

Appendix A1: Evidence of Educational Need

Alia Wong, author of “Where Are All the High-School Grads Going?” (*The Atlantic*, January 11, 2016) writes, “Recently-released numbers out of the National Student Clearinghouse Research Center suggest that college-enrollment rates have actually decreased – and for the fourth straight year, all despite massive increases in federal aid for students who can’t afford tuition.”

In May 2013, McKinsey & Company, in collaboration with Chegg, Inc., released the “Voice of the Graduate” report. Among their findings are several further indicators of reluctance to enter college right out of high school, which are reflected in the topics of growing conversations among Person County students, educators, parents, and business leaders:

- a) Nearly half of all graduates from four-year colleges say they are in jobs that don’t require a four-year degree.
- b) About one in three graduates do not feel that college prepared them well for the world of work.
- c) Four in ten graduates of the nation’s top 100 colleges couldn’t get jobs in their chosen fields.
- d) Almost six times as many graduates are working in retail or hospitality as originally desired to.
- e) The rising cost of college and the debt many students and families are expected to incur are raising questions in some quarters about the value of college as an investment.

Except for those who find themselves unemployed and un-enrolled in any kind of higher education, those high school graduates who don’t go to four-year colleges and universities generally fall into three categories, which make up Piedmont Career Academy’s Targeted Student Population:

- those who attend community colleges and trade schools;
- those who go into the military; and
- those who go directly into the workforce.

It is reasonable to assume that a significant number of those who fall into these three categories are “at-risk” students and those identified as Exceptional, the two categories with the most historic difficulty in reaching high school graduation. Research shows us that a great many of these students can also be categorized as economically disadvantaged. Alia Wong addresses this phenomenon as well: “Based on US Census Bureau figures, the percentage of students from low-income families attending college immediately after getting their high-school diplomas has declined by 10 percentage points since 2008, to 46%.”

One of the primary recommendations of the Voice of the Graduate report reads, “Education leaders could ... develop meaningful alternative paths for students who might not fully benefit from a four-year degree.” Piedmont Career Academy seeks to serve the students who fall into the three categories listed above. We believe that these students should be afforded access to the same innovation, flexibility, and targeted instructional strategies which are enjoyed by so many students in the large number of college-prep charter schools around the state.

Statistics and analysis provided by the July, 2017 Economic Overview Report of the Person County Economic Development Commission support the need for the placement of a vocational / career – themed secondary school in Person County. According to the report, US and NC census figures put the median age of Person County’s population of slightly more than 39,000 at 41.4, compared to 37.4 for the state of North Carolina and 37.2 for the USA. The largest percentage of the county’s residents fall in the “under 18 years” category (23.1%); the second-largest percentage are in the “45-54 years” category (16.3%). The county is 68.3% white, 27.0% black, with all other racial groups together totaling less than 10%. These numbers line up very closely with those of the state’s population as a whole, except that Person County’s African-American population is 5.5% higher than North Carolina’s total percentage.

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The median household income in Person County, however, is \$42,105, compared to the state's median of \$46,868 and the nation's median of \$53,889. Person County's poverty level is nearly 20% in comparison to the state rate of 17.4% and the national rate of 15.5%. In addition, the county has higher percentages of residents with high school diplomas, some college, and two-year associate's degrees. However, Person County has a significantly lower percentage of residents with bachelor's degrees (12.2% vs. 19.9% and 19.9%, respectively) or with post-graduate degrees (3.1% vs. 10.1% and 11.4%, respectively).

The evidence is therefore clear: Person County residents, the largest demographic group of which are currently school-age students, tend to complete two-year college and trade school programs at a significantly higher rate than they complete four-year college/university degrees. If these rates hold constant over the next two decades, the demand for employment in jobs requiring less than a bachelor's degree among Person County high school graduates will continue to rise.

In April 2017, the seasonally adjusted unemployment rate for Person County was 4.8%, down from 5.3% at the same time the previous year. This year's lower rate, however, as has been true in the past, was again higher than the national rate of 4.4%. The largest employment sectors in Person County are Manufacturing and Retail Trade, both at 14.5%. The second-largest employment sector is Health Care and Social Assistance, at 6.2%. With the exception of the county's few physicians and employees in the highly-skilled careers of the Health Care sector, all three of these sectors employ high percentages of people with lower attained education levels than university bachelor's degrees.

The county's high location quotients, defined in the EDC report as "sectors in which a region has high concentrations of employment compared to the national average," are Production Occupations and Installation, Maintenance, and Repair Occupations, both of which are also major employers of those with high school diplomas or associate's degrees only. Regional sectors with the best job growth (or most moderate job losses) over the last five years are Accommodation and Food Services, Health Care and Social Assistance, and Retail Trade (*Economic Overview: Person County 90-Minute Drive Time*). The 2016 report of the same regional statistics named Manufacturing, Administrative and Support, Waste Management and Remediation Services, and Other Services as leading job growth sectors for this area of the state. All are major employers of workers with less than four-year degrees.

The largest major occupation group in Person County is Office and Administrative Support Occupations, followed by Sales and Related Occupations and Production Occupations. Over the next ten years, the highest replacement demand (occupation demand due to retirements and workers moving from one occupation to another) in Person County and surrounding areas is expected in Sales and Related Occupations and in Food Preparation and Serving Related Occupations. All of these occupation groups and sectors provide employment to large numbers of workers with high school diplomas and associate's degrees as their highest levels of formal education.

In terms of Industry Clusters, defined by the EDC report as "geographic concentrations of interrelated industries or occupations," the highest relative concentration in Person County is Coal-Oil-Power, another group of occupations not requiring bachelor's degrees or higher for most employees. Expected growth rate for occupations requiring a 2-year degree or certificate in Person County over the next ten years is 0.3% per year, one of only two areas by required education and training expected to grow during this time (the other being occupations requiring a postgraduate degree, at 0.7% per year).

A clear picture emerges from these statistics: Person County's job growth, job prospects, and job requirements run toward a high percentage of workers who will not require formal higher education to be employed or to maintain employment over the next decade. It is these jobs which are likely to be filled by the three groups of students which make up PCA's Targeted Student Population.

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The PCA Board of Directors has distributed two surveys during the last few months: a Business and Industry Survey, requesting information from area employers about their efforts to find employees (particularly at the entry level), and a Community Survey, designed to solicit opinions from community members about those items related to our stated mission.

Business and Industry Survey Results

With the help of the Roxboro Area Chamber of Commerce (RACC), the Business and Industry Survey was sent out to private-sector employers on the RACC's list of area businesses and was made available at our information table set up at this year's Personality Festival, Person County's largest single annual community event. Twenty-six employers responded as follows:

2 employers responded that they owned or represented a business with a **fairly large** number of employees. 24 employers responded that they owned or represented a business with a **fairly small** number of employees.

"Skilled workers" and "Sales and/or service" employees were the most numerous categories of employment in all 26 businesses other than "Administrative and/or supervisory professionals."

8 employers responded that they have **no trouble** finding employees to fill entry-level and other non-degreed positions; 18 employers responded that they have **significant trouble** finding employees to fill entry-level and other non-degreed positions.

Similarly, 6 employers responded that they **do not** anticipate any more trouble finding suitable employees in the near future than they are experiencing now, while 20 employers responded that they **do** anticipate significantly more trouble finding suitable employees in the near future than they are experiencing now.

The list of basic skills (those not specific to the responding employer's business) needed for entry-level employment given by the survey respondents are prioritized as follows (combined by like description, highest to lowest of those given):

Reading Comprehension
Customer Service Skills
Ability to Work With Others
Trainability
Oral Communication Skills
Critical Thinking
Basic Computer Skills
Writing Skills
Document Use Skills
Basic – Intermediate Math Skills
Interpersonal Skills, Personality, Common Sense

Of those responding, 11 employers volunteered to assist in the development of the workforce readiness aspects of the school's mission, including placement of PCA students in their workplaces as part of a fully-realized Big Picture Learning workplace internship program. Several of the remaining respondents indicated an interest, but requested further information before committing.

Appendix A1: Evidence of Educational NeedCommunity Survey Results

The PCA Community Survey was distributed through links on our website (www.pca4u.org) and our Facebook page (www.Facebook.com/pca4u) and was made available at our information table set up at this year's Personality Festival. 207 people responded as follows:

Question #1: 183 respondents indicated that they currently reside in Person County. 7 reside in Durham County, 6 in Caswell County, 3 in Granville County, 1 in Orange County, and 7 reside "Somewhere else."

Question #2: When asked, "*Are there students living in your home who will be in middle and/or high school in school year 2019-2020?*" (the year PCA is proposed to open), 88 responded "Yes," 119 responded "No."

Question #3: When asked, "*If you responded 'Yes' to question #2 above, do you believe that any of those students might NOT go to a 4-year college or university right after they graduate from high school?*", 72 responded "Yes" or "Maybe," 16 responded "No."

Question #4: When asked if students in Person and surrounding counties "*could benefit from a middle-high school designed to prepare them for vocational training schools and immediate employment in local businesses and industries after graduation?*", 87 of those who answered "Yes" to question #2 and 118 of those who answered "No" to question #2 responded "Yes" or "Maybe" – a **total of 205**. 1 of those who answered "Yes" to question #2 and 1 of those who answered "No" to question #2 responded "No" – a **total of 2**.

Question #5: When asked, "*Do you believe that high school students can benefit from real-world job and internship experiences while in high school?*", 87 of those who answered "Yes" to question #2 and 117 of those who answered "No" to question #2 responded "Yes" or "Maybe" – a **total of 204**. 1 of those who answered "No" to question #2 responded "No" – a **total of 1**.

Question #6: When asked, "*Do you believe that middle and high school students can benefit from designing and carrying out hands-on projects as a major part of their learning assessment experiences, in addition to – or instead of – traditional paper-and-pencil tests?*", 87 of those who answered "Yes" to question #2 and 118 of those who answered "No" to question #2 responded "Yes" or "Maybe" – a **total of 205**. 1 of those who answered "Yes" to question #2 and 1 of those who answered "No" to question #2 responded "No" – a **total of 2**.

Question #7: When asked, "*Would you be interested in enrolling your child in such a school?*", 82 of those who answered "Yes" to question #2 responded "Yes" or "Maybe," 6 responded "No." And even though they indicated that they had no students living in their homes who might qualify to enroll, 63 of those who answered "No" to question #2 also answered "Yes" or "Maybe," many with written-in comments such as "If I had one," or similar.

Question #8: Respondents were asked to indicate as many of those "general career areas" as they might be interested in having their enrolled children focus on at PCA. The list of those to be considered was drawn primarily from the most current list of top employment areas in Person County as published in the 2017 Person County Economic Development Commission report. Results are prioritized as follows (highest to lowest of those given):

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Law Enforcement, Military
Agriculture, Forestry, Wildlife
Arts, Entertainment, Recreation
Animal Care
Healthcare, Social Assistance
Construction Trades
Mechanical, Industrial Maintenance
Transportation
Utilities
Manufacturing
Business, Government, Office Trades, Administration
Retail, Marketing, Sales
Personal Health and Beauty Services
Commercial Foods
Insurance, Real Estate

A small handful of write-in career clusters included Computer Sciences and Information Technology, Game Design and Software Development, Early Childhood Education and Child Care, and Christian Ministry Careers.

PCA will keep the links to both surveys active in the coming months to allow for the possibility of a wider and greater response.

When these data are examined, the future prospects for high school graduates from schools in and around Person County emerge as bright ones for those who seek to go into community colleges or trade schools, into law enforcement or the military, and into the workforce immediately following high school graduation. Piedmont Career Academy is dedicated to helping raise the learning and skill levels of these students so that they can meet the requirements of this part of the state's economy and the needs of its employers, and to help these students and their parents navigate the often unknown aspects of the opportunities, requirements, and options available to them if they choose not to enroll in 4-year colleges and universities, as the numbers indicate are the case with so many of them.

Piedmont Career Academy is **NOT** opposed to college education, nor to the guidance of high school students toward careers requiring a college education. On the contrary; we believe the future prosperity of both Person County and the state of North Carolina are in large part tied to the effective utilization of college graduates in the workforce. It is an undeniable fact, however, that not every job, not every career requires a college degree. A great many people work in skilled and semi-skilled occupations, turning the wheels of the local economy. It just so happens that the economics of Person County are largely driven by businesses and industries which depend heavily on this workforce of high school graduates who do not seek jobs or careers requiring a bachelor's degree or higher. It is these students we seek to serve.

PIEDMONT CAREER ACADEMY
Appendix B: Scope and Sequence

Subject Area: ENGLISH LANGUAGE ARTS
Strand: LANGUAGE
Levels: grades 6-12

COLLEGE CAREER READY STANDARDS	COURSE EXPECTATIONS / LEARNING OBJECTIVES	CONTENT	RESOURCES & ASSESSMENTS
<p><u>Anchor Standard L.1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</p>	<p><u>grades 6-8:</u></p> <ul style="list-style-type: none"> - Continue to ensure subject-verb agreement. - Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>). - Form and use verbs in active and passive voice. - Form and use indicative, imperative, interrogative, conditional moods. - Recognize and correct inappropriate shifts in voice and mood. - Form and use transitive / intransitive verbs. - Form and use compound adjectives. - Use adverbs that modify adjectives and that modify other adverbs. - Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences. - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. - Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>). - Use intensive pronouns. - Recognize and correct inappropriate shifts in pronoun number and person. - Recognize and correct vague pronouns. - Continue to ensure pronoun-antecedent agreement. - Recognize and apply the nominative case and objective case. - Continue to correctly use frequently confused words. - Explain the function of phrases and clauses in general and their function in specific sentences. - Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers. - Form and use indirect / direct objects. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages Pictures, photographs</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction</p> <p><u>Assessments:</u></p> <p>Traditional diagnostic and formative assessments (teacher-made tests, quizzes, etc.) Student reports and presentations PBL classroom, unit, and Demo projects with Student-Led Conferences</p>

	<ul style="list-style-type: none"> - Recognize variations from standard English in one’s own and others’ writing and speaking. - Identify and use strategies to improve expression in conventional language. 		
<p><u>Anchor Standard L.1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</p>	<p><u>grades 9-12:</u> Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect. Skills taught in previous grades should be reinforced and expanded.</p>	<p><u>Traditional literary texts:</u> Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u> Biographies Documentaries Web pages Pictures, photographs Dictionary, thesaurus</p> <p><u>Career - Vocational texts:</u> Employee handbooks Technical manuals Employment forms “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p><u>Resources & strategies:</u> Language texts Graphic organizers Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Predictive text previews Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Analytical text critiques</p> <p><u>Assessments:</u> Traditional diagnostic and formative assessments (teacher-made tests, quizzes, etc.) Student reports and presentations PBL classroom, unit, and Demo projects with Student-Led Conferences</p>
<p><u>Anchor Standard L.2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate</p>	<p><u>grades 6-8:</u> - Use punctuation to set off nonrestrictive /parenthetical elements. - Use a comma to separate coordinate adjectives. - Use punctuation to indicate a pause or break.</p>	<p><u>Traditional literary texts:</u> Novels, short stories Poetry, musical lyrics</p>	<p><u>Resources & strategies:</u> Language texts Graphic organizers Literary circles Reading, viewing journals</p>

<p>proficiency within the appropriate grade band conventions continuum.</p>	<ul style="list-style-type: none"> - Use an ellipsis to indicate an omission. - Use a semicolon to link two or more closely related independent clauses. - Use a colon to introduce a list or quotation. - Apply hyphen conventions. - Consistently apply conventional rules to spell words correctly. - Continue to consult reference materials as needed to check and correct spellings. 	<p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p>Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction</p> <p><u>Assessments:</u></p> <p>Traditional diagnostic and formative assessments (teacher-made tests, quizzes, etc.) Student reports, presentations PBL classroom, unit, and Demo projects with Student-Led Conferences</p>
<p><u>Anchor Standard L.2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</p>	<p><u>grades 9-12:</u></p> <p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect. Skills taught in previous grades should be reinforced and expanded.</p>	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies Documentaries Web pages Pictures, photographs Dictionary, thesaurus</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks Technical manuals Employment forms “How-to” videos</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Predictive text previews Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Analytical text critiques</p> <p><u>Assessments:</u></p> <p>Traditional diagnostic and</p>

		Instructional procedurals (videos and audio presentations)	formative assessments (teacher-made tests, etc.) Student reports, presentations PBL classroom, unit, and Demo projects with Student-Led Conferences
<p><u>Anchor Standard L.3:</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><u>grades 6-8:</u></p> <ul style="list-style-type: none"> - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone. - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. - Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction</p>
<p><u>Anchor Standard L.3:</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><u>grades 9-12:</u></p> <ul style="list-style-type: none"> - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. - Use parallel structure. - Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals (videos</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction</p>

		and audio presentations)	Analytical text critiques
<p><u>Anchor Standard L.4:</u> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</p>	<p><u>grades 6-12:</u></p> <ul style="list-style-type: none"> - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals Technical manuals</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction Analytical text critiques</p>
<p><u>Anchor Standard L.5:</u> Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p><u>grades 6-8:</u></p> <ul style="list-style-type: none"> - Interpret figures of speech in context based on grade-level reading and content. - Distinguish among the connotations of words with similar denotations. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction</p>

<p><u>Anchor Standard L.5:</u> Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p><u>grades 9-12:</u></p> <ul style="list-style-type: none"> - Interpret figures of speech in context and analyze their role in the text based on grade-level reading and content. - Analyze nuances in the meaning of words with similar denotations. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction Analytical text critiques</p>
<p><u>Anchor Standard L.6:</u> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><u>grades 6-12:</u></p> <ul style="list-style-type: none"> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals Technical manuals</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction Analytical text critiques</p>

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	<ul style="list-style-type: none"> - Form and use indirect / direct objects. - Recognize variations from standard English in one’s own and others’ writing and speaking. - Identify and use strategies to improve expression in conventional language. 		
<p><u>Anchor Standard L.1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</p>	<p><u>grades 9-12:</u> Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect. Skills taught in previous grades should be reinforced and expanded.</p>	<p><u>Traditional literary texts:</u> Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u> Biographies Documentaries Web pages Pictures, photographs Dictionary, thesaurus</p> <p><u>Career - Vocational texts:</u> Employee handbooks Technical manuals Employment forms “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p><u>Resources & strategies:</u> Language texts Graphic organizers Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Predictive text previews Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Analytical text critiques</p> <p><u>Assessments:</u> Traditional diagnostic and formative assessments (teacher-made tests, quizzes, etc.) Student reports and presentations PBL classroom, unit, and Demo projects with Student-Led Conferences</p>
<p><u>Anchor Standard L.2:</u> Demonstrate command of the conventions of standard</p>	<p><u>grades 6-8:</u> - Use punctuation to set off nonrestrictive /parenthetical</p>	<p><u>Traditional literary texts:</u> Novels, short stories</p>	<p><u>Resources & strategies:</u> Language texts</p>

<p>English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</p>	<p>elements.</p> <ul style="list-style-type: none"> - Use a comma to separate coordinate adjectives. - Use punctuation to indicate a pause or break. - Use an ellipsis to indicate an omission. - Use a semicolon to link two or more closely related independent clauses. - Use a colon to introduce a list or quotation. <p>- Apply hyphen conventions.</p> <p>- Consistently apply conventional rules to spell words correctly.</p> <p>- Continue to consult reference materials as needed to check and correct spellings.</p>	<p>Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks "How-to" videos Instructional procedurals (videos and audio presentations)</p>	<p>Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction</p> <p><u>Assessments:</u></p> <p>Traditional diagnostic and formative assessments (teacher-made tests, quizzes, etc.) Student reports, presentations PBL classroom, unit, and Demo projects with Student-Led Conferences</p>
<p><u>Anchor Standard L.2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</p>	<p><u>grades 9-12:</u></p> <p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect. Skills taught in previous grades should be reinforced and expanded.</p>	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies Documentaries Web pages Pictures, photographs Dictionary, thesaurus</p> <p><u>Career - Vocational texts:</u></p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Predictive text previews Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing</p>

		<p>Employee handbooks Technical manuals Employment forms “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p>Analytical text critiques</p> <p><u>Assessments:</u></p> <p>Traditional diagnostic and formative assessments (teacher-made tests, etc.) Student reports, presentations PBL classroom, unit, and Demo projects with Student-Led Conferences</p>
<p><u>Anchor Standard L.3:</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><u>grades 6-8:</u></p> <ul style="list-style-type: none"> - Vary sentence patterns for meaning, reader/listener interest, and style. - Maintain consistency in style and tone. - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. - Use verbs in the active or passive voice and in the conditional mood to achieve particular effects. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction</p>
<p><u>Anchor Standard L.3:</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or</p>	<p><u>grades 9-12:</u></p> <ul style="list-style-type: none"> - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. - Use parallel structure. - Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments</p>

<p>listening.</p>		<p>Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks "How-to" videos Instructional procedurals (videos and audio presentations)</p>	<p>Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction Analytical text critiques</p>
<p><u>Anchor Standard L.4:</u> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</p>	<p><u>grades 6-12:</u></p> <p>- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials</p>	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p> <p>Employee handbooks "How-to" videos Instructional procedurals Technical manuals</p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction Analytical text critiques</p>
<p><u>Anchor Standard L.5:</u> Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p><u>grades 6-8:</u></p> <p>- Interpret figures of speech in context based on grade-level reading and content. - Distinguish among the connotations of words with similar denotations.</p>	<p><u>Traditional literary texts:</u></p> <p>Novels, short stories Poetry, musical lyrics</p> <p><u>Informational texts:</u></p> <p>Biographies, documentaries Web pages</p> <p><u>Career - Vocational texts:</u></p>	<p><u>Resources & strategies:</u></p> <p>Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips &</p>

		Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)	comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction
<u>Anchor Standard L.5:</u> Demonstrate understanding of figurative language and nuances in word meanings.	<u>grades 9-12:</u> - Interpret figures of speech in context and analyze their role in the text based on grade-level reading and content. - Analyze nuances in the meaning of words with similar denotations.	<u>Traditional literary texts:</u> Novels, short stories Poetry, musical lyrics <u>Informational texts:</u> Biographies, documentaries Web pages <u>Career - Vocational texts:</u> Employee handbooks “How-to” videos Instructional procedurals (videos and audio presentations)	<u>Resources & strategies:</u> Language texts Graphic organizers Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips & comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction Analytical text critiques
<u>Anchor Standard L.6:</u> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when	<u>grades 6-12:</u> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<u>Traditional literary texts:</u> Novels, short stories Poetry, musical lyrics <u>Informational texts:</u> Biographies, documentaries Web pages <u>Career - Vocational texts:</u>	<u>Resources & strategies:</u> Language texts Graphic organizers Literary circles Reading, viewing journals Rubric-scored classroom assignments Comparison and contrast assignments Student-designed comic strips &

encountering an unknown term important to comprehension or expression.		Employee handbooks "How-to" videos Instructional procedurals Technical manuals	comic books, plays and skits, musical compositions Autobiographical writing Direct vocabulary instruction Analytical text critiques
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Appendix B2: High School Courses of Study and Graduation Requirements

Content Area	STANDARD COURSE OF STUDY	OCCUPATIONAL COURSE OF STUDY
<p>Academic: English</p>	<p style="text-align: center;"><u>4 credits required</u></p> <p><u>Courses Offered</u> English I, II, III, IV</p> <p style="text-align: right;"><u>Credit</u> 1 each</p>	<p style="text-align: center;"><u>4 credits required</u></p> <p><u>Courses Offered</u> English I*, II*, III*, IV*</p> <p style="text-align: right;"><u>Credit</u> 1 each</p> <p><i>*OCS Pathway courses aligned with SCOS</i></p>
<p>Academic: Math</p>	<p style="text-align: center;"><u>4 credits required</u></p> <p><u>Courses Offered</u> Math I, II, III 4th Math course aligned with student’s career plans</p> <p style="text-align: right;"><u>Credit</u> 1 each 1</p>	<p style="text-align: center;"><u>3 credits required</u></p> <p><u>Courses Offered</u> Introduction to Math Math 1* Financial Management</p> <p style="text-align: right;"><u>Credit</u> 1 1 1</p> <p><i>*OCS Pathway course aligned with SCOS</i></p>
<p>Academic: Science</p>	<p style="text-align: center;"><u>3 credits required</u></p> <p><u>Courses Offered</u> Physical Science Biology Earth & Environmental Science</p> <p style="text-align: right;"><u>Credit</u> 1 1 1</p>	<p style="text-align: center;"><u>2 credits required</u></p> <p><u>Courses Offered</u> Applied Science Biology*</p> <p style="text-align: right;"><u>Credit</u> 1 1</p> <p><i>*OCS Pathway course aligned with SCOS</i></p>
<p>Academic: Health & Physical Education</p>	<p style="text-align: center;"><u>1 credit required</u></p> <p><u>Courses Offered</u> Health / Physical Education</p> <p style="text-align: right;"><u>Credit</u> 1</p>	<p style="text-align: center;"><u>1 credit required</u></p> <p><u>Courses Offered</u> Health / Physical Education</p> <p style="text-align: right;"><u>Credit</u> 1</p>

Appendix B2: High School Courses of Study and Graduation Requirements

<p>Academic: Social Studies</p>	<p style="text-align: center;"><u>4 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>World History</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History I</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History II</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History: The Founding Principles, Civics & Economics</td> <td style="text-align: right;">1</td> </tr> </tbody> </table>	<u>Courses Offered</u>	<u>Credit</u>	World History	1	American History I	1	American History II	1	American History: The Founding Principles, Civics & Economics	1	<p style="text-align: center;"><u>2 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>American History I*</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History II*</td> <td style="text-align: right;">1</td> </tr> </tbody> </table> <p><i>*OCS Pathway courses aligned with SCOS</i></p>	<u>Courses Offered</u>	<u>Credit</u>	American History I*	1	American History II*	1
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American History I*	1																	
American History II*	1																	
<p>Academic: Remedial and Assistive</p>	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>Foundations of English</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Foundations of Mathematics</td> <td style="text-align: right;">1</td> </tr> </tbody> </table> <p style="text-align: center;"><i>These courses are considered Elective; credit earned is counted toward required elective totals</i></p>	<u>Courses Offered</u>	<u>Credit</u>	Foundations of English	1	Foundations of Mathematics	1	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">All Remedial / Assistive coursework is facilitated through the IEP process for OCS students</td> </tr> </tbody> </table>	<u>Courses Offered</u>	<u>Credit</u>	All Remedial / Assistive coursework is facilitated through the IEP process for OCS students							
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Foundations of Mathematics	1																	
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All Remedial / Assistive coursework is facilitated through the IEP process for OCS students																		
<p>Academic: World Languages</p>	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>Spanish I*</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Spanish II*</td> <td style="text-align: right;">1</td> </tr> </tbody> </table> <p style="text-align: center;"><i>*Offered online in a supervised school setting</i></p> <p style="text-align: center;"><i>These courses are considered Elective; credit earned is counted toward required elective totals</i></p>	<u>Courses Offered</u>	<u>Credit</u>	Spanish I*	1	Spanish II*	1	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Any World Language coursework offered would be facilitated through the IEP process for OCS students</td> </tr> </tbody> </table>	<u>Courses Offered</u>	<u>Credit</u>	Any World Language coursework offered would be facilitated through the IEP process for OCS students							
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Spanish II*	1																	
<u>Courses Offered</u>	<u>Credit</u>																	
Any World Language coursework offered would be facilitated through the IEP process for OCS students																		

Appendix B2: High School Courses of Study and Graduation Requirements

<p>Career Prep: BPL and Career Prep Support</p>	<p style="text-align: center;"><u>2 credits required</u></p> <p><i>Courses Offered</i></p> <p>Freshman Career Seminar ½ Sophomore Career Seminar ½ Junior Career Seminar ½ Senior Career Seminar ½</p>	<p style="text-align: center;"><u>2 credits required</u></p> <p><i>Courses Offered</i></p> <p>Freshman Career Seminar ½ Sophomore Career Seminar ½ Junior Career Seminar ½ Senior Career Seminar ½</p>
<p>Career Prep: Occupational</p>	<p style="text-align: center;"><u>4 credits required</u></p> <p><i>Courses Offered</i></p> <p>Agriculture, Forestry, Wildlife Careers 1 Animal Care Services Careers 1 Arts, Entertainment, Recreation Careers 1 Business, Gov't, Office, Admin Systems & Support Careers 1 Commercial Foods Careers 1 Construction Trades Careers 1 Healthcare & Social Assistance Careers 1 Insurance, Real Estate Careers 1 Law Enforcement, Military Careers 1 Manufacturing Careers 1 Mechanical / Industrial Maintenance Careers 1 Personal Health, Beauty Careers 1 Retail, Marketing, Sales Careers 1 Transportation Careers 1 Utilities Services Careers 1</p> <p style="text-align: center;"><i>These represent some of the introductory Occupational courses which may be offered upon demand</i></p>	<p style="text-align: center;"><u>6 credits required</u></p> <p><i>Courses Offered</i></p> <p>Occupational Preparation I 1 Occupational Preparation II 1 Occupational Preparation III 1 Occupational Preparation IV 1 Elective credits as per IEP 2</p>

Appendix B2: High School Courses of Study and Graduation Requirements

Electives	<u>6 credits required</u>		<u>2-8 credits suggested</u>	
<p><i>These Elective courses are representative of those which may be offered.</i></p>	<u>Career Prep Elective Courses Offered</u>	<u>Credit</u>	<u>Courses Offered</u>	<u>Credit</u>
	Additional courses from the Required Occupational course list	1 each	<p>Any Career Prep, Academic, or Interest Elective courses as determined appropriate through an OCS student’s IEP process</p>	
	2nd-level further exploration courses in Required Occupational course list careers	1 each		
3rd-level deep specialization courses in Required Occupational course list careers	1 each			
<p><i>All Elective courses to be developed and offered according to parent-student demand</i></p>	<u>Academic Elective Courses Offered</u>	<u>Credit</u>		
	Creative Writing	1		
	World Literature	1		
	English Literature	1		
	American Literature	1		
	Chemistry	1		
	Physics	1		
	Approved Independent Study*	1		
	<u>Interest Elective Courses Offered</u>	<u>Credit</u>		
	Advanced PE 1: Team Sports*	1		
	Advanced PE 2: Individual Sports*	1		
	Band*	1		
	Chorus*	1		
	Art*	1		
	Photography*	1		
Drama / Theatre Production*	1			
<p><i>*May be repeated for additional Elective course credit</i></p>				

Appendix B2: High School Courses of Study and Graduation Requirements

<p>TOTAL CREDITS REQUIRED FOR GRADUATION</p>	<p>English 4 Math 4 Science 3 Social Studies 4 Health & Physical Education 1 BPL and Career Prep Support 2 Career Prep: Occupational 4 Electives 6 TOTAL: 28</p>	<p>English 4 Math 3 Science 2 Social Studies 2 Health & Physical Education 1 BPL and Career Prep Support 2 Career Prep: Occupational 6 Electives (as per IEP) 2-8 TOTAL: 22-28</p>
<p>Additional Graduation Requirements</p>	<p>Passing grades on all Project Demos Successful Supervised Internship experiences each year</p>	<p>Project Demo participation Completion of IEP objectives Career Portfolio</p>

PIEDMONT CAREER ACADEMY

Appendix C: School Year Academic / Instructional Calendar

The PCA calendar will be based upon the Person County Schools LEA calendar each year in order to facilitate planned contractual bus transportation. This sample calendar is extrapolated from the Person County Schools calendar for 2018-19, the latest calendar published on the PCS website. It will be adapted and revised to fit the 2019-2020 PCS calendar once that calendar is adopted.

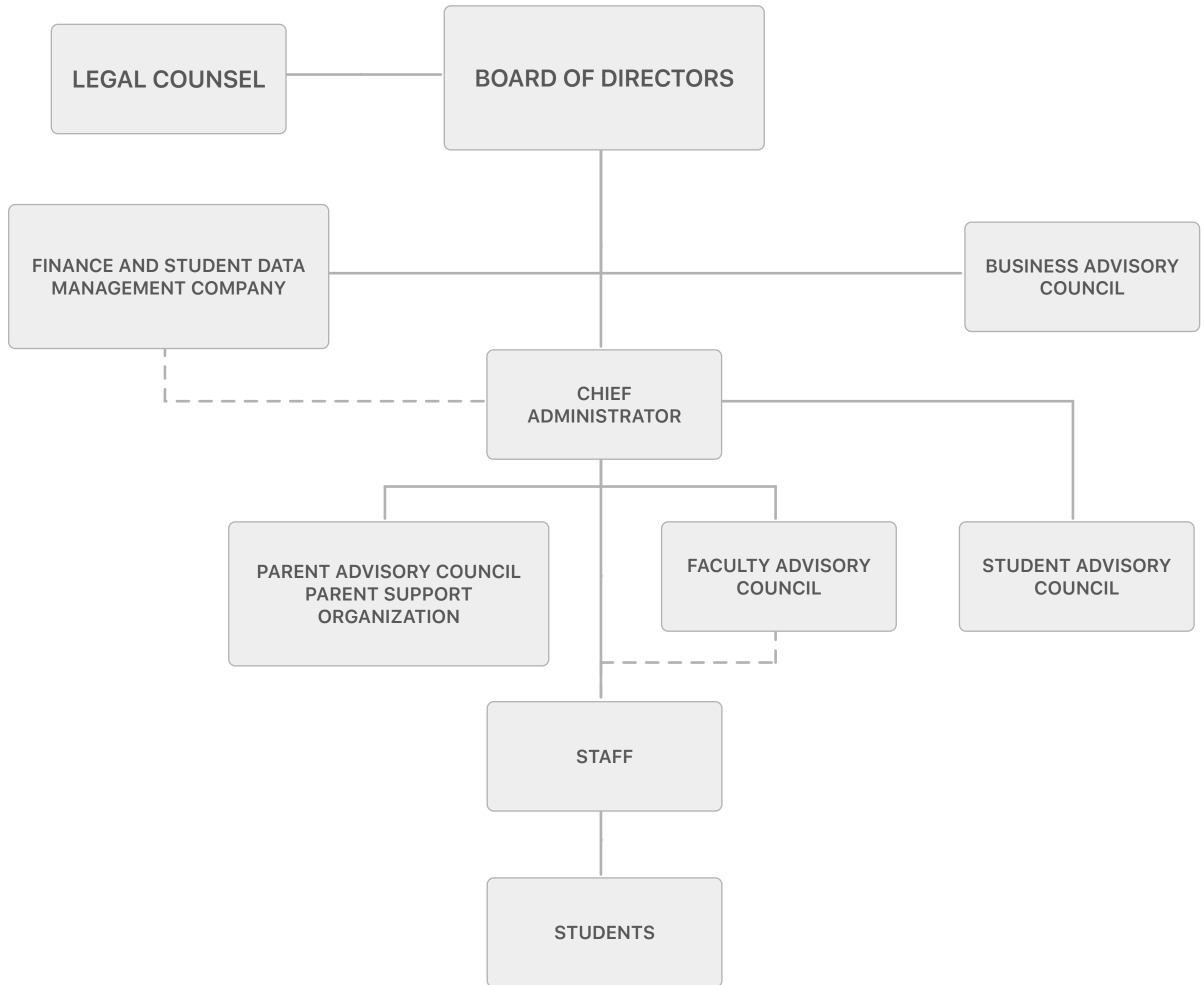
SCHOOL YEAR 2019-2020 [TOTAL INSTRUCTIONAL DAYS: 180]

<u>Day(s)</u>	<u>Date(s)</u>	<u>Event(s)</u>
Mon-Fri	Aug 12-16	Staff Professional Development (2019-2020 school year only)
Mon-Fri	Aug 19-23	Staff Week: Teacher workdays
Tue	Aug 20	Middle School (grs 6-8) Intake Open House & PSO meeting
Thu	Aug 22	High School (grs 9-10) Intake Open House & PSO meeting
Mon	Aug 26	First day for students
Mon	Sep 2	LABOR DAY HOLIDAY: school is closed
Thu	Oct 24	End first quarter grading period
Fri	Oct 25	Teacher workday
Mon	Nov 11	VETERANS' DAY HOLIDAY: school is closed
Wed	Nov 27	Teacher workday
Thu-Fri	Nov 28-29	THANKSGIVING HOLIDAYS: school is closed
Thu	Dec 19	PBL Project Demo and Student-Led Conferences
Mon-Fri, Mon-Tue	Dec 23-27, 30-31	CHRISTMAS HOLIDAY BREAK: school is closed
Wed	Jan 1	NEW YEAR'S DAY HOLIDAY: school is closed
Thu	Jan 2	School re-opens after holiday break
Tue-Thu	Jan 14-16	HS: final [semester] exams
Thu	Jan 16	End second quarter grading period, end first semester
Fri	Jan 17	Teacher workday
Mon	Jan 20	MLK HOLIDAY: school is closed
Wed	Mar 25	End third quarter grading period
Thu-Fri	Mar 26-27	Teacher workdays, parent conferences
Mon-Fri, Mon	Apr 6-10, 13	SPRING [HOLIDAY] BREAK: school is closed
Thu	May 21	PBL Project Demo and Student-Led Conferences
Mon	May 25	MEMORIAL DAY HOLIDAY: school is closed
Wed-Fri	Jun 3-5	HS: final [semester] exams / MS: EOG tests
Fri	Jun 5	Last day for students; end fourth quarter grading period, end second semester
Mon-Wed	Jun 8-10	Teacher workdays

[To be scheduled: Meeting dates for Business Advisory Council, Parent Advisory Council, Student Advisory Council]

PIEDMONT CAREER ACADEMY

APPENDIX E: ORGANIZATIONAL CHART



Appendix F: Charter School Board Member Information

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:

Piedmont Career Academy

2. Full name:

Robert E. Daniel, Jr.

Home Address:

163 Hugh Blalock Road, Roxboro, NC 27574

Business Name and Address:

n/a (retired)

Telephone No.:

336-583-4230

E-mail address:

roxdocred@gmail.com

3. Brief educational and employment history.

B.Mus.Ed. Appalachian State University 1977; M.A. Education Admin & Supervision NCCU 1988 (Summa Cum Laude); Ph.D. Curriculum & Instruction UNCG 2001. 36.5 years’ experience in the NC Public Schools (including one charter school) as teacher (13 yrs), principal (19.5 yrs), assistant superintendent (2 yrs), superintendent (2 yrs).

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 **XX**

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?

Piedmont Career Academy was my idea; I was not recruited, I did the recruiting of Board members. I want to serve on the PCA Board to get this school – whose mission I

Appendix F: Charter School Board Member Information

strongly believe in – designed and developed in order to meet the serious employment needs of people living in my home county and surrounding areas as well as contributing to the increase in learning so desperately needed by students who are not particularly academically oriented.

6. What is your understanding of the appropriate role of a public charter school board member?
Governance and oversight, crafting of and dissemination of a strong, articulate vision and mission, direct financial supervision, and broad oversight of staff and students via development of clear, fair policies.
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.
Person County Arts Council (2012-present): development, supervision, management, and oversight of local Performing Arts programs
Reidsville Race Relations Council (1992-1999): development of community programs, policies, and events to promote racial and cultural harmony and understanding, and to mitigate race-based conflicts
Theatre Guild of Rockingham County (1992-2002): development, supervision, management, and oversight of public performances and programs
Cape Fear Council, Boy Scouts of America (2002-2004): oversight of BSA programs and events
8. Describe the specific knowledge and experience that you would bring to the board.
Thorough and extensive knowledge and experience in the founding, development, management, and supervision of all aspects of school programs, including HR, finance, educational/instructional programs, curriculum development, student leadership development, Health and Safety policies and procedures, Board policy development and implementation, co- and extra-curricular program development and management, and physical operations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
PCA is founded on the principle of providing career awareness and guidance for young men and women who choose not to enroll in 4-year schools following high school graduation, while also providing a sound academic program which supports those students' options and opportunities. Even as most traditional comprehensive high schools and the majority of public charter schools focus on direction and support for students who DO choose to go to 4-year colleges and universities, PCA will offer the same level of focus and support for those who do NOT make that choice, with

Appendix F: Charter School Board Member Information

emphases on career awareness and workforce preparedness. Workplace skills and attitudes will be infused throughout the curriculum and all program areas, and all students will receive a thorough grounding in the opportunities and demands of the workplace.

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

PCA will offer a sound academic program which will prepare students who DO choose to attend 4-year colleges and universities the opportunity to do so. In addition, PCA students will explore and be introduced to the opportunities and demands of employment in North Carolina, and will be guided in the development of workforce/career preparation in all curriculum areas of study, academics included.

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

Clear, focused mission; high but attainable expectations for student success; a flourishing student body who finds relevance in their coursework; a safe and healthy environment geared toward support of student learning and advancement; a high level of satisfaction among students, parents, and staff with regard to the school's operations and programs; and a healthy financial picture guided by solid, traditional financial management policies and procedures.

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

Academically, we will be able to track student performance measures through traditional methods and make adjustments to our education plan accordingly, beginning almost immediately once the school opens and instruction gets underway. With regard to the workforce readiness portions of our program, we should initially be able to gauge the significance of the school's intentions through the efforts of the Business Advisory Council as they put together a program of support for and evaluation of our workforce readiness efforts. As the school approaches its first graduating class, we should see evidence that local and regional employers have taken notice of our program and are actively encouraging our graduates to apply for positions and come to work with them. Eventually we should be able to track our graduates and compile data on job searches, interviews, and employer satisfaction measures concerning our graduates as well as feedback from the graduates themselves on the impact of their PCA educational experiences in preparing them for the workplace.

Appendix F: Charter School Board Member InformationGovernance

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

The Board hires and directly supervises the chief administrator, develops and adopts specific policies and procedures, and supports the chief administrator and the staff in implementing those policies and procedures for the benefit of the students and the school.

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

At minimum: satisfactory student performance measures on state accountability program components; satisfactory-to-excellent ratings from annual student, parent, and staff survey responses; financial solvency and a healthy budget picture for the upcoming year; sufficient applicants for the following year to ensure growth toward meeting enrollment projections.

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

Increasing number of applicants in successive years; steady increase in student performance measures, including annual accountability program results; increasing level of quality in student work, including PBL projects and BPL student internship measures; decreasing disciplinary referrals and instances of student suspension; satisfactory-to-excellent ratings from annual student, parent, and staff survey responses; high levels of parent involvement and participation in school support programs; stable financial reports and fund balances; continued enthusiastic support from local and regional employers for assistance in program development and implementation and placement of student interns; a Board of Directors who continue to be active and engaged in the school's development.

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

Hire the right chief administrator; develop strong, clear, focused policies governing procedures and practices; hire the right financial and student data management firm and hold them closely accountable for providing the services promised; develop an internal accountability system for evaluation, analysis, and revision of initial program components and elements specific to the school's mission.

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

I would start with a private conversation with that Board member, making my concern clear. If unable to resolve the situation at that level, I would take it to the Board for discussion and potential action as per our By-Laws.

Appendix F: Charter School Board Member Information

*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 – no such action

Certification

I, Robert E. Daniel, Jr., Ph.D., 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 Piedmont Career Academy Charter School is true and correct in every respect.



Signature

9-14-2017

Date

Appendix F: Charter School Board Member Information

ROBERT E. DANIEL, Jr., Ph.D.

Education: Ph.D. UNC-Greensboro: Curriculum & Teaching, May 2001 (concentration in Educational Leadership)
 M.A. Educational Administration & Supervision, N.C. Central University; Summa Cum Laude, May 1988
 B.Mus.Ed., Appalachian State University, May 1977

Certification: North Carolina (expires 6-30-22): Virginia (expired 6-30-05):
 011 Superintendent [DS Doctorate]; 012 Principal [DP Doctorate]; Division Superintendent's License
 800 Music K-12; 18108 Theatre Arts endorsement

Professional Employment History:

Feb 2013 – Dec 2015 Founding Principal: Falls Lake Academy Public Charter School, Creedmoor NC
 Feb 2005 – June 2011 Founding Principal: CHALLENGER Early College High School, CVCC, Hickory NC
 Aug 2002 – Aug 2004: Superintendent of Schools, Brunswick County NC
 July 2000 – July 2002: Assistant Superintendent of Schools, Pulaski Co. Schools VA
 Aug 1999 – July 2000: Founding Principal: Rockingham County NC *S.C.O.R.E. Center* Alternative School
 July 1992 – Aug 1999: Principal, Reidsville High School (Rockingham County Schools NC)
 July 1990 – June 1992: Principal, Weldon High School (Weldon City Schools NC)
 Jan 1989 – July 1990: Arts Education Coordinator, Granville County Schools NC [simultaneously w/ following:]
 Aug 1979 – July 1990: Band and Theatre Arts Director, South Granville High School; Arts Dept. chair 1985-89,
 Lead Teacher Project DESIGN 1988-89
 Aug 1977 – June 1979: Band Director, Havelock High School (Craven County Schools NC)

Community and Civic Organization Membership and Service:

Person County Arts Council 2012-present
 Reidsville Chamber of Commerce Race Relations Council 1992-1999; Chairman 1997-1999
 Baptist Brass Quintet, 1992-2002
 Theatre Guild of Rockingham County 1992-2002: Original Incorporator/Trustee; 1 term President, 6 terms Board of Directors
 Board of Directors, Cape Fear Council, Boy Scouts of America, 2002-2004
 Brunswick Brass Quintet and the Brunswick Little Theatre Pit Orchestra, 2002-2004
 Frequent guest speaker: civic clubs, community organizations, and community events

Leadership Positions, Awards, Honors

South Granville High School Teacher of the Year 1982-83 *and* 1983-84, Granville County Teacher of the Year 1983-84
 NC Music Educators' Association: President District #11 1987-1989;
 NC Bandmasters' Association State Marching Band Committee chair 1985-1987; Central District All-District Auditions Committee
 chair 1984-86; Constitution Committee chair 1984-86
 Summa Cum Laude graduate, NC Central University (M.A.) June, 1988
 Outstanding Academic Achievement Award, NC Principals' Executive Program #28 (Apr 1992)
 NC State Superintendent's High School Advisory Council 1994-1996
 Reidsville NC Jaycees "Boss of the Year," 1996
 North Carolina TAPAP/NASSP State High School Principal of the Year 1997
 President, Rockingham County NC Principals' Association 1997-98
 Four terms President of NC-PAPA Region #5 and NC-PAPA Board of Directors, 1995-1999
 International Baccalaureate Commendation for innovative comprehensive planning, 1997

Publications, Presentations:

Presentation: "*The CHALLENGER Early College Experience.*" International Center for Leadership in Education 16th Annual
 Model Schools Conference: Orlando, June 2008.
 Presentations: "*The Transition/Intervention Program*" and "*The Foundational Algebra Program.*" Southern Region Education Board
 annual national *High Schools That Work* conference: Atlanta, July 1999.
 Published: "The Student Leadership Institute," *New Directions in School Leadership: Students Taking the Lead.* 1997, Jossey-Bass.
 Recurrent scheduled guest speaker: Education methods classes, UNCG, 1996-1999.
 Presentation: "*Organizing for Success on the 4x4 Block Schedule.*" NC Principals' Conference, Wilmington, July 1996.

Appendix F: Charter School Board Member Information

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:

Piedmont Career Academy

2. Full name: **Charles Derrick Sims**

Home Address: **2409 Flat Woods Road, Timberlake, NC 27583**

Business Name and Address: **US Flue-Cured Tobacco Growers, Inc.**

Telephone No.: **919-812-0176**

E-mail address: **dsims100758@yahoo.com**

3. Brief educational and employment history.

1983 Associate of Applied Science – Industrial Management Technology

1993-1998 Safety Director, Southeastern Screenprint, Inc.

1999-2001 OEM Shipping Supervisor / Safety Coordinator, Anixter Logistics

2002-2004 Safety / Fleet Supervisor, Vector Tobacco

2004-present Environmental Health & Safety Manager, US Flue-Cured Tobacco Growers

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:

Appendix F: Charter School Board Member Information

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?
Dr. Robert Daniel talked to me about starting a charter school, grades 6-12, that would be geared toward students who cannot or do not plan to attend a four-year college or university immediately after high school. Dr. Daniel asked if I would be interested in serving on the board of directors. I said "Yes," and that I wanted to serve on this board because I see a need to improve workforce development in Person County. Piedmont Career Academy will prepare graduating high school students to enter the workforce and make a positive impact on the economy in and around Person County.
6. What is your understanding of the appropriate role of a public charter school board member?
I believe the role of the board will be to monitor and support the following areas: academic growth, Project-Based Learning and Big Picture Learning participation, student behavior and citizenship, maintenance of financial stability, review of annual enrollment and application numbers, review of academic success, and review or staff retention rate.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
**I am currently serving on the following committees and boards:
Roxboro Area Chamber of Commerce (Chairman 2014-2017, currently Past Chairman)
Kerr-Tar Workforce Development Board (Chairman 2012-present)
Person County Economic Development Commission Board of Directors
Person County Business and Industrial Center, Inc. Board of Directors (2014-July 2017)
Roxboro Development Group (Board of Directors 2017-present, Chairman Economic Restructuring Committee 2016-present)
I believe service as a member and officer of these boards and committees demonstrates my leadership and decision-making skills, which will make me an effective board member.**
8. Describe the specific knowledge and experience that you would bring to the board.
I bring knowledge and expertise in workforce development, environmental health and safety, and economic development to the PCA Board of Directors.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school will focus on preparing high school graduates who do not plan to attend four-year colleges or universities immediately following completion of high school with knowledge and skills to enter the workforce and be successful. This will require sound learning in academic areas as well as training in awareness of career opportunities and training in employability skills.

Appendix F: Charter School Board Member Information

2. What is your understanding of the school's proposed educational program?
PCA will offer a sound middle school and high school academic program which will give students what they need to attend a four-year school after graduation if they want to, but will be much more thorough than traditional schools in preparing them to go to community college, the military, or straight into the workforce. The program will be unique in its use of Project-Based Learning as developed by the Buck Institute and capped with Student-Led Conferences, and workforce internships as developed by the Big Picture Learning Network. Students will participate in Career Connections classes in middle school and Career Seminar classes and Advisory groups in high school.
3. What do you believe to be the characteristics of a successful school?
I believe the following are good characteristics of a successful school: Vision, Leadership, High Academic Standards, Equity, Diversity, Fairness, and Inclusiveness.
4. How will you know that the school is succeeding (or not) in its mission?
I will know if we are succeeding by reviewing the progress reports that I will be receiving as a board member throughout the year.

Governance

1. Describe the role that the board will play in the school's operation.
The board will be responsible for all overall operations of the school, including the budget, hiring of outstanding staff, oversight of strong academic and career prep programs, and maintaining a safe, healthy school environment.
2. How will you know if the school is successful at the end of the first year of operation?
The board will periodically review the school's overall academic performance, monitor the school's climate, and supervise the school's progress toward meeting annual goals.
3. How will you know at the end of five years if the school is successful?
I will know in 5 years how successful we've been by the progress reports that I will be receiving throughout the next 5 years. I will be comparing these reports to our 5-year goals.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We will need good leadership, good teachers, business and community support and to continually monitor all of the PCA operations, if a problem arises be able to react quickly to fix it.

Appendix F: Charter School Board Member Information

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 call our board of directors together and review the situation and refer to our Code of Ethics policy.

*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

Certification

I, CHARLES DERREK SIMS, 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 PIEDMONT CAREER ACADEMY Charter School is true and correct in every respect.



Signature

8-7-17

Date

Appendix F: Charter School Board Member Information

Charles Derrick Sims

2409 Flat Woods Road
 Timberlake, NC 27583
 (919) 812-0176

EDUCATION

1983 Associate of Applied Science Industrial Management Technology. Durham Technical Community College.

EXPERIENCE

Environmental, Health and Safety Manager: U.S. Flue-Cured Tobacco Growers Inc. Timberlake N.C. (2004-present)

- Responsible for the safety training for over 200 employees.
- Implemented a 1st responder team
- Handled workman's compensation claims.
- Maintained government reporting forms for accidents and waste.

Safety/Mail Room/Fleet Supervisor: Vector Tobacco Inc. Timberlake, N.C. 2002-2004

- Implemented a safety training program and a safety committee.
- Responsible for the safety training for over 200 employees.
- Organized and supervised the mailroom and courier departments.
- Maintained the fleet cars consisting of a box truck, van, jeep, and two sedans.
- Implemented a 1st responder team.
- Certified as a Radiation Safety Officer
- Handled workman's compensation claims.
- Maintained government reporting forms for accidents and waste.

OEM Shipping Supervisor/Safety Coordinator: Anixter. Morrisville, N.C 1999-2001

- Responsible for shipping and safety training for over 300 associates.
- Coordinated shipping and receiving functions.
- Implemented a safety training program and a safety committee.
- Increased productivity by 50%.
- Reduced the number of OSHA reportable accidents by 50%.

Production Manager/Safety Director: Southeastern Screenprint Inc. Raleigh, NC. 1993-1998

- Responsible for production, safety, inventory control, shipping and receiving, equipment maintenance, facilities maintenance and human resources.
- Purchased equipment to increase plant efficiency.
- Implemented an effective safety training program and a safety committee.
- Reduced raw material cost by reducing the amount of overage used to produce parts.
- Prepared Standard Operating Procedures for the entire manufacturing operations.

Production Manager: ASI Sign Systems. Raleigh, NC. 1989-1993

- Responsible for production, shipping and receiving; quality control, inventory control, chemical waste disposal and human resources.
- Changed the plant layout to better utilize the equipment and increase shop efficiency.
- Reduced supply cost by implementing an inventory and vendor cost savings program.
- Improved safety for employees by purchasing proper safety equipment and implementing a safety program.
- Trained employees on new equipment and technology,

Committees and Boards

Chairman of the Roxboro Area Chamber of Commerce (2014-2017)

Past Chairman of the Roxboro Area Chamber of Commerce (2017-present)

Chairman of the Kerr-Tar Workforce Development board (2012-present)

Person Co. Economic Develop Commission board and the Person Co. Business and Industrial Center, Inc. board (2014-17)

Person County Economic Develop Commission Executive Board Secretary and the Person County Business and Industrial Center, Inc. Executive Board Secretary. (August 2017- present 2017)

Roxboro Development Group board member (2017-present)

Roxboro Development Group – Chairman Economic Restructuring Committee (2016-present)

Appendix F: Charter School Board Member Information

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:

Piedmont Career Academy

2. Full name: **Nan R. Jeffers**

Home Address: **104 Prestige Avenue, Roxboro, NC 27573**

Business Name and Address: **4-A Enterprises, 104 Prestige Avenue, Roxboro, NC 27573**

Telephone No.: **336-459-0353**

E-mail address: **nanetech@gmail.com**

3. Brief educational and employment history.

I am an entrepreneur and the founder of a nonprofit organization (SPEEED) which offers advocacy to youth struggling to stay persistent in their academic coursework. I worked for Piedmont Community College for 12 years in the Educational Opportunity Center, an academic support program.

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 to join the board through an outreach promotional email from the Chamber of Commerce. I wish to serve on the board to continue advocacy efforts and partnerships that meet the needs revealed in our community impact surveys.

Appendix F: Charter School Board Member Information

6. What is your understanding of the appropriate role of a public charter school board member?
My role as a board member is to aid in the overall guidance of Piedmont Career Academy.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am seasoned in working with boards, including the board of directors for SPEED, my own nonprofit, and in board member training and governance practices.
8. Describe the specific knowledge and experience that you would bring to the board.
Nonprofit expertise and guidance on academic support services.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The guiding belief at PCA is that all high school graduates will be immediately employable, possessing skills of competence, independence, and self-reliance for the success of the plans of their choice, in college or in the workplace.
2. What is your understanding of the school's proposed educational program?
To create and utilize innovative teaching methods which increase learning and expand choices of educational and career opportunities.
3. What do you believe to be the characteristics of a successful school?
Success in achieving its mission, provision of impeccable services, and graduating students who are prepared to meet the challenges and opportunities in the next levels of their lives.
4. How will you know that the school is succeeding (or not) in its mission?
Academic goals and milestones met within 5%; proficiency levels shown by assessment tools, portfolios, and project demonstrations demonstrated by Project-Based Learning and Student-Led Conferences; successful internships as measured by rubrics which evaluate success along lines developed by the Big Picture Learning Network.

Governance

1. Describe the role that the board will play in the school's operation.
The board will govern the school ensuring that the school complies with state laws and governing policies and principles set forth by the State Board of Education and the Office of Charter Schools.

Appendix F: Charter School Board Member Information

2. How will you know if the school is successful at the end of the first year of operation?
In addition to student academic performance measures, the yearly Satisfaction Survey results will be used to evaluate progress toward meeting goals and milestones.

3. How will you know at the end of five years of the schools is successful?
Successful completion of a 5-year accountability review.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Establishing a team culture among board, staff, parents, and students is a must to ensure the success of the school. The board as a whole will attend board training, use reports, and consider suggestions from all stakeholders to make continuous progress toward meeting the needs of the students and the mission 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?
Take it to the board. The board will adhere to the policy concerning any matter such as this as set forth in our By-Laws.

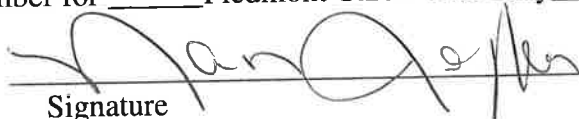
*Please include the following with your Information Form

- 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, Nan Jeffers, 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 Piedmont Career Academy Charter School is true and correct in every respect.


Signature

8/28/17
Date

Appendix F: Charter School Board Member Information

Nannie Louise Richmond Jeffers

104 Prestige Avenue, Roxboro, North Carolina 27573

(336) 459-0353 / nanetech@gmail.com

PROFESSIONAL EXPERIENCE:

Volunteer Director- SPEED Roxboro, NC (2007- Present)

Business Owner-4 A Enterprises Roxboro, NC (1999- Present)

Office Assistant- Educational Opportunity Center (EOC)
Piedmont Community College, Roxboro, NC (2001- 2013)

Technology Consultant- SAEOPP Center
Southeastern Association of Educational Opportunity Program Personnel, Atlanta, Georgia (2007)

Secretary to the Dean-General Education Piedmont Community College, Roxboro, NC (2000- 2001)

Executive Assistant- Community Alternatives
Person County Government, Roxboro, NC (1997- 1999)

CURRENT PROFESSIONAL RESPONSIBILITIES:

- _ App Development, Hardware/ Software Trouble shooter
- _ Responsible for conducting the full range of activities required to prepare, submit, and manage grant proposals to local, state, federal, foundation, corporate sources
- _ Work with participants/students from diverse backgrounds
- _ Write and review program processes such as needs, goals and objectives, project design, logic models, success measurements
- _ Monitor budget expenditures, prepare financial documents, report both internal and external
- _ Communicate both written and verbally: clear, structured, articulate, persuasive reviews, reports
- _ Liaison: Program to College, Program to Professional Organizations, Program to Community
- _ Motivational Speaker/Workshop Developer/Presenter: Financial Literacy, Team Building, Leadership, Motivating and Mobilizing Staff, Assessment, Retention and Graduation Strategies, Technology Tools, Life After High School, Wellness
- _ Member: Piedmont Career Academy Board of Directors (Secretary-Treasurer), Southeastern Association of Educational Opportunity Program Personnel, Council for Opportunity in Education, North Carolina Council for Educational Opportunity Programs

EDUCATION:

Masters: Christian Leadership, Grand Canyon University, Raleigh, North Carolina 2016

Bachelors: Business Administration/Accounting, Shaw University, Raleigh, North Carolina 2005

Associate: Business Management, Piedmont Community College, Roxboro, North Carolina 1996

Associate: Accounting, Piedmont Community College, Roxboro, North Carolina 1986

LICENSE AND CERTIFICATIONS:

Microsoft Office User Specialist (MOUS)-PowerPoint 2008

AWARDS AND RECOGNITION:

2004 TRiO Achiever- North Carolina Council for Educational Opportunity Program

Appendix F: Charter School Board Member Information

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:

Piedmont Career Academy

2. Full name: **Lynda D. Clayton**

Home Address: **260 Seamster Road, Roxboro, NC 27574**

Business Name and Address: **Hubbard and Cates, Attorneys At Law, 36 Court Street,
Roxboro, NC 27573**

Telephone No.: **336-504-9644**

E-mail address: **lyndaclayton@roxboro.net**

3. Brief educational and employment history.

Person High School: General Education Diploma 1997

Piedmont Community College: Medical / Office Administration, 2003

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 received an email from the local Chamber of Commerce and requested further information, then attended informational / organizational meetings as the board began to get organized.

Appendix F: Charter School Board Member Information

6. What is your understanding of the appropriate role of a public charter school board member?
To oversee the implementation of objectives and requirements for a successful school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am the parent of two children and an experienced legal assistant / secretary. Experience in both of these positions qualify me to speak to the needs of a school and to help oversee its development.
8. Describe the specific knowledge and experience that you would bring to the board.
Child development from personal experience, legal terms and practices relevant to local county governmental agencies, practical office administration skills.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide a school that not only stresses completion of high school educational graduation requirements, but also teaches life skills and prepares its students for life in the workplace.
2. What is your understanding of the school's proposed educational program?
Academic preparation for meeting high school graduation requirements plus knowledge and training for career, technical, and workforce employment.
3. What do you believe to be the characteristics of a successful school?
Strong administration and governance, strong community support.
4. How will you know that the school is succeeding (or not) in its mission?
Satisfied students and parents, increase in applications, and – ultimately – employable graduates.

Governance

1. Describe the role that the board will play in the school's operation.
Supervision of the school's administration, oversight and governance of all operations, successful system implementation.
2. How will you know if the school is successful at the end of the first year of operation?
All goals and requirements met with successful academic achievement and satisfied students and parents.

Appendix F: Charter School Board Member Information

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

Growth of the school, satisfied parents and students, growing community support, graduates who are employed and on their way to successful careers.

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

Make sure all NC requirements are met and ensure the school has what it needs to support students and programs.

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?

Recommend immediate removal from the board.

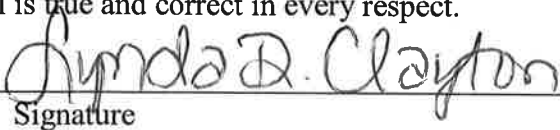
*Please include the following with your Information Form

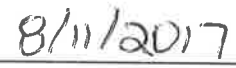
- a one page resume
- a national criminal background check

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

Certification

I, Lynda D. Clayton, 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 Piedmont Career Academy Charter School is true and correct in every respect.


Signature


Date

Lynda D. Clayton

260 Seamster Road, Roxboro, NC 27574

336-504-9644

SUMMARY:

Skillful and dedicated Assistant with extensive experience in the coordination, planning, and support of daily operational and administrative functions in a highly confidential environment.

HIGHLIGHTS:

Microsoft Office proficiency
Proper phone etiquette
Time management
Articulate and well-spoken

Professional and mature
Flexible
Strong problem solver
Customer service oriented

Social media knowledge
Work well under pressure
Meeting planning
Self-starter

COMMUNITY CONTRIBUTIONS:

Oak Grove United Methodist Church Children's Ministry Co-Director
Person County Chamber of Commerce Membership Committee
Roxboro Woman's Club Member

EXPERIENCE:

HUBBARD & CATES, March 2011-present

Legal Assistant / Secretary, Personal Assistant to Charles E. Hubbard: schedule appointments; coordinate court schedules; customer service and marketing; accounts receivable; process weekly payroll

RAMSEY, RAMSEY & LONG, January 2007-February 2011

Legal Assistant: handled and distributed all incoming and outgoing mail; scheduling of appointments and meetings; typing and filing of correspondence related to legal matters; coordinated criminal court calendars for attorney appearances; customer service and marketing

KINDRED HEALTHCARE, February 2004-January 2007

Bookkeeper / Executive Assistant: input accounts payable and accounts receivable; audit and process payroll; collaborated with other administrative team members, human resources, and finance departments on special projects and events; maintained and coordinated executive vacation, day-to-day meeting and travel schedules; coordinated and made arrangements for Facility and District meetings; typed and distributed meeting minutes to appropriate individuals

EDUCATION:

DURHAM TECHNICAL COMMUNITY COLLEGE, 2006: Notary Public Certification
PIEDMONT COMMUNITY COLLEGE, 2003: Medical / Office Administration
PERSON HIGH SCHOOL, 1997: General Education Diploma

Appendix F: Charter School Board Member Information**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:

Piedmont Career Academy

2. Full name:

Melvin L. Dorey

Home Address:

90 Mt. Harmony Church Road, Timberlake, NC 27583

Business Name and Address:

Byers, Inc. - 43 Douglas Way, Natural Bridge Station, VA 24579

Telephone No.:

336-597-3251

E-mail address:

melvindorey@gmail.com

3. Brief educational and employment history.

Danville Welding School, Danville VA, and Piedmont Community College, Roxboro NC. Career Project Manager and Construction Supervisor, Estimator for various construction firms in Virginia, North Carolina, and Florida since 2002. Owner / Supervisor and Welding Instructor: Dynamic Welding, Inc., Roxboro NC July 1994-2002.

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

Appendix F: Charter School Board Member Information

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 referred to PCA by a friend and volunteered for the Board. I feel that my many years of experience in the construction field and as a business owner and supervisor will be useful in this program.
6. What is your understanding of the appropriate role of a public charter school board member?
To serve the community through the work of the school, and to assist students in gaining the education and training they need to be successful.
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 had no other experience as a board member, but I believe my experience in the construction and industrial fields, as a welding instructor, and as a volunteer youth worker with Youth For Christ in Roxboro can be useful in putting this school together.
8. Describe the specific knowledge and experience that you would bring to the board.
I have been in the construction industry for approximately 28 years. I owned my own welding and construction business for approximately 11 years. PCA will be educating students to be ready to go into the workplace, which is my field of knowledge and experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Preparing students who aren't going to college to go out into the workforce and be successful in getting and keeping a job, and being successful in their job.
2. What is your understanding of the school's proposed educational program?
Helping students who don't usually see much relevance in school to understand how learning can help them when they go to work. Then training them how to use what they learn on the job.
3. What do you believe to be the characteristics of a successful school?
Students are working at their potential and achieving in their schoolwork.
4. How will you know that the school is succeeding (or not) in its mission?
The school guidelines will be met and the students will be successful in schoolwork and achieving in their career preparations.

Appendix F: Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.
Supervision of all school operations and programs.

2. How will you know if the school is successful at the end of the first year of operation?
Students will be ready to go on to the next grade. They will have been successful in their classwork and career prep work.

3. How will you know at the end of five years of the schools is successful?
Data will show the school's success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Develop board policies to guide the school leader and staff. Supervise the school leader and staff to make sure board policies and decisions are carried out.

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

*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, Melvin L. Dorey, 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 Piedmont Career Academy Charter School is true and correct in every respect.

Melvin L. Dorey
Signature

9/10/17
Date

Appendix F: Charter School Board Member Information

MELVIN L. "Mel" DOREY

90 Mt. Harmony Church Road, Timberlake, NC 27583
336-597-3251 / melvindorey@gmail.com

<u>Education:</u>	Parry McCluer High School, Buena Vista VA	1970-1974
	Steel's Welding, Danville VA	1979-1980
	Piedmont Community College, Roxboro NC	2010-2012
<u>Military Service:</u>	U.S. Army	1974-1976
<u>Employment History:</u>	Byers, Inc., Natural Bridge Station VA Division Mgr., Commercial HVAC and Plumbing	Mar 2017-present
	Greenwood, Danville VA Project Manager, Estimator	Nov 2015-Mar 2017
	Career Development Center, Danville VA Welding Instructor	Jan 2014-Nov 2015
	Independent Consultant for various NC, VA companies Welding, HVAC, Plumbing, construction projects	July 2010-Dec 2013
	J.D. Plumbing & Construction Co., Durham NC Consultant, Project Coordinator, Estimator, Safety Coordinator	Mar 2009-July 2010
	Jeff Oliver Construction Company, Roxboro NC (Industrial Div.) Project Manager, Safety Coordinator, QA QC	Feb 2004-Mar 2009
	Climate Control, Inc., South Boston VA Industrial Division Manager	Sep 2003-Feb 2004
	Tecnico Corporation, Jacksonville FL Construction Superintendent	Aug 2003-Oct 2003 (p/t)
	Dynamic Steel Contractors, Roxboro NC Project Manager, QA QC	Oct 2002-July 2003
	Dynamic Welding, Inc., Roxboro NC Owner, Supervisor	July 1994-Oct 2002
<u>Certifications:</u>	OSHA 10/30 hrs Certified High Purity Tube Welding Boiler Tube Welding Unlimited Structural Welding Rigging and Crane Operation Hazard Analysis & Review	Unlimited Mig Welding Stainless Welding 75 Ton Grove Crane CPR Forklift, other equipment ratings

Appendix F: Charter School Board Member Information

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:

Piedmont Career Academy

2. Full name:

Carl Winston Forsyth II

Home Address:

5025 Pine Way Drive, Durham, NC 27712

Business Name and Address:

N/A – Retired

Telephone No.:

919-812-4246

E-mail address:

forsyth52@nc.rr.com

3. Brief educational and employment history.

*** B.A. Elon College 1974, M.Ed. North Carolina Central University 1988**

*** 37 years’ experience in the North Carolina Public Schools as teacher, counselor, principal**

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

No: Yes

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

I was recruited by the Board Chairman. I believe in the mission of Piedmont Career Academy and strongly feel that there is a need for this unique program in Person County.

Appendix F: Charter School Board Member Information

6. What is your understanding of the appropriate role of a public charter school board member?
The Board serves as the long-range visionary of the school. The Board ensures that the mission of the school is kept front and center in all decisions that are made by the Board.
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 founded Voyager Academy Charter School and served as its Managing Director from 2007-2014. I currently serve as the Board Chairman for Discovery Charter School.
8. Describe the specific knowledge and experience that you would bring to the board.
I have extensive knowledge of charter school creation, operation, and administration.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I have a good understanding of the school's mission and guiding beliefs.
2. What is your understanding of the school's proposed educational program?
I have a good understanding of the school's proposed educational program.
3. What do you believe to be the characteristics of a successful school?
Safe and orderly school environment, high student achievement, low staff turnover, high customer satisfaction survey results, sound financial practices.
4. How will you know that the school is succeeding (or not) in its mission?
If the school can satisfactorily meet the criteria listed in question #3 above.

Governance

1. Describe the role that the board will play in the school's operation.
The Board serves as the long-range visionary of the school. The Board ensures that the mission of the school is kept front and center in all decisions that are made in the interest of the school.
2. How will you know if the school is successful at the end of the first year of operation?
If the school can successfully meet the following criteria: Safe and Orderly School Environment, High Student Achievement, Low Staff Turnover, High Customer Satisfaction Survey Results, Sound Financial Practices.

Appendix F: Charter School Board Member Information

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

If the school can successfully meet the goals and objectives listed in our application.

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

Make sure that the goals and objectives listed in our application are being met.

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 immediately report my concerns to the Board Chair.

*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, CARL W. FORSYTH II, 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 Piedmont Career Charter School is true and correct in every respect.

Carl W. Forsyth II
Signature

8/29/17
Date

Appendix F: Charter School Board Member Information**CARL WINSTON FORSYTH II****5025 Pine Way Drive, Durham, NC 27712****919-812-4246 / forsyth52@nc.rr.com**

Carl Forsyth is a veteran educator with 38 years of experience in the North Carolina public schools. He has worked in various educational settings as a teacher, counselor and school administrator. Mr. Forsyth was the founding principal of Voyager Academy Charter School when the school opened in 2007 with 325 students in grades 4-7. Through his leadership, in 2014 Voyager Academy had grown to include an elementary, middle and high school with a total enrollment of 1350 students in grades K-12.

His continuous focus on increasing student achievement resulted in Voyager Academy being named a North Carolina School of Distinction for three straight years, with an overall student at grade level composite of 87.5% in 2013. During Mr. Forsyth's tenure at Voyager, student growth exceeded or met expected levels for six consecutive years.

Mr. Forsyth has been at the forefront of the education reform movement in North Carolina. His experience in education reform includes serving on numerous state and local commissions. Most recently, Mr. Forsyth was appointed to serve on the Governor's Education Transformation Commission. The commission advised the Governor and provided oversight on the use of the federal "Race To The Top" funds. He is also member of the Commission's School Transformation sub-committee.

In June 2010, Mr. Forsyth was appointed by State Superintendent June Atkinson to serve on the State Superintendent's Technology Advisory Committee. This committee provided input to Superintendent Atkinson on the North Carolina Department of Public Instruction's technology initiatives and the committee acted as an advocacy group for the innovative use of technology in North Carolina's public schools.

In 2013 and 2014, Mr. Forsyth served on a subcommittee of the Charter School Advisory Board reviewing applications for proposed charter schools. The subcommittee was tasked with making recommendations to the Advisory Board for charter school application approval.

Mr. Forsyth retired from Voyager Academy in 2014. He currently is an education consultant with Education Leadership & Development, Inc. Mr. Forsyth serves as the President/CEO of ELD, Inc.

Mr. Forsyth presently is serving as the Board Chairperson for Discovery Charter School, located in Northern Durham County. Discovery is a STEAM themed middle school scheduled to open with 352 students in the fall of 2018.

Mr. Forsyth is a native of Person County and holds a bachelor's degree in Health and Physical Education from Elon College and a master's degree in Education Administration and School Counseling from North Carolina Central University. He is a former Sunday School teacher and Boy Scout leader and served for many years on the Administrative Board of Aldersgate United Methodist Church in Durham N.C.

PIEDMONT CAREER ACADEMY, INC.

BY-LAWS

Adopted April 13, 2017

ARTICLE I: NAME

The name of the Corporation is Piedmont Career Academy, Inc. (hereinafter referred to as “the Corporation”).

ARTICLE II: PURPOSE

The Corporation is a nonprofit organization whose purpose is to develop and operate a charter middle and high school (hereinafter referred to as “the School”) in Person County, North Carolina in accordance with the laws, rules and regulations governing charter schools in North Carolina (“Education laws”).

ARTICLE III: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest instead in the Directors of the Corporation. Actions which would otherwise require approval by a majority of all members or by the members require only approval of a majority of all Directors operating as the Corporation’s Board of Directors (hereinafter referred to as “the Board”).

ARTICLE IV: BOARD OF DIRECTORS

A. POWERS: The Board will be responsible for setting policy and overseeing operations, including budgeting, procedures, and community relations. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the Education laws, nonprofit corporation law, the Corporation’s Charter, and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all powers enumerated in these Bylaws, including but not limited to the following specific powers:

1. To elect or appoint and remove Directors.
2. To select and remove officers, agents, and employees of the Corporation, to prescribe powers and duties for them, and to fix their compensation when warranted.
3. To conduct, manage, and control the affairs and activities of the Corporation, and to make rules and regulations.
4. To enter into contracts, leases, and other agreements which are, in the collective judgment of the Board, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation.
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage.
6. To act as Trustee under any trust incidental to the Corporation’s purposes, and to receive, hold, administer, exchange, and expend funds and property subject to such a trust.
7. To acquire real or personal property by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property.
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
9. To lend money received only from private sources and to accept conditional and unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
10. To indemnify and maintain insurance on behalf of any of its Directors, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the provisions of North Carolina Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. NUMBER OF DIRECTORS: The number of Directors of the Corporation shall not be fewer than three nor larger than nine. The Board shall fix the exact number of Directors, within these limits, by Board resolution or amendment of the By-Laws.

C. ELECTION OF DIRECTORS:

1. The Board shall elect or appoint Directors by majority vote of the Directors then in office, whether or not the number of Directors is sufficient to constitute a quorum, or by the sole remaining Director.
2. The Board may elect or appoint any person who, in its collective discretion, it believes will serve the interest of the Corporation faithfully and effectively. The Corporation will seek to maintain Directors who represent a cross-section of backgrounds and experiences.
3. Not more than 49% of the persons serving on the Board may be persons holding a financial interest in Board actions, defined as (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any parent, sibling, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person.

D. TERMS OF OFFICE:

1. The Directors appointed to serve on the Board when the Corporation is chartered shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be nearly equal in number as possible.
2. In order to provide the continuity necessary for the effective and orderly operation of the School, the term of office of the first class (#1 above) shall expire at the end of the third year of the School's operation following the awarding of its charter by the state; the second class at the end of the School's fourth year of operation; and the third class at the end of the School's fifth year of operation. [The end of the school year is June 30th each year.] In all other cases, the term of each Director shall be three years as stipulated in item #7 below.
3. The term of office of a Director elected or appointed to fill a vacancy in these Bylaws begins on the date of the Director's election or appointment, and continues: (a) for the balance of the unexpired term in the case of vacancy created because of resignation, removal, or death of a Director; or (b) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.
4. A Director's term of office shall not be shortened by any reduction in the number of Directors resulting from amendment to the Charter, the Bylaws, or other Board action.
5. A Director's term of office shall not be extended beyond that for which the Director was elected or appointed by amendment of the school's charter or the Bylaws or other Board action.
6. A Director who has served a three year term shall not be eligible for election or appointment to a new term until one year after the expiration of his or her previous three-year term of office.
7. Directors' three-year terms of office shall begin on July 1st of the first school year in which they were elected or appointed by the Board to serve in the capacity of Director and shall end on June 30th of their third year of service on the Board. Such appointments shall be made by the Board at each Annual Meeting of the Corporation (see Article V, Section B below) prior to a school year in which a vacancy on the Board of Directors is anticipated.

E. REMOVAL OF DIRECTORS: The Board may remove a Director at any time by vote of at least 75% of the other Directors.

F. RESIGNATION OF A DIRECTOR: A Director may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairman or Secretary shall not be necessary to make it effective.

G. VACANCIES ON THE BOARD: A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these Bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors. Directors may be elected or appointed to fill vacancies by a majority vote of the Directors then in office.

H. COMPENSATION OF DIRECTORS: Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting Corporation business.

ARTICLE V: MEETINGS OF THE BOARD

A. PLACE OF MEETINGS:

1. Until such time as the School commences operations at a specified site, the Board shall hold all its meetings at any site or sites it deems reasonably convenient.
2. Once the School commences operations at a specified site, unless otherwise stipulated, all Board meetings shall be held on the campus of the School. When the Board chooses to hold any meeting at any other site, timely notice shall be given in accordance with the NC Open Meetings Law and such policies of the Board which govern such decisions.

B. ANNUAL MEETINGS: The Board shall hold an Annual Meeting as the Board of Directors of the Corporation, separate from all other meetings of the Board held to oversee operations of the School. Purposes of the Annual Meeting shall include electing and/or appointing Directors, making and receiving reports on corporate affairs, and transacting such other business as may come before the Board in its corporate capacity.

C. REGULAR MEETINGS: The Board will meet in its capacity as the governing Board of Piedmont Career Academy at least once monthly during the school year on a schedule of meetings adopted by the Board at or before its first meeting each August.

D. CALLED MEETINGS: Special called meetings may be called at any time by the Chairman, or upon presentation of a written statement of demand signed by not less than one-half of the entire Board presented to either the Chairman or Secretary of the Board. Board actions at called meetings will be restricted to the stated purposes for which the meeting is called.

E. ADJOURNMENT: A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time or place.

F. NOTICES: Notices to Directors of Board Meetings shall be given as follows:

1. Annual and Regular Meetings may be held without additional specific notice once the Board fixes the time and place of such meetings by adoption of a schedule of meetings in or before August for the following school year.
2. Notice of Annual or Regular Meetings outside such an adopted schedule of meetings shall be made by first class mail, delivered personally, or by telephone, facsimile or email to each Director, or to persons whom the Board reasonably believes will communicate it promptly to each Director.
3. Called Meetings may be held with notice by announcement at a Regular, Called, or Annual meeting of the Board for some date, time, and place in the future; by first class mail, delivered personally, or by telephone, facsimile or email to each Director or to persons whom the Board reasonably believes will communicate it promptly to each Director.

G. WAIVER OF NOTICE: Notice of a subsequent meeting may be waived by a Director in attendance who orally communicates his/her waiver, which the Secretary will include in the minutes.

H. OPEN MEETINGS: The Board will observe the Open Meetings Law (Article 33C of Chapter 143 of the North Carolina General Statutes) by giving or providing notice of all "official meetings", as defined in the Open Meetings Law, in the manner required by law and by providing access to records of Board meetings to the public as required by law.

ARTICLE VI: ACTION BY THE BOARD

A. QUORUM: Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. ACTIONS BY THE BOARD:

1. Except as otherwise provided by statute or by these By-Laws, the vote of a majority of Board members present at the time of the vote, if a quorum is present at such time, shall be an official act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Directors present may adjourn the meeting until a quorum is obtained.
2. In all events, a quorum of Directors must be present to lawfully conduct a Board meeting. To the extent that, pursuant to Section 143-318.13(a) of the Open Meetings Law, the Board provides a location and means whereby members of the public may listen to the meeting, Directors may participate in the meeting by use of conference telephone or other electronic means, provided that all Directors participating in such meeting can hear one another.

C. COMMITTEES:

1. The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than two Directors who shall serve at the pleasure of the Chairman of the Board, except that any executive committee of the Board shall comprise not fewer than the total of all elected officers of the Board.
2. The Board shall maintain a standing Finance Committee chaired by the Board Treasurer. Additional members of the Finance Committee will be appointed by the Chairman of the Board.
3. The Chairman of the Board may delegate to a Board Committee any of the authority of the Board except with respect to:
 - a. the election of Directors;
 - b. the filling of vacancies on the Board or any committee which has the authority of the Board;
 - c. the amendment or repeal of Bylaws or the adoption of new bylaws; and
 - d. the appointment of other committees of the Board, or members of the committees.
4. The Board may prescribe the manner in which any Board Committees are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its own proceedings, except that the Regular and Called Meetings of the Committee are governed by the provision of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. STANDARD OF CARE:

1. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith and with that degree of diligence, care, and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of the Corporation whom the Director believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants, or other persons as to matters which the Director believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Director does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, and with that degree of care specified in Paragraph D(1), and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described in Paragraph D(1), and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. RIGHTS OF INSPECTION: Every Director has the right to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any federal, state, or local law.

F. PARTICIPATION IN DISCUSSIONS AND VOTING: Every Director has the right to participate in the discussion and voting on all issues before the Board or any Board Committee, except that any Director shall be excused from the discussion and vote on any matter involving such Director relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Director uniquely; or (d) any other matter at the discretion of a majority of the Directors then present.

G. DUTY TO MAINTAIN BOARD CONFIDENCES: Every Director has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any closed session of the Board. Any Director violating this confidence may be removed from the Board by majority vote.

ARTICLE VII: OFFICERS

A. OFFICERS: The Officers of the Corporation consist of a Chairman, Vice Chairman, Secretary, and Treasurer. The Corporation also may have such other officers as the Board deems advisable.

1. Chairman. Subject to Board control, the Chairman has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings. The Chairman will be an authorized joint signer of all checks.
2. Vice Chairman. If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers, and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall:
 - (a) keep or cause to be kept, at a place of the Corporation's choosing, a book of minutes of all meetings of the Board, noting the time and place of the meeting, whether it was Annual, Regular, or Called, the notice given, the names of those present, and the proceedings;
 - (b) keep or cause to be kept a copy of the Corporation's Charter and By-Laws, with amendments;
 - (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
 - (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall:
 - (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements;
 - (b) make books of account available at all times for inspection by any Director;
 - (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates;
 - (d) disburse or cause to be disbursed the Corporation's funds as the Board directs;
 - (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition;
 - (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans;
 - (g) serve as Chairperson of the Finance Committee; and
 - (h) have such other powers and perform such other duties as the Board may prescribe. The Treasurer will be authorized to sign checks.

B. ELECTION, ELIGIBILITY AND TERM OF OFFICE:

1. Election. The Board shall elect the Officers annually at the Annual Meeting of the Corporation or at a Called Meeting designated for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Director may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

ARTICLE VIII: NON-LIABILITY OF DIRECTORS

The Directors shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Corporation shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by the North Carolina Nonprofit Corporation Act and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he/she, his/her testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees.

ARTICLE X: CONFLICT OF INTEREST POLICY

Any Director, Officer, or Committee member having a personal or financial interest in a contract, other transaction, or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt and full disclosure of their interest to the Board or Committee prior to its acting on such contract or transaction. The body to which such disclosure is made shall thereupon determine by majority vote whether or not the disclosure demonstrates a conflict of interest. If it is determined a conflict exists, that person shall not be allowed to vote, and is always allowed to recuse himself or herself from voting after disclosure and prior to Board or Committee determination. Any Director violating this duty to report a conflict of interest may be removed from the Board by majority vote.

ARTICLE XI: OTHER PROVISIONS

A. FISCAL YEAR: The fiscal year of the Corporation begins on July 1st of each calendar year and ends the following June 30th.

B. EXECUTION OF INSTRUMENTS: Except as otherwise specifically provided by the By-Laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it monetarily liable for any purpose or any amount.

C. CHECKS AND NOTES: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Vice-Chairman of the Board, the Board Treasurer, or the chief executive officer of the School. All checks must be signed by two of these individuals.

D. CONSTRUCTION AND DEFINITIONS: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the North Carolina Non-profit Corporation Act and North Carolina Education Law shall govern the construction of these By-Laws. The captions and headings in these By-Laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provision.

E. INTERPRETATION OF CHARTER: Whenever any provision of the By-Laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENTS

A majority of the Directors may adopt, amend, or repeal these By-Laws. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

ARTICLE XIII: PROHIBITED ACTIVITIES

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its 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. 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.

ARTICLE XIV: DISTRIBUTION 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 in such manner to such organization or organizations organized and operated exclusively for educational 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 educational purposes, or to state and/or local governments for such purposes.

Appendix H: Articles of Incorporation

The following four pages (numbered 1-4) constitute the approved Articles of Incorporation for Piedmont Career Academy, Inc. filed with the office of the North Carolina Secretary of State.

INSURANCE PEOPLE

Below are the estimated annual premiums: **Piedmont Career Academy**

Property Premium Estimate **\$600**

Contents	\$400,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,456**

Rating Basis:	Students	250
	Faculty	21

Limits:

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

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

Premium Estimate **\$4,277**

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

Named insured includes the insured Organization (School Entity), its Board of Directors, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the “educational institution”.

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$7,135
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,200,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$16,450
Student Accident Coverage		\$7.00/ student

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

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

BIG PICTURE LEARNING: HOW IT WORKS

Each student at a Big Picture Learning school is part of a small learning community of 15 students called an Advisory. Each Advisory is supported and led by an advisor, a staff member who works closely with the group of students and forms personalized relationships with each advisee.

Each student works closely with his or her advisor to identify interests and personalize learning. The student as the center of learning truly engages and challenges the student, and makes learning authentic and relevant. Each student engages in an internship where he or she works closely with a mentor, learning in a real world setting.

Parents and families are actively involved in the learning process, helping to shape the student's learning plan and are enrolled as resources to the school community.

The result is a student-centered learning design, where students are actively invested in their learning and are challenged to pursue their interests by a supportive community of educators, professionals, and family members.

10 DISTINGUISHERS

Big Picture Learning schools exist throughout the country and the world. They are in rural environments and urban environments. They serve both large and small populations of students. Some BPL schools exist in gleaming new buildings, while some can be found in retrofitted structures which haven't been in use for some time. In short, BPL schools (like the students they serve) often look dramatically different from one another. Each is its own unique environment where students can flourish as individuals within a community of learners. However, there are many elements within our learning design that are uncommon and distinct, which pull our network together and distinguish them from most other schools:

ONE STUDENT AT A TIME - The learning experience is personalized to each student. Personalization expands beyond academic work and involves looking at each student holistically.

ADVISORY STRUCTURE - Advisory is the core organizational and relational structure of a BPL school, its heart and soul, often described as a "second family" by students. Students stay with an advisor and a group of fellow classmates for four years, building close personal relationships that last a lifetime.

LEARNING THROUGH INTERNSHIPS - Real world learning is best accomplished in the real world. BPL students intern with experts in their fields of interest, completing authentic projects and gaining experience and exposure to how their interests intersect with the real world.

PARENT AND FAMILY ENGAGEMENT - Parents are welcome and valued members of the school community and play a proactive role in their children's learning, collaborating in the planning and assessment of student work. They use their assets to support the work of the school, and often play an integral role in building relationships with potential internship mentors.

SCHOOL CULTURE - In BPL schools, there is palpable trust, respect and equality between and among students and adults. Students take leadership roles in the school, and teamwork defines the adult culture. Student voice is valued in the school decision making process and visitors are struck by the ease with which students interact with adults.

AUTHENTIC ASSESSMENT – Student work is assessed by public displays of learning that track growth and progress in the student’s area of interest. Assessment criteria are individualized to the student and real world project standards. Students present multiple exhibitions each year and discuss their learning growth with staff, parents, peers, and mentors.

SCHOOL ORGANIZATION - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells, or calendars. There is an interdependence between school and community.

LEADERSHIP - Leadership is shared and spread between a strong, visionary principal; a dedicated, responsible team of advisors and other staff; and students. The community functions as a democracy. A pervasive sense of shared ownership drives a positive culture dedicated to ongoing improvement.

POST-SECONDARY PLANNING - Students develop plans that contribute to their future success--be it through college, trades, schools, travel, the military, or the workforce.

PROFESSIONAL DEVELOPMENT - Regular advisor PD is conducted at each school by principals, other school staff, and BPL staff and coaches. A BPL school is a community of lifelong learners who embrace continuous improvement.

START OR TRANSFORM A SCHOOL

BPL has over 20 years of experience in designing, developing, and supporting the implementation of new and repurposed schools based in whole or in part on our own design. BPL schools consistently achieve significant gains in attendance and performance on state and district academic assessments in essential skill areas, as well as dramatically reducing dropout and suspension/expulsion rates, increasing graduation rates, and increasing college acceptance, matriculation, and persistence.

BPL designs and supports a network of over 60 schools across the USA, and has helped to launch over 100 more around the world. We have also helped many schools who do not wish to adopt the whole BPL design, but do wish to incorporate some features and components of that design into their own.

BPL has had many remarkable successes over the past 20 years. We work with some of the most disenfranchised populations and disaffected students and have demonstrated success insuring that all students are given an equitable opportunity to explore interests, pursue passions, and realize dreams. We do not seek to achieve equity through “sameness” and replication, but rather through close collaboration with families and communities to produce learning environments that match each individual context. We are committed to equity of opportunity, which requires a truly student-centered approach that goes beyond differentiation and customization, and values personal growth over time.

What is Project Based Learning (PBL)?

PBL is a teaching method in which students gain knowledge and skills by investigating and responding to an authentic, engaging, and complex question, problem, or challenge. Essential Project Design Elements:

Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, communication, collaboration, and self-management.

Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.

Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.

Authenticity - The project features real-world context, tasks and tools, and quality standards.

Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.

Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

Critique & Revision - Students give, receive, and use feedback to improve their process and products.

Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

At Piedmont Career Academy, PBL projects will be assigned on three levels:

1. **Classroom Projects (“mini-projects”)**: focused on single ideas or limited elements of study units, designed to be completed in the classroom over a short period of time and presented to the class.
2. **Unit Project Assessments**: encompassing entire units of study, intended to engage students in thinking about incorporation and integration of multiple trains of thought. Also presented in individual classrooms, but in a more formal setting where parents are invited in.
3. **Project Demo Projects**: culminating semester projects which are intended to encompass the learning acquired in an entire semester’s study of a particular subject OR an integrated project covering a semester’s worth of study in two or more related subjects (Math and Science, for example). Project Demos are presented twice each year, during a special scheduled evening event student project teams present their Demos directly to the parents and other adults, then break into individual Student-Led Conferences where each student, individually, “walks” his/her parent(s) through the Project from inception and design to implementation and presentation.

The Personal Advisor and Advocate (“PAA”) Program at Piedmont Career Academy

OVERVIEW

Each staff member serves as PAA for a group of students who stay together through middle school or high school. During that time, the PAA is his/her students’ first line of advice and information, their shelter and shield in times of academic and personal crisis, their unwavering protector in times of trouble, and their liaison with persons and institutions the advisees come in contact with during the course of their educational experience at PCA. Primary components of the PAA program include:

I. ACADEMIC ADVISING

The PAA is a student’s first-level academic advisor. Every student comes to PCA with an expectation to develop a certain awareness of career options and the hope of exploring interests and choosing one or more of those options as a future path. PAAs help shepherd that process for each individual student. This includes guidance and advice when students are going through BPL internships as well as when they are choosing which electives to sign up for. High school PAAs will work closely with the school counselor and the BPL Coordinator to build each student’s career path and guide him/her toward the coursework and workforce experiences which will help develop “competent, confident, independent, self-reliant, career-focused, highly employable” character, ethics, and attitude.

Each PAA must be aware of each of his/her advisee’s educational standing and prepare to meet the challenges of assisting their advisees in navigating the sometimes overwhelming storm of paperwork involved in job and program applications, interviews, scholarship searches, background research on chosen occupational options, etc. While not ultimately responsible for the same level of professional advising offered by the counseling staff, each PAA must be a “well-informed amateur” in terms of academic and career counseling.

II. ADVOCACY

The PAA is an advocate: for the student, for the parents, and for the school. PAAs must accept the responsibility of absolute, unconditional, unhesitating advocacy for their advisees. For the program to work at its highest level, all students must be absolutely convinced beyond any doubt that their PAA is on their side. They must know for a fact that their PAA will exhaust every possible avenue and resource on their behalf when needed, and that their PAA will be there when they need him or her, without fail.

Total advocacy of this nature does not preclude the PAA from establishing and maintaining high expectations, correcting and criticizing, or administering discipline when it is in the student’s best interest. It doesn’t mean the PAA must approve of everything the student does without question, or that every action of the student must be defended. That would be the “attorney-client” model, where the attorney works tirelessly and exclusively to keep the client out of trouble, regardless of his/her actions, even if guilty. A more accurate way to describe the PAA role is the “parent-child” model, where the strong and loving parent remains firmly on the child’s side even when correcting, reproofing, or disciplining him. Indeed, the PAA program is probably the best example of the school’s responsibility to act *in loco parentis*.

III. REFERRALS

Copies of all PCA referrals (for disciplinary action, academic intervention, counseling and/or personal problems, attendance, etc.) go to the student's PAA. The PAA is responsible for initiating first-level discussions with the student and his/her parents, as appropriate. All staff members are expected to document every contact with students that may require any kind of intervention in the future and send it to the student's PAA, even when the situation is minor enough so that it does not warrant conversation or intervention at the time. The PAA is thereby able to build a referral file on each student, giving the school administration and support personnel a much wider and clearer picture of the student's background, circumstances and particular specific needs when intervention does become advisable.

IV. ADVISORY SESSIONS

Middle school Advisory groups will meet every day, sometimes more often (especially at the beginning of the year and towards the end of each semester). High school Advisory groups meet every other day, alternating with Career Seminar class. Sometimes these sessions will have prescribed tasks and/or items for discussion or assignment, sometimes they will not. During these sessions, the PAA is expected to take time to get to know each student assigned to him or her and establish personal connections that will serve to facilitate the delivery of services throughout the student's stay at PCA.

V. PARENTAL SUPPORT

In a typical middle or high school setting, parents are rarely present except in cases where the student is either in trouble or is receiving some kind of award or recognition. PCA parents, however, are a vital part of our total program, and we accept the responsibility of reaching out to them in order to get them involved and keep them involved. PAAs are the first line of contact and ongoing communication with the parents and the home, accepting responsibility for the following:

- a) Keeping parents informed of their child's general academic standing and progress by phone, email, parent portal message, or personal contact ***every 15 school days*** throughout the school year. [The PAA is not responsible for going into detail about individual classes; specific academic issues in individual classes will be referred to the teachers of those classes.]
- b) Informing parents of events and activities, opportunities for parent involvement and volunteering, and interaction within the PCA program, etc.
- c) Serving as the "first contact" for parents (except in some administrative cases), answering questions and providing information as requested. If the PAA is unable to help the parent right away, he/she is obligated to research the parent's request and get back to the parent as soon as possible with answers.

A PCA STAFF MEMBER'S JOB AS PAA IS JUST AS IMPORTANT AS HIS/HER JOB AS A TEACHER. PERHAPS MORE SO, IN SOME CASES.



PERSON COUNTY

OFFICE of the ECONOMIC DEVELOPMENT DIRECTOR

Person County Office Building Room 224
304 South Morgan Street
Roxboro, NC 27573-5245
336-597-1752
Fax 336-599-1609

August 11, 2017

Robert E. Daniel, Jr., Ph.D.
Chairman, Board of Directors
Piedmont Career Academy, Inc.
163 Hugh Blalock Road
Roxboro, NC 27574

Dear Dr. Daniel, Jr.:

As the Director of Economic Development for Person County, I want to show support to the objectives of your charter school. Person County's growth in a skilled workforce is an absolute requirement for additional economic development success. A dedicated charter school solely focused on assisting students with important workforce skills will have a positive impact in Person County's ability to attract new business and provide the skilled workforce needed to retain our existing employers.

Another benefit of your academy will be bringing parents together with their children to learn the importance of new skills needed to compete in the future job market. A recent Harvard University study states that 49% of current jobs will be eliminated by robots by 2030. Piedmont Career Academy, Inc., as the title states, will provide the curriculum needed to allow your students to be prepared, in many cases, to take a job right after the completion of high school or to use this school as a stepping stone to receive more education needed by our existing and future employers. When graduates of the charter school receive good paying jobs, more parents and students will be encouraged to take vocational education programs that are offered but not utilized enough through traditional high school venues.

I suspect that your charter school will provide many more students with vocational skills based simply on the support of parents signing up their children and children graduating from your academy with a concentration on one of a number of vocational curricula. Please let us know if we can be of further assistance to you.

Sincerely,

Stuart C. Gilbert, MPA, MURP, CEcD, NC BIC
Director, Person County Economic Development

Cc: Heidi York, Person County Manager



PERSON COUNTY

OFFICE OF THE COUNTY MANAGER

304 South Morgan Street, Room 212
Roxboro, NC 27573-5245
336-597-1720
Fax 336-599-1609

May 19, 2017

Dr. Robert E. Daniel, Jr., Chairman
Piedmont Career Academy, Inc.
41 Christy's Way
Roxboro, NC 27574

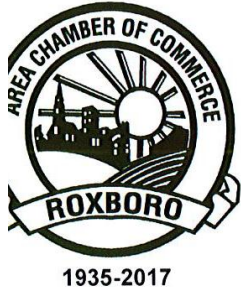
Dear Dr. Daniel:

It is my pleasure to offer a letter of support to accompany the Piedmont Career Academy charter application on behalf of Person County Government. We are excited about the prospect of having a middle and high school with a focus on vocational preparation. We have a tremendous need in our community to better equip an entry-level workforce in job readiness skills. Person County supports the establishment of the Piedmont Career Academy and the vocational instructional program that you plan to offer our students. We look forward to our partnership for the use of the Old Helena School property as the home to the Piedmont Career Academy.

Sincerely,

A handwritten signature in blue ink that reads "Heidi York".

Heidi York
County Manager



Roxboro Area Chamber of Commerce, Inc.

211 North Main Street
Roxboro, North Carolina 27573
Phone (336) 599-8333 • Fax (336) 599-8335
Chamber@RoxboroNC.com
www.RoxboroNC.com

July 13, 2017

Dear Dr. Daniel,

The Board of Directors for the Roxboro Area Chamber of Commerce would like to express our support for the creation of Piedmont Career Academy.

We agree there are a large number of students in our community who are not destined for four year college, at least not right away, and need assistance developing skills that will make them competitive candidates for entry level jobs with local industrial and manufacturing facilities. It is the Chamber's goal to see as many Person County residents filling Person County job openings as possible!

The Chamber supports and encourages a wide range of educational opportunities for local students. We live in a diverse world and that means methods of education need to cover a larger spectrum than ever before. It is our hope that Piedmont Career Academy will be a valuable tool in this endeavor and help many Person County students reach their post high school goals. An enhanced workforce brings the additional benefit of attracting even more businesses to Person County resulting in further economic growth. That is a dynamic we certainly consider a 'win win' for our area.

Please let the Roxboro Area Chamber of Commerce know how we can be of further assistance during this process of establishing Piedmont Career Academy.

Best regards,



Alicia Puryear
President/CEO
Roxboro Area Chamber of Commerce

Tracey Kendrick <tkendrick@personcounty.net>

To: Eddy Daniel

Apr 29 at 10:14 PM

To whom it may concern,

I am writing this letter in support of Person County acquiring a vocational charter school. We have a need for options in education. I think that offering students different avenues opens options and possibilities. We should all strive to make our students the best that they can be. It doesn't necessarily have to be a college based high school curriculum. Service related jobs and careers are in demand today. I hope that the people making the decisions would consider our county for this opportunity.

Tracey Kendrick
Chairman
Person County Board of Commissioners
919-815-3119

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: Not yet selected; will select at a later date
- Date of Review: Not yet accomplished; will undergo at a later date
- Signature of Board Members Present (Add Signature Lines as Needed):
 - None: Review to be accomplished at a later date

❖ 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: Eric Smith, Potter & Associates
- Date of Review: : Not yet accomplished; will undergo at a later date
- Signature of Board Members Present (Add Signature Lines as Needed):
 - None: Review to be accomplished at a later date

❖ 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 – PCA is not contracting with a CMO/EMO

❖ 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: Cory Draughon, CEO
- Name of the Selected Financial Service Provider: Charter Success, Inc.
- Date of Review: : Not yet accomplished; will undergo at a later date
- Signature of Board Members Present (Add Signature Lines as Needed):
 - None: Review to be accomplished at a later date

Appendix P: Charter School Required Signature Certification

❖ 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: Cory Draughon, CEO
- Name of the Selected PowerSchool Service Provider: Charter Success, Inc.
- Date of Review: : Not yet accomplished; will undergo at a later date
- Signature of Board Members Present (Add Signature Lines as Needed):
 - None: Review to be accomplished at a later date

Certification

I, Robert E. Daniel, Jr., Ph.D., 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 Piedmont Career Academy Charter School is true and correct in every respect.



Signature

9-15-2017

Date

City/County of: Person
 Commonwealth/State of: North Carolina
 The foregoing instrument was acknowledged
 before me this 5 day of September
 2017 by
Robert Daniel Jr.
(name of person seeking acknowledgement)
Samantha R. Gash
 Notary Public
 My commission expires: FEB 2, 2022

<p>SAMANTHA R GASH Notary Public Person Co., North Carolina My Commission Expires Feb. 2, 2022</p>
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