklenburg County DSS Kinship Initiative
- Serve on the Mecklenburg County Kinship Advisory Committee.
- Responsible for the requesting yearly fiscal funding through the Special Children's Adoption Promotion program.
- Responsible for the daily actions of a team of five to seven recruitment/adoption social workers.
- Review, provide recommendations for corrections and approve pre-placement assessments for adoption services.
- Responsible for responding to inquiries via various community platforms (in person, phone, email, social media).
- Provisional Supervisor for Mecklenburg County Visitation Unit from October 2012-January 2013.

Interim Senior Social Services Manager: Geo-District Four

August 2008- February 2009

- Directed programmatic operations of child protective services continuum including investigations, case planning & case management, permanency planning and visitation services to ensure safety of children within Mecklenburg County.
- Managed 50-80 child protective services employees in meeting the safety and wellbeing needs of children.
- Used problem-solving skills to ensure safety of staff and protection of children within care monitored mechanisms for tracking outcome measures to enhance best practice.
- Managed continued compliance with local, state and federal laws governing child welfare practices.

Social Work Supervisor: Permanency Planning (Foster Care Services)

February 2007-May 2009

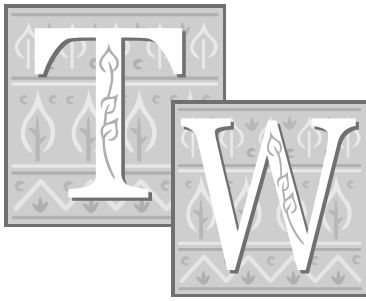
- Supervised service delivery to children who have been abused or neglected or termed dependent by the Mecklenburg County Juvenile Court System for a team of six to 13 Permanency Planning Social Workers.
- Managed crisis resolution to minimize risk while simultaneously reunifying children with their biological families.

Mecklenburg County DSS/YFS	Senior Social Worker-Permanency Planning	August 2004-February 2007
Northeast Medical Center	Medical Social Worker-Cardiac Services	October 2003-December 2004
Lash Group Inc.	Senior Reimbursement Health Care Consultant	December 2000-October 2003
Mecklenburg County DS/YFS	Social Worker-Emergency Assistance Services	November 1996-November 2000
Mecklenburg County DSS/YFS	Social Work Assistant/Health Care Technician	February 1995-November 1996
The Salvation Army	Weekend Supervisor-Shelter Operations	May 1999-May 2004

EDUCATION

University of North Carolina-Charlotte, Charlotte, NC 28223
Pfeiffer University, Charlotte, NC 28209
Capella University, Minneapolis, MN 55402

Bachelor of Social Work
Master of Science in Organizational Management
Master of Science in Human Resource Management



Tammy Christine Winstead

2111 Mt. Isle Harbor Drive

Charlotte, NC 28214

PH 704-609-1149

Fax 704-943-5445

twinstead@earlybeginningscdc.com

Work Experience: Organizational/Property Management

Vice President of Board of Directors/Co-Founder 2003-present
Early Beginnings Child Development Center

Member/Operator/Co-Founder 2015-present
TNT Management, LLC

Member/Operator/Co-Founder 2016-present
Fallsdale Project, LLC

Work Experience: Education Administration

VP of Operations Early Beginnings CDC 2005-present
Preschool

Director of Student Life of Mountain Island Day 2008-present
Day school

Work Experience: Management/Design

Designer and Sales
Springs Industries Fort Mill NC 1997 - 2005

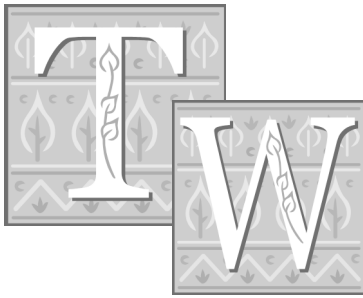
Claims Associate
Allstate Insurance Company Charlotte NC 1995-1997

Assistant Manager
Fitness Zone Huntersville NC 1994-1995

Education:

UNC-Charlotte
Studied Bachelor of Arts in Psychology with a Minor in Communications

North Mecklenburg
High School Diploma



The Reverend Thomas Walton Winstead

2111 Mt. Isle Harbor Drive
 Charlotte, NC 28214
 PH 704-609-5786
 Fax 704-943-5445
 tw@midschool.org

Work Experience: Organizational/Other

President of Board of Directors/Co-Founder <i>Early Beginnings Child Development Center</i>	2003-present
Member/Operator/Co-Founder <i>TNT Management, LLC</i>	2015-present
Member/Operator/Co-Founder/Co-Owner <i>Fallsdale Project, LLC</i>	2016-present

Work Experience: Ministry/Education/Administration

Director of Christian Education/Administration	2005-present-Preschool
Headmaster Early Beginnings CDC & Mountain Island Day School Charlotte NC	2008-present-Day school
Interim Director of Youth Ministries/Intern Hopewell Presbyterian Church	2008 - Intern, 2010- Interim 500 Members (2 years)
Interim Director of Youth Ministries First Presbyterian Church - Gastonia	2007-2008 (8 months) 1500 Member
Director of Youth Ministries Sardis Presbyterian Church	2000-2005 (5.9 years) 2500 Member
Interim Director of Youth Ministries Covenant Presbyterian Church	1999-2000 (1 year) 2500 Members
Trim Carpenter Rathemann Construction	1992-1998 (6 years)

Education:

Presbyterian Church (USA)- Charlotte Presbytery Minister of Word and Sacrament/Teaching Elder	2012
Union-PSCE at Charlotte Master of Divinity	2010
Presbyterian Church (USA)- Charlotte Presbytery Certified Christian Educator of the PC(USA)	2003
Pfeiffer University Master of Arts – Christian Education Charlotte, NC	2001
UNC-Charlotte Bachelor of Fine Arts – Graphic Design and Illustration Minor – Communications - Public Relations	1997 (Dual Degree)
Providence High School Charlotte, NC	1991



BYLAWS OF MOUNTAIN ISLAND DAY SCHOOL

ARTICLE I Organization

Article 1.1 Name. The name of the corporation is Mountain Island Day School. The charter shall operate under the corporation as:

Mountain Island Day School

Article 1.2 Principal Office and Other Office. The Corporation's principal office, known place of business, and place where its records shall be kept is 1209 Little Rock Road Charlotte NC 28214. The Corporation may change its principal office, or adopt other and additional offices, as the Board may designate from time to time.

Article 1.3 Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form.

Article 1.4 Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

Article 1.5 Registered Agent . The name address of the Corporations registered agent is Tammy Winstead, Board Member. Address. 2111 Mt Isle Harbor Drive Charlotte NC 28214.

ARTICLE II Purpose

Article 2.1 The Corporation is organized for the purpose of being a Charter School under the Charter School Act of 1996, as codified in North Carolina General Statute 115C-238.29A et seq.

ARTICLE III
Members

Article 3.1 Members There shall be no members in the Corporation unless provisions for them are later made through an amendment to the Articles of Incorporation.

ARTICLE IV
Board of Directors

Article 4.1 General Powers. The Corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

Article 4.2 Number and Term. The Board of Directors shall consist of a minimum of 5 and a maximum of 9 directors. The actual number of Directors shall be determined from time-to-time at the discretion of the board. Directors shall serve for terms of three years, or until their successor assume office.

Article 4.3. Composition

Article 4.3.1 The School Director of the day school shall serve by designation as an ex officio, non-voting member of the Board of Directors.

Article 4.3.2 One Board seat shall be reserved for a Board member from The Fallsdale Project.

Article 4.4 Authority. The powers of the Board of Directors shall include, without limitation, the authority to do the following:

Article 4.4.1 Appointments. Appoint, remove, replace, and supervise all the Corporation's officers and any of the Corporation's employees;

Article 4.4.2 Investment. Invest and expend Corporation funds in order to carry out all the Corporations business;

Article 4.4.3 Agents Employ or discharge agents, employees, and independent contractors;

Article 4.4.4 Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporations business and otherwise to carry out the Corporation's intent and purpose;

Article 4.4.5 Insurance. Obtain liability, property and other insurance as necessary to properly protect the Corporation's business and properties and the Corporation's officers, directors, managers, members, and employees;

Article 4.4.6 Litigation. Institute litigation on routine collection matters for payments due to the Corporation for services rendered by or arranged by the Corporation;

Article 4.4.7 Borrowing. Borrow money for Corporate purposes;

Article 4.4.8 Execute Documents. Execute any instruments or documents necessary or convenient to carry on Corporation business; and

Article 4.4.9 Establish Procedures. Establish operating procedures, requirements, policies and guidelines for the Corporation which shall be implemented and followed by the Corporation's officers, employees, and independent contractors.

Article 4.5 Policies and Procedures. The Board of Directors shall be authorized from time to time to adjust, amend and repeal such policies and procedures as it may deem necessary or appropriate to govern the Corporation's operations.

Article 4.6 Action by the Board of Directors. A majority vote is required and sufficient for the Board of Directors to act except in those instances specifically described herein and in the Articles of Incorporation where a super-majority is required in order for the Board of Directors to act or in those designated instances when unanimous consent is required for it to act.

Article 4.7 Committees. The Board of Directors may establish, from time to time and at its discretion, establish committees in order to accomplish the goals and conduct of the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment or others as may be needed. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

Article 4.8 Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Director shall receive any compensation for his or her services as a Director. The Board of Directors may at any time and from time to time by resolution provide that Directors shall be reimbursed for their actual expenses.

Article 4.9 Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Article 4.10 Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Corporation's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Corporation's business.

Article 4.11 Director Responsibilities. All board members will be required to demonstrate commitment to the mission of the corporation and to Mountain Island Day Charter School Inc. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three (3) consecutive meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one (1) fiscal year may be subject to removal.

Article 4.12 Vacancies. Any Board of Directors member may be removed with or without cause only by a simple majority vote of the Board at any meeting.

ARTICLE V

Board of Director Meetings

Article 5.1 Regular Meetings. The Board of Directors shall meet at least ten times per year, at such times and locations as it may determine suitable and appropriate. An annual meeting shall be held in the month of September each year unless determined otherwise by the Board of Directors. Reasonable notice of all Directors' meetings shall be provided to each Director by mail, telephone, or other means of communication as deemed appropriate by the Chairperson of the Board of Directors. All meetings of the Board of Directors shall comply with the open meetings law, 115C-4, of the North Carolina Public School Law.

Article 5.2 Special Meetings. The Board of Directors also may hold special meetings called by the Chair or when a majority of the Board of Directors members shall request a meeting. In the event that Special Meeting is called, each Board of Directors member shall be given 48 hours' notice of that Special meeting. No other business but that specified in the notice may be transacted without the unanimous consent of all present at such meeting. Any special meetings of the Board of Directors of the Company shall be announced and held in compliance with the open meeting law.

Article 5.3 Quorum. The presence of at least one half of the Directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation; however, a lesser number may reschedule a meeting, and the Corporation shall cause notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. Except as otherwise provided in these

Bylaws or in the Corporations' Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

Article 5.4 Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

Article 5.5 Compliance with NC Open Meeting Laws. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with North Carolina law relating to meetings of public bodies.

Article 5.6 Procedure. All business conducted at the meetings of the Corporation, including meetings of the Board of Directors, shall be conducted pursuant to Robert's Rules and Order or a reasonable, comparable format.

Article 5.7 Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interest of the Corporation and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from voting on the particular matter. In addition, the Corporation shall comply with the voting and disclosures provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31

ARTICLE VI **Officers**

Article 6.1 Officers. The Corporation's officers shall consist of a Chairperson, a Vice Chair, a secretary, and a Treasurer and such other officers as determined appropriate by the Board of Directors. Each officer designated by the Board of Directors shall have such authority and perform such duties as the Board of Directors may from time to time determine. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the same person, other than the office of President and Secretary. An officer may, but need not be, a member of the Board of Directors of the Corporation.

Article 6.2 Nominating Procedures. The Board of Directors shall appoint a Nominating Committee whose responsibility is will be to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The board of Directors may accept or decline the slate presented by the slated committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson.

Article 6.3 Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a majority vote of the Board of Directors at any

regular or special meeting held by the Board of Directors. The removal of a person as an officer of the Corporation does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Corporation. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Corporation; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Article 6.4 Duties of the Chairperson. The Chairperson shall preside at all the meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chairperson shall establish the agenda, in consultation with the School Director, for each meeting of the Board of Directors, and have such powers as may be reasonably construed as belonging to the chief executive of any corporation, including the appointment of committees, committee chairpersons, and committee membership. The Chair shall perform such other duties as the Board of Directors may prescribe.

Article 6.5 Duties of the Vice Chair. In the absences of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Chair shall have such other powers and perform such other duties as the Board of Director Chair may prescribe including acting as the parliamentarian of the Corporation.

Article 6.6 Duties of the Secretary. The secretary shall cause minutes of the Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consent of the Board of Directors, these Bylaws, and other records as required by law are properly kept. The Secretary shall file any certificate, reports, and/or other filings required by any local federal and/or state statute(s), give and serve all notices to Directors of the Corporation maintain custody of the records and seal of the Corporation, submit to the Board of Directors any communication which shall be addressed to the Secretary of the Corporation, attend all correspondence of the Corporation and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officers to impress the Corporation seal, if any, on any instrument signed by the President or any other duly authorized person, and to attest to the same. The secretary shall perform such other duties as may be assigned, from time to time, by the President or the Board of Directors.

Article 6.7 Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody and management of the monies, assets, property and or securities of the Corporation. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine a written account of the finances of the Corporation, and shall exercise all duties incidents to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

Article 6.8 Duties of the Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

Article 6.9 Terms of Officers. Each other shall hold office for a term of one year or until such time as his successor has been elected by the Board of Directors. Any officer may serve for more than one term.

Article 6.10 Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

ARTICLE VII **School Directors**

Article 7.1 Selection. The School Director(s) shall be appointed by the Board of Directors. The School Director(s) shall receive such compensation as the Board may direct. The School Director(s) may not serve as an officer or a board member of the Corporation.

Article 7.2 Duties. The School Director (s) shall carry out the policies established by the Governing Board and shall be directly responsible to the Board of Directors.

ARTICLE VIII **Indemnification**

Article 8.1 Indemnification. The Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative including all appeal (other than an action, suit, proceeding by or in the right of the Corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the Corporation or is or was serving at the request of the Corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgements, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interest of the Corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgement, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not of itself, create a presumption that the person acted or failed to act opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX
Contracts, Checks, Loans, Deposits, and Gifts

Article 9.1 Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Article 9.2 Negotiable Instruments. All checks, drafts, or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Corporation's name shall bear the signatures of those officers or employees of the Corporation as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

Article 9.3 Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE X
Amendments

Article 10.1 Contracts. The Power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new languages to be inserted. Amendments require an affirmative vote from two-thirds of the Board of Directors. Material changes to the Bylaws require approval from the North Carolina State Board of Education.

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 Date Filed: 8/13/2008 8:29:00 AM
 Elaine F. Marshall
 North Carolina Secretary of State
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State of North Carolina
 Department of the Secretary of State

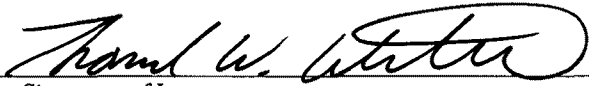
ARTICLES OF INCORPORATION
 NONPROFIT CORPORATION

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

1. The name of the corporation is: Mountain Island Day School
2. _____ (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 11330 Rozzelles Ferry Rd
 City, State, Zip Code Charlotte NC 28214 County Mecklenburg
4. The mailing address *if different from the street address* of the initial registered office is:
N/A
5. The name of the initial registered agent is:
THOMAS WINSTEAD
6. The name and address of each incorporator is as follows: Thomas Winstead 2111 Mt Isle
HARBOE CHARLOTTE NC 28214
7. (Check either a or b below.)
 a. ___ The corporation will have members.
 b. The corporation will not have members.
8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
9. Any other provisions which the corporation elects to include are attached.
10. The street address and county of the principal office of the corporation is:
 Number and Street 11330 Rozzelles Ferry Rd
 City, State, Zip Code Charlotte NC 28214 County Mecklenburg
11. The mailing address *if different from the street address* of the principal office is:
N/A

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

This is the 8th day of August, 2008.


Signature of Incorporator

Thomas^{w.} Winstead
Type or print Incorporator's name and title, if any

NOTES:

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

Purpose of Corporation

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

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

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

Prohibited Activities

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

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

Distributions Upon Dissolution

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

**State of North Carolina
Department of the Secretary of State**

**ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

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

1. The name of the corporation is: _____

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

3. The date of adoption of each amendment was as follows: _____

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

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

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

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

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

This the _____ day of _____, 20_____.

Name of Corporation

Signature

Type or Print Name and Title

Notes:

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

**Instructions for Filing
ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

- Item 1** Enter the complete corporate name exactly as it appears in the records of the Secretary of State.
- Item 2** See form.
- Item 3** Enter the date(s) the amendment(s) was (were) adopted.
- Item 4** Select the appropriate method(s) of adoption for the amendment(s) from those listed and complete.
- Item 5** The document will be effective on the date and time of filing, unless a delayed date or an effective time (on the day of filing) is specified. If a delayed effective date is specified without a time it will be effective at 11:59:59 p.m. Raleigh, North Carolina time on the day specified. If a delayed effective date is specified with a time, the document will be effective on the day and at the time specified. A delayed effective date may be specified up to and including the 90th day after the day of filing.

Date and Execution

Enter the date the document was executed.

In the blanks provided enter:

- The name of the corporation as it appears in Item 1.
- The signature of the representative of the corporation executing the document (may be the presiding officer of the board of directors or any officer of the corporation).
- The name and title of the above-signed representative.

Policy No. MAC 1400327 01 00
Renewal Of MAC 1400327 00

POLICY COMMON DECLARATIONS

NAMED INSURED Fallsdale Project LLC Mt. Island Day School AND ADDRESS: 2111 Mt. Isle Harbor Drive Charlotte, NC 28214	
IN RETURN FOR PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.	AGENT'S NAME AND ADDRESS: Jackson Sumner & Associates, Inc PO Box 2540 Boone, NC 28607
Insurance is afforded by the Company named below, a Capital Stock Corporation: Great American Insurance Company	
POLICY PERIOD: From 08/10/2017 To 08/10/2018 12:01 A.M. Standard Time at the address of the Named Insured	

This policy consists of the following Coverage Parts for which a premium is indicated. This premium may be subject to adjustment.

	Premium
Commercial Property	\$ 20,708.00
Commercial General Liability	
Commercial Crime and Fidelity	
Commercial Inland Marine	
Commercial Equipment Breakdown	\$ 1,442.00
Commercial Auto	
Commercial Umbrella	
Total	\$ 22,150.00

FORMS AND ENDORSEMENTS applicable to all Coverage Parts and made part of this Policy at time of issue are listed on the attached Forms and Endorsements Schedule IL 88 01 (11/85).	POLICY ALTERNATE MAILING ADDRESS:
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September 21, 2017

Business Insurance Consulting and Brokerage Services



Prepared for
Mt. Island Day School

Presented by:
Belinda Turner
Risk Advisor

PREMIUM SUMMARY

Business Automobile	\$3500
Building & Contents	\$22,150
General Liability	\$4,500
Crime	\$1,000
Officer & Directors/Errors & Omissions	\$2500
Estimated Annual Investment	\$33650

Disclaimer: The intent of this insurance proposal is not to be a reproduction of the insurance policy, but to give a summary of possible coverages. Consult the policy for definitions and limitations. Determination of the adequacy of coverages and limits of protection is your responsibility. Please contact SIA Group at 1-800-682-7741.

Management Report

Early Beginnings CDC dba Mountain Island Day
For the period ended December 31, 2014



Prepared on
September 19, 2017

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Statement of Activity

January - December 2014

	Total
REVENUE	
Non-Profit Revenue Donations and Fundraising profit	
Donations to PTO	28,685.77
Total Non-Profit Revenue Donations and Fundraising profit	28,685.77
Refunds-Allowances	2,875.14
Tuition	1,294,210.62
Tuition - Preschool	1,641,648.92
Preschool Tuition - CCRI	874.80
Total Tuition - Preschool	1,642,523.72
Total Revenue	2,968,295.25
GROSS PROFIT	
	2,968,295.25
EXPENDITURES	
Advertising	13,286.61
Advertising - Recruiting Staff	225.00
Total Advertising	13,511.61
Auto	
Auto - Gas	27,835.96
Auto- Repairs and Maintenance	9,609.34
Total Auto	37,445.30
Bank Charges	11,211.69
Bank Charges - Bounced Tuition Checks	8,783.75
Bank Charges - Deposit Corrections	950.00
Credit Card Charges and Fees	1,259.74
Total Bank Charges	22,205.18
Charitable Contributions	590.00
Dues & Subscriptions	5,680.52
Sport Program Dues and Fees	2,345.00
Total Dues & Subscriptions	8,025.52
Employee Compliance Expenses	305.13
Employee Certifications	435.00
Employee Training and Continuing Education	1,572.48
Total Employee Compliance Expenses	2,312.61
Field Trip Admissions	18,176.84
Food	
Food - Before/Afterschool Meals and Snacks	5,248.52
Food - Day School Catering	19,165.80
Food - Daycare Meals and Snacks	79,608.86
Food - Special Events	7,241.98
Total Food	111,265.16
Fundraising Expenses	16,397.91
Insurance	2,286.80
Insurance - Auto	7,421.37
Insurance - Dental - Employees	31,696.47

	Total
Insurance - Health - Employees	73,785.12
Insurance - Life - Employees	887.75
Insurance - Workers Compensation	8,841.27
Total Insurance	124,918.78
Insurance - Liability	9,815.51
Interest Paid	
Credit Card Interest Paid	2,496.51
Loan Interest Paid	65,284.76
Total Interest Paid	67,781.27
Legal & Professional Fees	10,004.33
Accounting and CPA fees	295.00
Tuition Express - Processing Tuition Payments	5,310.28
Total Legal & Professional Fees	15,609.61
License Expense	1,319.89
Meals and Entertainment	
Cost of Labor - work lunch/dinner meetings	1,758.86
Entertainment - Employee Appreciation	3,345.01
Total Meals and Entertainment	5,103.87
Office Expenses	7,599.06
Postage and Delivery	905.63
Total Office Expenses	8,504.69
Pastoral Care	135.22
Payroll Expenditures	
Payroll - Payroll Company Services	7,181.83
Payroll - Salaries and Wages	1,158,095.07
EB Preschool Payroll	191,613.93
MID Day School Payroll	120,785.18
Total Payroll - Salaries and Wages	1,470,494.18
Substitute Teachers/Workers	150.00
Total Payroll Expenditures	1,477,826.01
Payroll Tax Expense	501,212.13
Printing, Reproduction, Stationary	12,335.41
Promotional	1,340.00
Refunded Parent Tuition	10,977.87
Rent or Lease	110,595.13
Repair & Maintenance	19,074.68
Repair & Maintenance - Computer Equipment	402.22
Repair & Maintenance - Grounds Supplies	5,465.11
Repair & Maintenance- Grounds Keeping Expense	17,247.40
Repair & Maintenance- Janitorial Expense	10,422.05
Total Repair & Maintenance	52,611.46
Subcontractors	15,528.10
Summer Camp Activity	8,187.11
Summer Camp Field Trip Admissions	17,864.41
Total Summer Camp Activity	26,051.52

	Total
Supplies	
Art Supplies & Materials	790.99
Chapel Supplies	445.67
Classroom Supplies	15,412.15
Garden Supplies & Materials	211.11
Janitorial Supplies	30,630.75
Office Supplies	5,185.16
Special Event Supplies & Materials	6,485.05
Sports Program Supplies	963.18
Supplies & Materials - playground	944.86
Total Supplies	61,068.92
Taxes & Licenses	7,738.13
Unapplied Cash Bill Payment Expenditure	-770.00
Uncategorized Expenditure	292.79
Uniforms	
Uniforms - Students	492.45
Total Uniforms	492.45
Utilities	
Utilities - Electricity	38,645.88
Utilities - Fire and Security Alarm Monitoring	1,219.05
Utilities - Internet/web/email hosting	6,769.23
Utilities - Natural Gas	3,725.28
Utilities - Telephones	13,516.11
Utilities - Waste Removal	9,178.78
Utilities - Water	10,777.06
Total Utilities	83,831.39
Total Expenditures	2,824,250.28
NET OPERATING REVENUE	144,044.97
OTHER REVENUE	
Interest Earned	2.08
Total Other Revenue	2.08
OTHER EXPENDITURES	
Depreciation	67,681.00
Miscellaneous	934.07
Reconciliation Discrepancies	-17,560.28
Total Other Expenditures	51,054.79
NET OTHER REVENUE	-51,052.71
NET REVENUE	\$92,992.26

Statement of Financial Position

As of December 31, 2014

	Total
ASSETS	
Current Assets	
Bank Accounts	
EB First Citizens - 3357	7,755.07
MID Main First Citizens- 3349	4,256.76
MID Payroll First Citizens	58.00
Sun Trust Bank Main	19,528.66
Yadkin Bank (American Community)	7,422.17
Total Bank Accounts	39,020.66
Other Current Assets	
Tom/Tammy Winstead- Pre-Jan. 2014	15,145.06
Toys and Games	628.79
Uniforms - Stock	
Other	1,831.50
Sports issued	781.00
Staff	2,366.67
Total Uniforms - Stock	4,979.17
Total Other Current Assets	20,753.02
Total Current Assets	59,773.68
Fixed Assets	
Curriculum - Books and software	15,997.61
Depreciation	-1,253.00
Total Curriculum - Books and software	14,744.61
Decorations	2,075.48
Depreciation	-297.00
Total Decorations	1,778.48
Forwarded Buildings, Pre-Jan. 2014	
Depreciation	-269,599.02
Original Cost	1,121,500.15
Total Forwarded Buildings, Pre-Jan. 2014	851,901.13
Forwarded Land, Pre-Jan. 2014- Rozzelles	366,910.00
Forwarded Leasehold Improvements, Pre-Jan. 2014	
Depreciation	-5,941.95
Original Cost	57,241.96
Total Forwarded Leasehold Improvements, Pre-Jan. 2014	51,300.01
Forwarded Other Equipment-Furniture, Pre-Jan. 2014	
Depreciation	-282,455.00
Original Cost	340,559.33
Total Forwarded Other Equipment-Furniture, Pre-Jan. 2014	58,104.33
Furniture & Fixtures	0.00
Furniture & Fixtures - Classrooms	0.00
Depreciation	-420.00
Original Cost	2,943.47

	Total
Total Furniture & Fixtures - Classrooms	2,523.47
Furniture & Fixtures - Offices	0.00
Depreciation	-1,690.00
Original Cost	11,838.53
Total Furniture & Fixtures - Offices	10,148.53
Furniture & Fixtures - Playground	0.00
Depreciation	-106.00
Original Cost	743.37
Total Furniture & Fixtures - Playground	637.37
Total Furniture & Fixtures	13,309.37
Machinery & Equipment	0.00
Machinery & Equipment - Computer Equipment	0.00
Depreciation	-1,773.00
Original Cost	12,184.04
Total Machinery & Equipment - Computer Equipment	10,411.04
Machinery & Equipment - Janitorial/maintenance	0.00
Depreciation	-239.00
Original Cost	1,675.48
Total Machinery & Equipment - Janitorial/maintenance	1,436.48
Machinery & Equipment - Kitchen Equipment	0.00
Depreciation	-264.00
Original Cost	1,847.14
Total Machinery & Equipment - Kitchen Equipment	1,583.14
Machinery & Equipment - Office equipment	0.00
Depreciation	-1,196.00
Original Cost	8,372.33
Total Machinery & Equipment - Office equipment	7,176.33
Machinery & Equipment - Sports Equipment	0.00
Depreciation	-511.00
Original Cost	3,581.70
Total Machinery & Equipment - Sports Equipment	3,070.70
Music Equipment	0.00
Depreciation	-141.00
Original Cost	986.25
Total Music Equipment	845.25
Total Machinery & Equipment	24,522.94
Vehicles- 2004 GMAC #5 and #6	
Depreciation	-2,376.00
Original cost	47,516.00
Total Vehicles- 2004 GMAC #5 and #6	45,140.00
Total Fixed Assets	1,427,710.87
Other Assets	
Deposits	3,367.00
Due from Jill Seibling	26,409.00
Forwarded Utility Deposits - H/R Block 12/2013	2,935.00

	Total
Total Other Assets	32,711.00
TOTAL ASSETS	\$1,520,195.55
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Credit Cards	
American Express	3,775.18
Sams Discover and Master Card	5,207.63
Total Credit Cards	8,982.81
Other Current Liabilities	
Bridgeview Capital Short Term	39,226.47
IRS Back Payroll Tax Payment Plan	11,721.91
Merchant Cash and Capital	90,001.80
Total Other Current Liabilities	140,950.18
Total Current Liabilities	149,932.99
Long-Term Liabilities	
Bridgeview Capital Solutions	1,402,244.48
SunTrust Credit Line - Closed	6,705.21
TCF Equipment Finance - Buses 5-6	45,415.60
Total Long-Term Liabilities	1,454,365.29
Total Liabilities	1,604,298.28
Equity	
Retained Earnings	-177,094.99
Net Revenue	92,992.26
Total Equity	-84,102.73
TOTAL LIABILITIES AND EQUITY	\$1,520,195.55

Management Report

Early Beginnings CDC dba Mountain Island Day
For the period ended December 31, 2015



Prepared on
September 19, 2017

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Statement of Activity3

Statement of Financial Position.....7

Statement of Activity

January - December 2015

	Total
REVENUE	
Fees Billed	-146.00
Non-Profit Revenue Donations and Fundraising profit	712.24
Donations to PTO	21,101.48
Total Non-Profit Revenue Donations and Fundraising profit	21,813.72
Refunds-Allowances	25,210.88
Tuition	1,313,729.92
Tuition - Preschool	1,567,041.47
Total Revenue	2,927,649.99
GROSS PROFIT	
2,927,649.99	
EXPENDITURES	
Advertising	8,928.52
Advertising - Recruiting Staff	210.27
Total Advertising	9,138.79
Auto	18.00
Auto - Gas	12,597.17
Auto- Repairs and Maintenance	4,552.71
Total Auto	17,167.88
Bank Charges	15,262.07
Bank Charges - Bounced Tuition Checks	8,680.30
Bank Charges - Deposit Corrections	8,606.50
Credit Card Charges and Fees	537.87
Total Bank Charges	33,086.74
Charitable Contributions	221.00
Charitable - Monetary Donations	725.00
Total Charitable Contributions	946.00
Dues & Subscriptions	4,510.97
Sport Program Dues and Fees	5,349.50
Total Dues & Subscriptions	9,860.47
Employee Compliance Expenses	
Employee Certifications	55.00
Employee New Hire Costs	26.50
Employee Training and Continuing Education	1,171.50
Total Employee Compliance Expenses	1,253.00
Field Trip Admissions	16,579.13
Field Trip Costs	12,648.55
First Aid Supplies	3.52
Food	
Food - Before/Afterschool Meals and Snacks	9,394.93
Food - Day School Catering	25,249.97
Food - Daycare Meals and Snacks	58,581.68
Food - Special Events	4,462.72
Total Food	97,689.30

	Total
Fundraising Expenses	16,396.92
Insurance	1,334.71
Insurance - Auto	14,225.29
Insurance - Dental - Employees	16,346.50
Insurance - Health - Employees	117,667.11
Insurance - Life - Employees	505.27
Insurance - Workers Compensation	23,376.75
Total Insurance	173,455.63
Insurance - Liability	7,385.67
Interest Paid	1,028.59
Credit Card Interest Paid	1,955.16
Dealstruck Loan Interest Paid	1,467.14
Headway Capital Loan Interest Paid	5,657.69
Loan Interest Paid	74,066.07
TCF Bus 5 and 6 Loan Interest Paid	166.58
Total Interest Paid	84,341.23
IT Technology Management	600.00
Legal & Professional Fees	90,338.66
Accounting and CPA fees	2,000.00
Tuition Express - Processing Tuition Payments	8,120.36
Total Legal & Professional Fees	100,459.02
License Expense	4,556.97
Meals and Entertainment	
Cost of Labor - work lunch/dinner meetings	885.78
Entertainment - Employee Appreciation	4,232.98
Total Meals and Entertainment	5,118.76
Office Expenses	95.84
Postage and Delivery	543.07
Total Office Expenses	638.91
Pastoral Care	149.80
Payroll Expenditures	
Payroll - Payroll Company Services	7,244.80
Payroll - Salaries and Wages	
EB Preschool Payroll	725,932.93
MID Day School Payroll	693,592.08
Total Payroll - Salaries and Wages	1,419,525.01
Substitute Teachers/Workers	2,471.38
Total Payroll Expenditures	1,429,241.19
Payroll Tax Expense	414,243.85
Printing, Reproduction, Stationary	318.97
Refunded Parent Tuition	8,073.22
Rent - Copy Machines	12,315.60
Rent or Lease	131,279.28
Apple Ipad Lease - student/staff Computer Equipment	4,376.79
Total Rent or Lease	135,656.07

	Total
Repair & Maintenance	15,233.10
Repair & Maintenance - Computer Equipment	263.11
Repair & Maintenance - Grounds Supplies	668.26
Repair & Maintenance- Grounds Keeping Expense	10,920.25
Repair & Maintenance- Janitorial Expense	17,100.91
Total Repair & Maintenance	44,185.63
Sports Expense - rentals	415.00
Summer Camp Activity	13,195.70
Summer Camp Field Trip Admissions	9,529.65
Total Summer Camp Activity	22,725.35
Supplies	
Art Supplies & Materials	2,287.29
Chapel Supplies	169.53
Classroom Supplies	2,937.41
Garden Supplies & Materials	325.10
Janitorial Supplies	40,787.32
Music Supplies	43.60
Office Supplies	7,210.75
Science Supplies	268.13
Special Event Supplies & Materials	1,456.35
Sports Program Supplies	829.85
Theater and Drama Supplies	180.53
Total Supplies	56,495.86
Taxes & Licenses	2,788.23
Travel	1,824.41
Travel Meals	41.29
Uncategorized Expenditure	8,705.36
Uniforms	
Uniforms - Sports	1,676.73
Uniforms - Staff	67.93
Uniforms - Students	453.10
Total Uniforms	2,197.76
Utilities	843.00
Utilities - Electricity	39,017.37
Utilities - Fire and Security Alarm Monitoring	1,221.85
Utilities - Internet/web/email hosting	10,842.69
Utilities - Natural Gas	2,179.00
Utilities - Telephones	12,817.48
Utilities - Waste Removal	9,103.45
Utilities - Water	12,289.19
Total Utilities	88,314.03
Vehicles and Equipment Rental	3,332.91
Vendor Teaching Services	
Special Teaching Services, non-employee	1,120.00
Total Vendor Teaching Services	1,120.00

	Total
Total Expenditures	2,823,471.02
NET OPERATING REVENUE	104,178.97
OTHER EXPENDITURES	
Building Project - School Expansion Expenses 2015	538.59
Building Project 2015- Legal and Professional Fees	250.00
Total Building Project - School Expansion Expenses 2015	788.59
Depreciation	81,726.00
Equipment Accumulated Depreciation	46.00
Miscellaneous	3.00
Total Other Expenditures	82,563.59
NET OTHER REVENUE	-82,563.59
NET REVENUE	\$21,615.38

Statement of Financial Position

As of December 31, 2015

	Total
ASSETS	
Current Assets	
Bank Accounts	
EB First Citizens - 3357	64,531.76
MID Main First Citizens- 3349	20,158.74
Yadkin Bank (American Community)	12,282.32
Total Bank Accounts	96,972.82
Other Current Assets	
Advance Deposits and Payments	14,950.00
Prepaid Insurance Expenditures	8,563.37
Total Advance Deposits and Payments	23,513.37
Building Project MID - Development Costs returnable	18,139.50
Tom/Tammy Winstead- Pre-Jan. 2014	15,145.06
Toys and Games	11,152.34
Uniforms - Stock	
Other	3,087.73
Sports issued	6,482.64
Staff	2,366.67
Total Uniforms - Stock	11,937.04
Work Books and Planners	1,039.27
Total Other Current Assets	80,926.58
Total Current Assets	177,899.40
Fixed Assets	
Curriculum - Books and software	28,907.86
Depreciation	-5,950.00
Total Curriculum - Books and software	22,957.86
Decorations	2,567.44
Depreciation	-876.00
Total Decorations	1,691.44
Forwarded Buildings, Pre-Jan. 2014	
Depreciation	-298,356.02
Original Cost	1,121,500.15
Total Forwarded Buildings, Pre-Jan. 2014	823,144.13
Forwarded Land, Pre-Jan. 2014- Rozzelles	366,910.00
Forwarded Leasehold Improvements, Pre-Jan. 2014	
Depreciation	-8,546.95
Original Cost	64,204.95
Total Forwarded Leasehold Improvements, Pre-Jan. 2014	55,658.00
Forwarded Other Equipment-Furniture, Pre-Jan. 2014	
Depreciation	-303,161.00
Original Cost	340,559.33
Total Forwarded Other Equipment-Furniture, Pre-Jan. 2014	37,398.33
Furniture & Fixtures	0.00

	Total
Furniture & Fixtures - Classrooms	0.00
Depreciation	-1,447.00
Original Cost	5,078.68
Total Furniture & Fixtures - Classrooms	3,631.68
Furniture & Fixtures - Offices	0.00
Depreciation	-5,401.00
Original Cost	17,503.82
Total Furniture & Fixtures - Offices	12,102.82
Furniture & Fixtures - Playground	0.00
Depreciation	-342.00
Original Cost	1,123.63
Total Furniture & Fixtures - Playground	781.63
Total Furniture & Fixtures	16,516.13
Machinery & Equipment	0.00
Machinery & Equipment - Computer Equipment	0.00
Depreciation	-6,057.00
Original Cost	20,583.83
Total Machinery & Equipment - Computer Equipment	14,526.83
Machinery & Equipment - Janitorial/maintenance	0.00
Depreciation	-1,143.00
Original Cost	5,202.69
Total Machinery & Equipment - Janitorial/maintenance	4,059.69
Machinery & Equipment - Kitchen Equipment	0.00
Depreciation	-735.00
Original Cost	1,978.59
Total Machinery & Equipment - Kitchen Equipment	1,243.59
Machinery & Equipment - Office equipment	0.00
Depreciation	-3,703.00
Original Cost	11,909.19
Total Machinery & Equipment - Office equipment	8,206.19
Machinery & Equipment - Sports Equipment	0.00
Depreciation	-1,944.00
Original Cost	7,471.08
Total Machinery & Equipment - Sports Equipment	5,527.08
Music Equipment	0.00
Depreciation	-447.00
Original Cost	1,437.14
Total Music Equipment	990.14
Total Machinery & Equipment	34,553.52
Vehicles- 2004 GMAC #5 and #6	
Depreciation	-11,879.00
Original cost	47,516.00
Total Vehicles- 2004 GMAC #5 and #6	35,637.00
Total Fixed Assets	1,394,466.41
Other Assets	

	Total
Deposits	3,367.00
Due from Jill Seibling	26,409.00
Forwarded Utility Deposits - H/R Block 12/2013	2,935.00
Total Other Assets	32,711.00
TOTAL ASSETS	\$1,605,076.81
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Credit Cards	
American Express	1,602.51
Capital One Sparks Credit Card	3,824.10
Sams Discover and Master Card	4,120.74
Total Credit Cards	9,547.35
Other Current Liabilities	
Bridgeview Capital Short Term	39,226.47
Total Other Current Liabilities	39,226.47
Total Current Liabilities	48,773.82
Long-Term Liabilities	
Bridgeview Capital Solutions	1,356,966.14
Dealstruck Loan	228,974.36
SunTrust Credit Line - Closed	24.62
TCF Equipment Finance - Buses 5-6	32,825.22
Total Long-Term Liabilities	1,618,790.34
Total Liabilities	1,667,564.16
Equity	
Retained Earnings	-84,102.73
Net Revenue	21,615.38
Total Equity	-62,487.35
TOTAL LIABILITIES AND EQUITY	\$1,605,076.81

Management Report

Early Beginnings CDC dba Mountain Island Day
For the period ended December 31, 2016



Prepared on
September 19, 2017

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Statement of Activity3

Statement of Financial Position.....7

Statement of Activity

January - December 2016

	Total
REVENUE	
Non-Profit Revenue Donations and Fundraising profit	
Donations to PTO	19,121.53
Total Non-Profit Revenue Donations and Fundraising profit	19,121.53
Refunds-Allowances	23,211.43
Rent - Sublease of Little Rock Campus	12,696.41
Tuition	1,635,086.89
Tuition - Preschool	1,324,434.35
Preschool Tuition - CCRI	80,417.40
Total Tuition - Preschool	1,404,851.75
Uncategorized Revenue	0.42
Total Revenue	3,094,968.43
GROSS PROFIT	
	3,094,968.43
EXPENDITURES	
Advertising	12,381.77
Advertising - Recruiting Staff	403.02
Total Advertising	12,784.79
Auto	
Auto - Gas	9,630.69
Auto- Repairs and Maintenance	6,402.10
Total Auto	16,032.79
Bank Charges	9,349.27
Bank Charges - Bounced Tuition Checks	10,540.95
Bank Charges - Deposit Corrections	4,664.95
Credit Card Charges and Fees	507.96
Total Bank Charges	25,063.13
Charitable Contributions	
Charitable - Monetary Donations	190.00
Total Charitable Contributions	190.00
Dues & Subscriptions	8,093.21
Curriculum Subscriptions (Digital)	7,070.44
IT Technology Dues and Subscriptions	827.00
Sport Program Dues and Fees	8,490.00
Total Dues & Subscriptions	24,480.65
Employee Compliance Expenses	45.85
Employee Training and Continuing Education	2,147.00
Total Employee Compliance Expenses	2,192.85
Field Trip Admissions	13,745.27
Field Trip Costs	25,204.70
First Aid Supplies	234.50
Food	275.00
Food - Before/Afterschool Meals and Snacks	14,563.32
Food - Day School Catering	29,780.48

	Total
Food - Daycare Meals and Snacks	53,801.62
Food - Special Events	5,451.12
Total Food	103,871.54
Fundraising Expenses	16,124.51
Insurance	5,017.91
Insurance - Auto	12,423.58
Insurance - Dental - Employees	9,736.27
Insurance - Health - Employees	152,856.31
Insurance - Life - Employees	922.20
Insurance - Workers Compensation	18,007.41
Total Insurance	198,963.68
Insurance - Liability	28,601.96
Interest Paid	
Bridgeview Interest Paid	58,483.19
Credit Card Interest Paid	3,137.08
Dealstruck Loan Interest Paid	18,787.17
Headway Capital Loan Interest Paid	6,109.71
Lift Forward loan Interest Paid	28,546.89
Loan Interest Paid	11,874.06
Navitas Lease Corp. Interest Paid	1,380.32
TCF Bus 5 and 6 Loan Interest Paid	3,375.57
Total Interest Paid	131,693.99
IT Technology Management	840.67
Legal & Professional Fees	3,602.80
Renweb - Processing Tuition Payments	3,143.05
Tuition Express - Processing Tuition Payments	21,203.69
Total Legal & Professional Fees	27,949.54
License Expense	1,125.19
Meals and Entertainment	
Cost of Labor - work lunch/dinner meetings	983.09
Entertainment - Employee Appreciation	6,420.40
Total Meals and Entertainment	7,403.49
Office Expenses	
Postage and Delivery	448.02
Total Office Expenses	448.02
Payroll Expenditures	
Payroll - Payroll Company Services	16,902.93
Payroll - Salaries and Wages	
EB Preschool Payroll	883,729.82
MID Day School Payroll	497,234.73
Summer Camp Payroll	57,825.52
Total Payroll - Salaries and Wages	1,438,790.07
Total Payroll Expenditures	1,455,693.00
Payroll Tax Expense	211,533.40
Promotional	428.76

	Total
Refunded Parent Tuition	13,596.40
Rent - Copy Machines	9,269.25
Rent or Lease	96,695.47
Apple Ipad Lease - student/staff Computer Equipment	17,257.77
Little Rock Rent - MID	43,500.00
Total Rent or Lease	157,453.24
Repair & Maintenance	7,092.92
Repair & Maintenance - Computer Equipment	967.55
Repair & Maintenance - Grounds Supplies	1,963.18
Repair & Maintenance- Grounds Keeping Expense	5,502.51
Repair & Maintenance- Janitorial Expense	73,205.93
Total Repair & Maintenance	88,732.09
Sports Expense - rentals	131.00
Subcontractors	5,555.57
Summer Camp Activity	2,220.74
Summer Camp Field Trip Admissions	22,225.97
Total Summer Camp Activity	24,446.71
Supplies	
After School Supplies	173.59
Art Supplies & Materials	1,235.45
Chapel Supplies	35.13
Classroom Supplies	1,563.82
Decoration Disposable Expenses	895.71
Garden Supplies & Materials	424.57
Janitorial Supplies	36,844.70
Maintenance Supplies	2,146.16
Office Supplies	7,276.90
Preschool Arts and Craft Supplies	1,119.21
Science Supplies	288.44
Special Event Supplies & Materials	11,566.88
Sports Program Supplies	2,056.94
Summer Camp Supplies	3,822.75
Supplies & Materials - playground	1,736.33
Theater and Drama Supplies	1,275.79
Total Supplies	72,462.37
Taxes & Licenses	2,747.32
Uncategorized Expenditure	93.28
Uniforms	229.52
Uniforms - Staff	850.03
Uniforms - Students	1,780.13
Total Uniforms	2,859.68
Utilities	
Utilities - Electricity	41,390.44
Utilities - Fire and Security Alarm Monitoring	1,334.30
Utilities - Internet/web/email hosting	17,038.35

	Total
Utilities - Natural Gas	1,105.98
Utilities - Telephones	12,683.45
Utilities - Waste Removal	7,992.73
Utilities - Water	14,945.49
Total Utilities	96,490.74
Vehicles and Equipment Rental	776.09
Vendor Teaching Services	5,040.00
After school Club Teaching services, non-employee	3,080.00
Special Teaching Services, non-employee	4,700.00
Substitute Teacher Costs, non-employee	1,784.00
Total Vendor Teaching Services	14,604.00
Total Expenditures	2,793,824.17
NET OPERATING REVENUE	301,144.26
OTHER REVENUE	
American Express Settlement Payments	3,971.00
Insurance Payouts - Auto and Property	17,788.45
Total Other Revenue	21,759.45
OTHER EXPENDITURES	
Building Project - School Expansion Expenses 2015	14,150.00
Miscellaneous	24.62
Total Other Expenditures	14,174.62
NET OTHER REVENUE	7,584.83
NET REVENUE	\$308,729.09

Statement of Financial Position

As of December 31, 2016

	Total
ASSETS	
Current Assets	
Bank Accounts	
EB First Citizens - 3357	3,387.08
MID Main First Citizens- 3349	62,596.97
Yadkin Bank (American Community)	7,609.25
Total Bank Accounts	73,593.30
Other Current Assets	
Advance Deposits and Payments	14,950.00
Prepaid Insurance Expenditures	-0.03
Total Advance Deposits and Payments	14,949.97
Bank Check Books	184.42
Building Project MID - Development Costs returnable	41,028.41
Employee Advances	250.00
Tom/Tammy Winstead- Pre-Jan. 2014	15,145.06
Toys and Games	17,643.12
After School Toys and Games	1,503.99
Summer Camp Toys and Games	52.20
Total Toys and Games	19,199.31
Uniforms - Stock	
Other	3,087.73
Sports issued	11,036.17
Staff	2,385.98
Total Uniforms - Stock	16,509.88
Work Books and Planners	1,039.27
Total Other Current Assets	108,306.32
Total Current Assets	181,899.62
Fixed Assets	
Curriculum - Books and software	35,842.40
Depreciation	-5,950.00
Total Curriculum - Books and software	29,892.40
Decorations	6,061.58
Depreciation	-876.00
Total Decorations	5,185.58
Forwarded Buildings, Pre-Jan. 2014	
Depreciation	-298,356.02
Original Cost	1,121,500.15
Total Forwarded Buildings, Pre-Jan. 2014	823,144.13
Forwarded Land, Pre-Jan. 2014- Rozzelles	366,910.00
Forwarded Leasehold Improvements, Pre-Jan. 2014	
Depreciation	-8,546.95
Original Cost	64,204.95
Total Forwarded Leasehold Improvements, Pre-Jan. 2014	55,658.00

	Total
Forwarded Other Equipment-Furniture, Pre-Jan. 2014	
Depreciation	-303,161.00
Original Cost	340,559.33
Total Forwarded Other Equipment-Furniture, Pre-Jan. 2014	37,398.33
Furniture & Fixtures	5,054.00
Furniture & Fixtures - Classrooms	8,090.15
Depreciation	-1,447.00
Original Cost	5,078.68
Total Furniture & Fixtures - Classrooms	11,721.83
Furniture & Fixtures - Offices	10,397.71
Depreciation	-5,401.00
Original Cost	17,503.82
Total Furniture & Fixtures - Offices	22,500.53
Furniture & Fixtures - Playground	309.98
Depreciation	-342.00
Original Cost	1,123.63
Total Furniture & Fixtures - Playground	1,091.61
Total Furniture & Fixtures	40,367.97
Leasehold Improvements	931.10
Leasehold Improvements - Little Rock MID	427,126.08
Machinery & Equipment	21,666.60
Machinery & Equipment - Computer Equipment	14,997.99
Depreciation	-6,057.00
Original Cost	20,583.83
Total Machinery & Equipment - Computer Equipment	29,524.82
Machinery & Equipment - Janitorial/maintenance	3,648.44
Depreciation	-1,143.00
Original Cost	5,202.69
Total Machinery & Equipment - Janitorial/maintenance	7,708.13
Machinery & Equipment - Kitchen Equipment	2,733.00
Depreciation	-735.00
Original Cost	1,978.59
Total Machinery & Equipment - Kitchen Equipment	3,976.59
Machinery & Equipment - Office equipment	2,535.23
Depreciation	-3,703.00
Original Cost	11,909.19
Total Machinery & Equipment - Office equipment	10,741.42
Machinery & Equipment - Sports Equipment	1,168.54
Depreciation	-1,944.00
Original Cost	7,471.08
Total Machinery & Equipment - Sports Equipment	6,695.62
Music Equipment	260.71
Depreciation	-447.00
Original Cost	1,437.14
Total Music Equipment	1,250.85

	Total
Playground Equipment	880.20
Science Equipment	2,653.47
Vehicle Equipment on Board	745.51
Total Machinery & Equipment	85,843.21
Resource Books	45.40
Theater and Drama Equipment	1,592.72
Vehicles- 2004 GMAC #5 and #6	
Depreciation	-11,879.00
Original cost	47,516.00
Total Vehicles- 2004 GMAC #5 and #6	35,637.00
Total Fixed Assets	1,909,731.92
Other Assets	
Bank Fraudulent Charges to be Refunded	2,561.54
Deposits	3,367.00
Due from Jill Seibling	26,409.00
Forwarded Utility Deposits - H/R Block 12/2013	2,935.00
Total Other Assets	35,272.54
TOTAL ASSETS	\$2,126,904.08
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Credit Cards	
American Express	124.33
Capital One Sparks Credit Card	10,490.86
Sams Discover and Master Card	2,779.12
Total Credit Cards	13,394.31
Other Current Liabilities	
Bridgeview Capital Short Term	39,226.47
Headway Capital	24,641.87
Total Other Current Liabilities	63,868.34
Total Current Liabilities	77,262.65
Long-Term Liabilities	
Bridgeview Capital Solutions	1,315,765.45
Dealstruck Loan	-10,369.56
Lift Forward, Inc	481,044.81
Navitas Lease Corp. - Playground for MID LR	-4,965.36
TCF Equipment Finance - Buses 5-6	21,924.35
Total Long-Term Liabilities	1,803,399.69
Total Liabilities	1,880,662.34
Equity	
Retained Earnings	-62,487.35
Net Revenue	308,729.09
Total Equity	246,241.74
TOTAL LIABILITIES AND EQUITY	\$2,126,904.08



Western Carolina University
91 Killian Building Lane
Suite 205
Cullowhee, NC 28723

advanc-ed.org
828.227.7082
800.754.7672
828.227.7315 fax

January 8, 2016

Mr. Thomas Winstead, Headmaster
Mountain Island Day School
8101 Fallsdale Drive
Charlotte, NC 28214-1124

Dear Mr. Winstead:

The Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), an accreditation division of AdvancED, is pleased to provide you with the report of the external review team that visited your school on 11/17-18/2015. We hope you and your faculty found the visit rewarding and professionally stimulating.

The enclosed report has been reviewed for quality by an AdvancED Reader. It will be forwarded to the North Carolina SACS CASI state council for review at the state level. The state council will make an accreditation recommendation to the AdvancED Accreditation Commission, which will take action on your initial/continued accreditation at their next scheduled meeting, **January 28, 2016**. Please note this report is pending final approval by the AdvancED Accreditation Commission. Following official action from the AdvancED Accreditation Commission, you will receive a letter conferring your accreditation status.

We encourage you to use the report, particularly the direction provided in the "Improvement Priorities" and "Next Steps" portions of the report, to inform your continuous improvement efforts. You will be required to complete an Accreditation Progress Report, outlining the progress you have made toward addressing the Required Actions.

Use the report not only to celebrate your past accomplishments but also to stimulate action for continued and greater success. Now is an excellent time to review your school profile and improvement plan and make refinements in response to what you have learned from the Internal Review Process and the Report of the External Review.

As you continue your improvement efforts, the AdvancED North Carolina state office is available as a resource. Take advantage of the expertise of state office staff, tap area Field Consultants, and connect with peer schools. Use the www.advanc-ed.org/schoolresources website, handbooks, e-communications, and tools. Attend workshops. We are your partner in improving school and student performance.

Thank you for your continued commitment to quality education for all children through accreditation.

Sincerely,

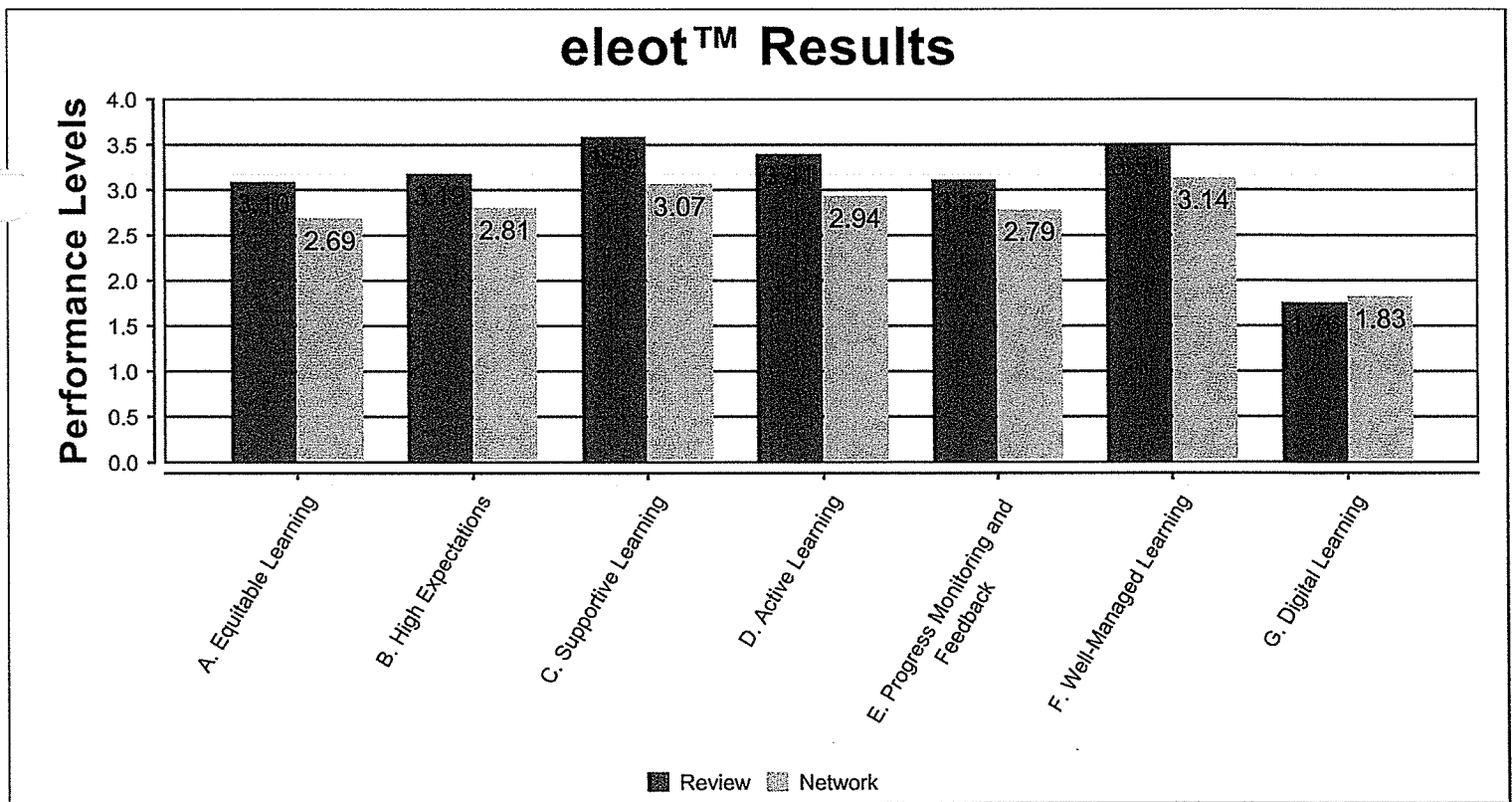
A handwritten signature in cursive script that reads "Donna James".

Donna James, Ed. D.
State Director

Effective Learning Environments Observation Tool (eleot™)

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (eleot™) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam that establishes inter-rater reliability. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a four-point scale (4=very evident; 3=evident; 2=somewhat evident; and 1=not observed). The following provides the aggregate average score across multiple observations for each of the seven learning environments included in eleot™ as well as benchmark results across the AdvancED Network.



The team conducted 21 observations. The strongest scores were for "supportive" and "well-managed" environments. Classes were small (less than 15), so students received a high degree of individual attention. The digital learning environment scored low. This could be attributed to teachers having had little training on how to use the one-to-one ipad program, and students not being in the habit of bringing and using their ipads.

Classes were small and students were actively engaged in learning projects. This was evidenced by students observed as "actively involved in the learning activities" as Very Evident/Evident in 90.47% of classrooms. Students were well-behaved and well-managed during transitions. Kindergarten to Grade 2 students were engaged in age-appropriate activities. Middle school and high school students were well-behaved and well-managed. The wi-fi network tended to break down at the MS-HS end of the building, where ipads are used the most.

Although the overall rating for the Equitable Learning Environment was relatively high at 3.10 on a 4 point scale, students observed having "differentiated learning opportunities and activities that met his/her needs" was limited as evidenced by the frequency of Very Evident/Evident in 57.15% of classrooms.

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 The board is confident with
- Date of Review: the governance documents and liabilities
- 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):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

❖ 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 The board chose not to
- Date of Review: Contract with an EMO/CMO
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

- Name of the Contact: N/A The board has not contracted
- Name of the Selected Financial Service Provider: with a FMS at this time.
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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

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

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Certification

I, Tom Winstead, 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 Mountain Island Day School Charter School is true and correct in every respect.

Tom
Signature

9-22-17
Date

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

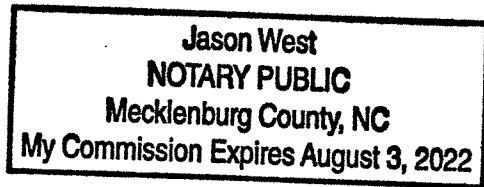
Mecklenburg County, North Carolina

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

Tom Winstead
Name(s) of principal(s)

Date: 9/22/2017

(Official Seal)



Jason West
Official Signature of Notary

Jason West, Notary Public
Notary's printed or typed name

My commission expires: 8/3/2022