

Wilmington School of the Arts
Appendix A1: Evidence of Educational Need

Wilmington School of the Arts will have as its target population all students from New Hanover, Brunswick, and Pender counties who wish a choice in curriculum, instruction and school mission. The data from the surrounding counties indicates there is a strong need for a focus on academics. A strong academic foundation, coupled with the infusion of the arts and community involvement will offer a personalized education and more individual attention to the student. Thus, WSA can offer a clear alternative to the existing models of education.

The following academic data will help indicate the status of the target population:

Percent Passing by Area	New Hanover County	Brunswick County	Pender County	A H Snipes Academy of Arts and Design (NHCPS)
Reading EOG Percent Passing	62.3%	52.9%	57.6%	32%
Math EOG Percent Passing/ Performance Grade	61.1%	49.7%	56.9%	31%
Science EOG Percent Passing / Performance Grade	78.7%	75.8%	80.9%	36%

The location of WSA will be in Wilmington, NC. As a Charter School, enrollment is by lottery. It is clearly understood that WSA will be comprised of at least 25% of the student population at or below poverty level. Furthermore, students receiving free and reduced lunch will be 51% - 63% of our targeted population. Between 25 – 50 percent of the student population will be low socioeconomic, high risk population.

The following demographic data (UNC Chapel Hill, 2016), will help indicate the status of the target population:

Ethnic and Racial Composition, Ages 1-19

Ethnicity Ages 1-19	Brunswick County	New Hanover County	Pender County
White	11.86%	16.87%	18.55%
Black	2.13%	3.98%	3.31%
American Indian	.17%	.16%	.28%
Asian American	.14%	.36%	.20%
Multiracial	.75%	1.06%	1.14%
Nonwhite	3.13%	5.52%	4.49%

	New Hanover County	Brunswick County	Pender County
Percent of minors living in poverty	24.2%	28.1%	25.5%
Percent of general population living in poverty	18.9%	16.1%	18.3%
Median household income	\$49,835	\$46,438	\$44,524
Percent of student population receiving free/reduced lunch	51.9%	63.7%	63.7%

Food Insecure Homes and Free & Reduced Percentages data as of 2015 from Hunger Research

County	Percent of Kids	Approximate Number	Percent Eligible for Free and Reduced Meals	Actual Percent Enrolled in Free & Reduced Meals
Brunswick	25 Percent	5000	75 Percent	63.7 Percent
New Hanover	27 Percent	35,000	68 Percent	51.9 Percent
Pender	23 Percent	3000	68 Percent	63.7 Percent

Wilmington School of the Arts

Appendix B: Curriculum Outline

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ul style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	<p>Time:</p> <ul style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ul style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p>World:</p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ul style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ul style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture 	<ul style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	<ul style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	<ul style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry
Science	<ul style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies 	<ul style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ul style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ul style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<ul style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States 	<ul style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	<ul style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States 	<ul style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) 	<ul style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) 	<ul style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra 	<ul style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics 	<ul style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	<ul style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies 	<ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies 	<ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies 	<ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies 	<ul style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

Wilmington School of the Arts

(August 19, 2019- June 9, 2019)

First Quarter 10/21
 Second Quarter 1/10
 Third Quarter 3/20
 Fourth Quarter 6/8
TOTAL CALENDAR DAYS 184

TOTAL HOURS: 1110

Start/End (8/19 & 6/9)
 Quarter (10/29, 1/15, 4/2, 6/9)

School Day: 8am -3pm

CALENDAR LEGEND

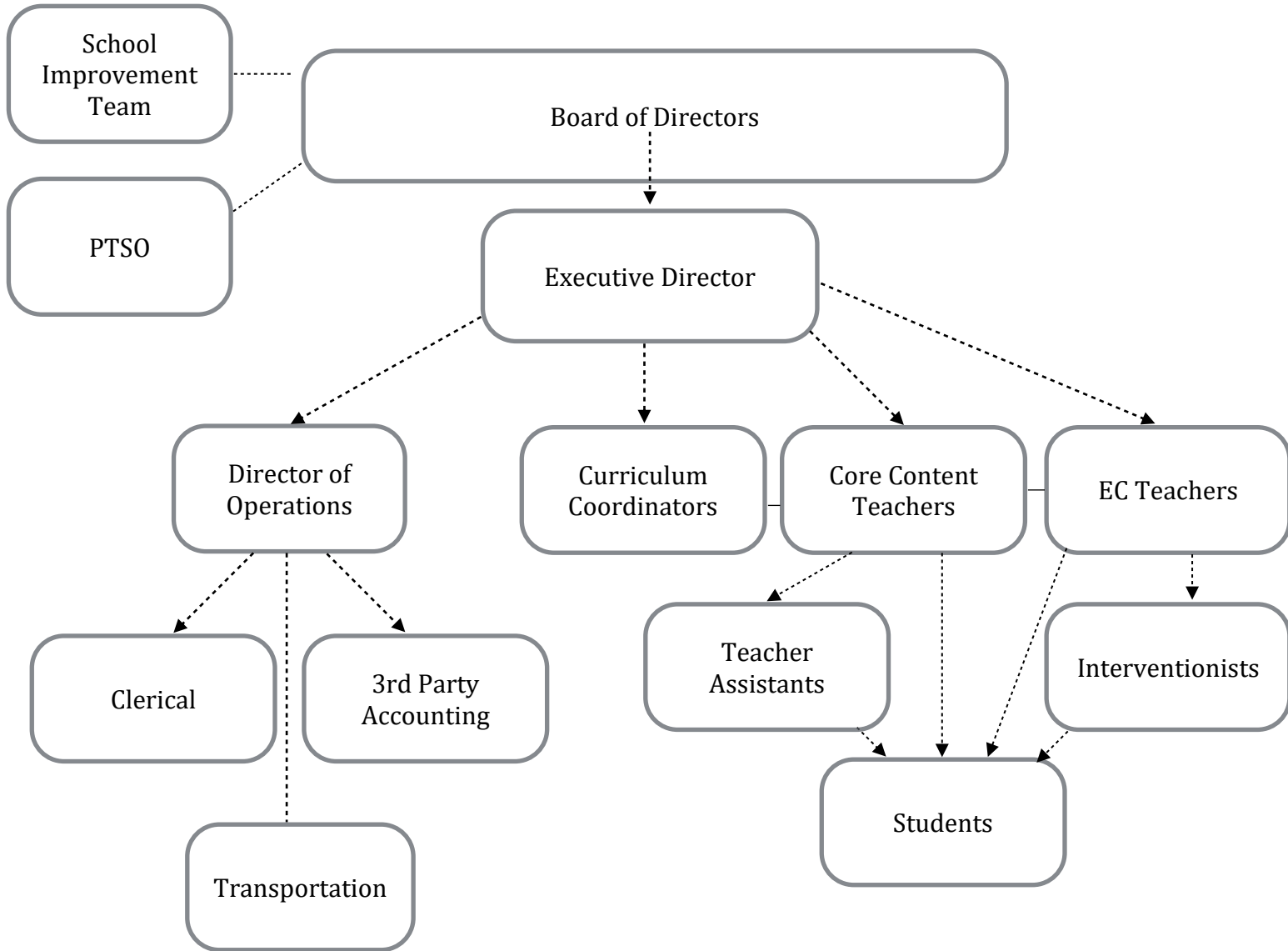
- H** **Holiday (No School)**
- C** **Conference & Report Card Day (No school for students, parent conferences to be determined)**
- T** **Teacher Work Day (No school for students)**
- O** **Open House**
- Q** **End of Quarter**
- F** **First Day of School**
- L** **Last Day of School**
- P** **Progress Reports**

August 2019					# of Days
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	15	15	16	
19	20	21	22	23	5
26	27	28	29	30	10
September 2019					
H	3	4	5	6	14
9	10	11	12	13	19
16	17	18	19	20	24
23	24	25	26	27	29
30					30
October 2019					
	1	2	3	4	34
7	8	9	10	11	38
14	15	16	17	18	43
21	22	23	24	25	48
28	29	30	31		51
November 2019					
				1	52
4	5	6	7	8	57
H	12	13	14	15	61
18	19	20	21	22	66
25	26	H	H	H	68
December 2019					
2	3	4	5	6	73
9	10	11	12	13	78
16	17	18	19	20	83
H	H	H	H	H	
H	H				
			2	3	85
6	7	8	9	10	90
13	14	15	16	17	94
H	21	22	23	24	98
27	28	29	30	31	103
February 2020					
3	4	5	6	7	107
10	11	12	13	14	112
H	18	19	20	21	116
24	25	26	27	28	121
March 2020					
2	3	4	5	6	126
9	10	11	12	13	131
16	17	18	19	20	135
23	24	25	26	27	140
30	31				142
April 2020					
		1	2	3	145
6	7	8	9	H	149
H	H	H	H	H	
20	21	22	23	24	154
27	28	29	30		158
May 2020					
				1	159
4	5	6	7	8	164
11	12	13	14	15	169
18	19	20	21	22	174
H	26	27	28	29	178
June 2020					
1	2	3	4	5	183
8	9	10	11	12	185
14	16	17	18	19	
22	23	24	25	26	

Date		Events
AUGUST	1-16	Teacher Work Days
AUGUST	15	Open House
AUGUST	19	First Day of School
SEPTEMBER	2	Holiday (Labor Day)
OCTOBER	11	Staff Development
OCTOBER	29	End of 1 st Quarter
OCTOBER	30	Conf.& Report Cards
NOVEMBER	11	Holiday (Veterans Day)
NOVEMBER	20-22	Holiday (Thanksgiving Break)
DECEMBER	23-31	Holiday
JANUARY	1	Holiday (New Years)
JANUARY	20	Holiday (MLK Day)
JANUARY	15	Quarter
JANUARY	16	Conf & Report Card
JANUARY	28	100th Day of School
FEBRUARY	7	Staff Development
FEBRUARY	17	Holiday (President's Day)
MARCH	20	Staff Development
APRIL	2	End of 3 rd Quarter
APRIL	10-17	Holiday (Spring Break)
MAY	25	Holiday (Memorial Day)
JUNE	9	Last Day of School
	10-12	Teacher Work Days

Appendix E: Organizational Chart

Wilmington School of the Arts



Appendix F:

Charter School Board Member Information Form

Note:

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: Wilmington School of the Arts

2. Full name: Danielle Gagnon

Home Address: 1909 Nun St. Wilmington, NC 28403

Business Name and Address: PPD 929 N. Front St. Wilmington, NC 28401

Telephone No.: 603-496-9489

E-mail address: Dmg11577@gmail.com

3. Brief educational and employment history.

Bachelor of Science, major in Marine Biology

PPD, Inc 2015- Present: Investigator Grant Analyst

Student Bridge 5/2015 – 12/2015: Application Support Specialist

Georgia Veterinary Rehabilitation 2013- 5/2015: Head Customer Service Representative

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 for my interest in playing a role in an arts based education. I wish to serve on the Board of Directors for Wilmington School of the Arts because I believe in the mission and approach to education.

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

A board member is a part of the governing body of the school and aids in the oversight of activities.

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 will be an effective board member based on my experiences in education, my organizational and communication skills.
8. Describe the specific knowledge and experience that you would bring to the board.
I have an understanding of basic education principals and have worked in an education setting in the past.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The schools mission is to provide a challenging curriculum integrating the arts as well as student, family and community involvement
2. What is your understanding of the school's proposed educational program?
Wilmington School of the Arts education program will utilize Core Knowledge and infuse the program into an arts based curriculum
3. What do you believe to be the characteristics of a successful school?
Student engagement, academic success measured by exams and state standards, community involvement.
4. How will you know that the school is succeeding (or not) in its mission?
If the students are meeting or exceeding the set standards for their grade levels.

Governance

1. Describe the role that the board will play in the school's operation.
The board will oversee all activities of the school and ensure it meets all regulatory requirements.
2. How will you know if the school is successful at the end of the first year of operation?
By enrollment numbers and student test scores that meet or exceed standards.
3. How will you know at the end of five years of the schools is successful?
If the school is able to expand both enrollment and offerings while still meeting or surpassing educational standards.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Assist in identifying a strong education team/staff and ensuring the school remains true to its mission and purpose.
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 the issue to the other board members for discussion and request behaviors cease or members resign.

*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, Danielle Gagnon, 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 Wilmington School of the Arts Charter School is true and correct in every respect.



Signature

September 9, 2017

Date

Appendix F:

Charter School Board Member Information Form

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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: Wrightsville Sands Realty Inc.

2. Full name: Jill M. Hatfield

Home Address: 1709 Nun Street

Business Name and Address: Wrightsville Sands Realty, Inc., 530 Causeway Drive STE 6, Wrightsville Beach, NC 28480

Telephone No.: 910.616.4498

E-mail address: jillwnc@gmail.com

3. Brief educational and employment history.

B.S. Elementary Education Appalachian State University

NC Real Estate License, JY Monk

Taught School in NC for 6 years. Property Management for 10 years.

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

No: Yes: X

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

I was recruited by several members of the board and while discussing opening a school. They knew my education background and my passion for helping the students of NC. I believe I can be of assistance for helping create the school and govern how a school should be organized.

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

The board is there to make policy and govern as needed for the creation of the school. Once created, it is to keep track of the status of the school and receive updated reports concerning finance, testing. The board's role is to put procedures and rules in place that allow the school to prosper.

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

I have served and still serve on a non-profit board. I have also served as director of a non-profit. My background with other non-profits as well as my education background.

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

I have served as treasurer for a board on a non-profit, talking with our accountant and seeing the reports and putting the information forward to the board. As a director, I saw the other side of being on a board and giving the information that was required as well as running meetings effectively. I've worked to change bylaws.

School Mission and Program

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

We want to create a school environment that learning with an arts flare is key. Creating students with passions for the arts and their community is the final result we want.

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

We want to follow the core learning modules for NC and incorporate the arts throughout. We do not want to "teach to a test", we would like to create passions for visual, music arts with passions for all people. Students will excel in all subjects being engaged with the learning process each day.

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

A successful school is one where all people involved, community, employees, parents, and students all have the same focus. Each day is a strive for success and each group is not scared to work hard each day. The school has an open mind for all people of all cultures where students, employees, parents and community feel welcome, loved and excited about being a part of this group.

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

The success of the students by seeing the testing scores, our community involvement and feedback from students and teachers.

Governance

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

The board will check on the status of how the school is doing and create policy and procedures to ensure success.

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

Testing scores and feedback both formal and informal from all parties involved in the school.

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

The same as above and expansion of the school to more grade levels and keeping the same students year after year.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Have a strong curriculum, an amazing director, community involvement, provide the resources so that students can be successful.

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?
As a board, we would need to discuss what we see and take action. This situation should be addressed before it happens in the governing bylaws, such as how to remove a board member and handle conflicts of interest.

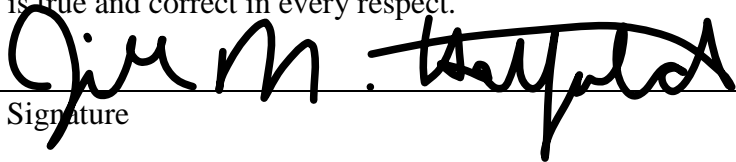
*Please include the following with your Information Form

- 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, Jill M. Hatfield, 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 Wilmington School of the Arts__ Charter School is true and correct in every respect.



Signature

9.7.17

Date

Appendix F:

Charter School Board Member Information Form

Note:

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: **Wilmington School of Arts**

2. Full name: **Brennen Rice Malpass (Breni)**

Home Address: **7625 Clark Hill Road, Wilmington NC, 28412**

Business Name and Address:

Telephone No.: **10 512 3203**

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

3. Brief educational and employment history.

BA in Psychology, MA in I/O Psychology, 18 years of HR experience, Certified Child Sleep Consultant

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?

Asked by Barry Rice to participate. I feel it's important to have an offering for local families where they can actively collaborate on the education their child receives. As a mother of 2 (ages 5 and 3), I find value in providing curriculum where students have the opportunity to hone their critical thinking skills which they will use for the rest of their lives. In addition, by concentrating on the strength of the student and providing hands on learning we are instilling confidence in our children

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

Work with other members to develop and ensure strategic vision is being achieved, oversight of school leaders (ensuring performance is at an acceptable level), and financial oversight

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

I am a mother of two, one who just began kindergarten. I have extensive experience in HR and team building. I am also a Certified Pediatric Sleep Consultant and work with local families in the area to help promote and educate about the importance of a healthy sleep foundation and its impact on health (both physical and emotional, school performance, and various other areas)

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

I have many years of experience providing HR support to company leaders (developing strategic plans, ensuring cohesive teams have high level of performance, evaluating employee performance, etc.) In addition to HR experience, I can provide valuable parent coaching skills gained from my experience working as a Child Sleep Consultant

School Mission and Program

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

To provide a diverse environment, where students will be challenged through a curriculum based on providing hands on learning experience, development of critical thinking skills, and arts. Aim to also provide a school where all parties (students, parents, and community) can become involved in the school's mission

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

Program will consist of a core curriculum that integrates the arts, experiential learning and development of critical thinking skills of the student. They will concentrate on creating a cooperative learning environment as well as one that encourages the use of all intelligences, not just a student's IQ level.

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

- a Diverse board who is committed to the success of the school
- b Strong leadership team who believes and is devoted to the school's mission and success of the students
- c Creation of the best environment for students to learn & meet curriculum expectations
- d Professional development option for staff to ensure continual support and reduce burn out
- e Positive support from community, students and parents

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

- a High level of Student, Parent and Community satisfaction
- b Higher test scores compared to other local areas schools
- c Consistent student enrollment (student completing 12 at WSA)
- d Consistent enrollment at max capacity year after year

Governance

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

Provide financial and employee oversight. Collaborate in fine tuning (if needed) and ensure mission is being achieved. Promote school's benefits to students, parents, and community

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

Benchmark parent satisfaction scores, attendance rates, grade level graduation rates

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

Continually consistent or increasing satisfaction scores, increased enrollment, consistent attendance of students, ability to maintain diverse population as targeted

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

Ensuring leadership team is staffed with employees who will provide highest level of performance, supportive of school's mission, and invested in success of school Continuing to monitor progress throughout out the year on agreed upon measure of success Ensure action plans in place to address any deficiencies in scores that may arise

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?

First and foremost, there needs to be a process to address such an issue established up front A mode for reporting suspected unethical behavior, comprehensive investigation and form of decision making (oting, etc) for ultimate outcome If I as the member who was concerned about another member, I would follow the appropriate process that has been established

*Please include the following with your Information Form

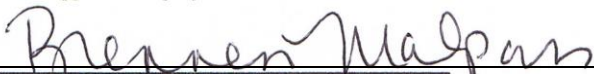
- a one page resume
- a national criminal background check

*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, **Brennen Malpass**, 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 **Wilmington School of Arts** Charter School is true and correct in every respect.

September 8, 2017



Signature

Date

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Wilmington School of the Arts
2. Full name: Thomas E. Martyn

Home Address: 8533 Bald Eagle Lane
Wilmington, NC 28411

Business Name and Address:

Telephone No.: (910) 620-3089

E-mail address: tommartyn59@gmail.com

3. Brief educational and employment history.
Bachelor of Science Mechanical Engineering – University of Virginia
Master of Business Administration – Lynchburg College
Master of Science Accountancy – University of North Carolina at Wilmington

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

No: Yes: X

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

I am involved with Boards of the Barbershop Harmony Society. The BHS supports musical arts in education as an important element of a well-rounded education. Many articles and

talks exist which support the concept that early-childhood musical education correlates with improved performance of students, especially in Math and Science. My interest in this charter school is to help form an effective educational environment where students are exposed to the arts early in their lives to enhance their educational performance.

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

A charter school board member provides oversight of the school to hold school administrators accountable for staffing, financial management and performance measurement. A board member should participate fully in the meetings, reviews and board-level decision-making.

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

I have served on the board of the Carolinas District of the Barbershop Harmony Society for six years as the Treasurer, Member-at-large, and Executive Vice President. I expect to be elected District President for the upcoming calendar year(s). I have also served on the Board of the Wilmington Chapter of the Barbershop Harmony Society in many roles over the past 20 years, including President, Treasurer, Membership and Music. I am currently the Chairman of the Budget and Finance Committee of Ogden Baptist Church. As evidenced by my progression into not only membership, but leadership roles on these Boards, I have the skill sets to be an effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.
Financial and Accounting system experience and management, Board of Directors leadership experience, Musical experience and connections

School Mission and Program

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

The Wilmington School of the arts will provide education in the arts as an essential component of knowledge for a diverse student body.

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

The academic program is based on the Core Knowledge Sequence. Academic progress of students will be measured to assure that students are achieving proficiency on all state mandated tests.

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

Measurable progress of students in achieving proficiency in core subject matter
Financial stability and accountability
Engagement of diverse community in enrollment choices and enrichment opportunities

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

Educational measures achieve or exceed standards
Fiscal stability, transparency and accountability
Engaged students, parents and arts community

Governance

1. Describe the role that the board will play in the school's operation.
Hiring and firing of key school administrators
Review and feedback of student metrics
Review and oversight of school financial reports and procedures including selection and engagement of independent auditor
2. How will you know if the school is successful at the end of the first year of operation?
Student enrollment meets goals of diversity and quantity
Measures of student achievement that meet or exceed state standards
Stable financial systems and sufficient cash balances to provide for unexpected contingencies
Expectation for growth in grade levels and enrollment levels for second year
3. How will you know at the end of five years of the schools is successful?
School is fully achieving diverse enrollment, staffing and financial stability for all grade levels with students meeting or exceeding state standards.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Careful selection of key administrative personnel
Oversight of student metrics to assure that diversity and educational goals are being met
Assure financial stability, transparency and accountability.
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?
Document behavior in Board minutes, demand that practices be discontinued and their effects mitigated and/or that responsible parties be removed from the board.

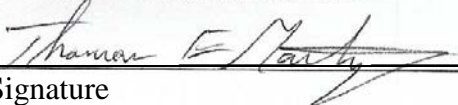
*Please include the following with your Information Form

- 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, Thomas E. Martyn, 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 the Wilmington School of the Arts Charter School is true and correct in every respect.


Signature

September 6, 2017
Date

Appendix G:

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: **Wilmington School of the Arts**

2. Full name: **Emily G. Orr**

Home Address: **2331 Stevens Road, Raleigh, NC 27610**

Business Name and Address: N/A

Telephone No.: **(919) 345-4309**

E-mail address: **emily.g.orr@gmail.com**

3. Brief educational and employment history.

Education:

Associate of Applied Science, Medical Laboratory Technology - Wake Tech Community College

Doctor of Musical Arts – UNC Greensboro

Master of Music – West Virginia University

K-12 Teaching Licensure – State University of New York College at Fredonia

Bachelor of Music – SUNY Fredonia

Employment History:

NC State College of Veterinary Medicine, *Medical Lab Technician*, 2017-present

Longleaf School of the Arts, *School Founder and Assistant Head of School*, 2011-2014

UNC Pembroke, *Adjunct Instructor (Music)*, 2005-2012

Pace Reporting Service, *Legal Transcriptionist*, 2007-present

NC Governor's School, *Instructor*, 1999-2012

UNCG, *Lecturer (Graduate Assistant)*, 2001-2004

West Virginia University, *Lecturer (Graduate Assistant)*, 1998-2000

Chautauqua County Schools (NY), *Instrumental Music Instructor*, 1995-1997

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 contacted by one of the board members, John Westberg. He reached out to me based on my experience as the founder of Longleaf School of the Arts, and my expertise in arts education. I wish to serve on this board because I believe that the arts should be an integral part of a child's education. It is more than a supplement or an elective. My hope is to bring to WSA a new way of teaching the arts, with the emphasis on the arts process, not just the end product. In addition, there is very little representation of the arts across the landscape of charter schools in NC.

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

Charter School boards work in cooperation with the schools administration and provide governance, oversight, and guidance. It is the responsibility of each board member to be intimately familiar with the school's charter, as well as charter school law.

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.

Having started a charter school of my own, I fully understand all steps of the process from the vision to every detail of the day-to-day operations. I was a founding member of my school's board and remained on the board through the first year of the school's operation. I also know that that board made a lot of mistakes, all of which were valuable learning experiences, and I am confident that I can bring all of this knowledge to the table for WSA.

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

I have been an educator for over 25 years, from elementary grades through college, specifically in the fine arts. The arts are often omitted as part of the charter school conversation and I will make sure that the arts at WSA are given strong consideration. In addition, I have a completed doctorate in music and am a licensed K-12 Music Teacher in multiple states.

School Mission and Program

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

We are providing students with a well-rounded school experience in which the arts are integrated into all aspects of the school culture.

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

Core Knowledge is a curriculum designed for cross-curricular integration, and the arts are an important part of the curriculum. With a cross-curricular theme, the arts can be integrated with any or all other subjects. Curriculum mapping, pacing guides and strong lesson and unit planning are all prerequisites to making sure the arts are fully integrated into the curriculum. Using Multiple

Intelligence and cooperative learning techniques will offer an avenue for the classroom teacher to infuse the arts into the curriculum, which melds perfectly with our Mission and Education Plan.

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

Characteristics of a good school are a strong mission, outstanding leadership, a sense of community, smooth execution of the day-to-day operations, a strong board that understands and executes proper oversight, and making decisions in the best interest of students.

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

There are a lot of objective measures, such as testing, student performance, graduation rates, etc., which are in part an indication of whether a school is successful. In addition, many new charters have a early period where families wait to see if the school will be successful. They use these observations to decide whether they will apply to the school. A successful school will be appealing to potential families, and student applications will flood in. Parents will want to be involved. Students will look forward to going to school each day. In my experience, schools that do not follow their mission typically have a lot of turnover (teachers and students) and there is a significant amount of discontent from its stakeholders.

Governance

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

Generally speaking, the Board of the Directors provides oversight, support, and guidance to the administration, and governance to the process as a whole. This particular board brings a wide diversity of experience and expertise to the process.

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

Aside from the more objective measures like enrollment, academic performance, and finances, another measure of a school's success is the feedback the school receives from its community. There will be a healthy number of applications, which should grow in number each year. There will be a high degree of satisfaction from students, parents, and staff.

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

There are objective measurements like healthy financials and academic growth. A successful school is also one that piques a great deal of interest from the community, resulting in a high number of applicants. A thriving and happy school community breeds more of the same.

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

The Board must be intimately familiar with the school's charter and with charter school law, and make sure that both are followed. The Board will provide a safe process for stakeholders to express concerns. The Board will attend annual training. There must be an evaluative process for the administration so that the Board can be sure that the school has the best possible leadership.

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

If I felt that a Board member was acting unethically or not in the best interests of the school, I would first initiate a conversation with that member and the Board Chair to see if the issue could be resolved. I believe that people deserve a chance to explain their actions and where possible, should have a chance to rectify the situation. If this method was not successful, I would suggest that the problem be addressed by the entire Board until an agreed upon course of action was decided.

*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, Emily G. Orr, 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 Wilmington School of the Arts is true and correct in every respect.



Signature

September 9, 2017

Date

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Wilmington School of the Arts
2. Full name: William B. Rice, Jr.

Home Address: 500 Windchime Dr. Wilmington, NC 28412

Business Name and Address: N/A

Telephone No.: 910-515-1685

E-mail address: brfishman45@gmail.com

3. Brief educational and employment history.
Wotrked in the Durham Public Schools from 1968-2003. Obtained BA from Campbell University, MAT and Principal Certification from UNC-Chapel Hill, ED. D from Walden University.
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, along with John Westberg, are organizing the WSA
6. What is your understanding of the appropriate role of a public charter school board member?
To follow the adopted By-Laws and assist the administration of the school in providing a sound and exceptional education environment and program.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served in several leadership roles which assist me in being on the WSA board. Serving as a Session member (governing body of CBPC), Flotilla Commander of a local CG Auxiliary unit as well as holding several other offices at District and local level in the Auxiliary.

8. Describe the specific knowledge and experience that you would bring to the board.
My work experience in public education dealing with all aspects of the education environment will provide work based knowledge on the operation of a school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To foster and provide a rich and full academic educational program which will include the arts.
2. What is your understanding of the school's proposed educational program?
The program is geared to address the academic, societal, cultural, and expressive needs of students.
3. What do you believe to be the characteristics of a successful school?
A school that is welcoming to all students and parents. One that addresses the known needs of the students. A school which assists students to grow to their fullest utilizing sound and proven instructional concepts and programs.
4. How will you know that the school is succeeding (or not) in its mission?
Measurable growth of students by varied means. State testing, standardized testing, portfolio growth, and other measures as dictated by needs. Also, a growth in the student population which is a result of the positive outcomes seen in our program.

Governance

1. Describe the role that the board will play in the school's operation.
It will set policy and provide sufficient guidance to the administrative staff and teachers to reach the established goals of the school.
2. How will you know if the school is successful at the end of the first year of operation?
By meeting the established goals.
3. How will you know at the end of five years of the schools is successful?
Continued meeting the goals as set forth by the school. In addition, student population will grow because of the success of the program.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Provide clear and precise policies for the operation of the program. Allow the administrative and the instructional staff to perform without interference or undue pressures.
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?
As a member of the BOD I would first discuss my views the individual member of the BOD. Following this discussion, if it was felt necessary, I would bring it in front of the BOD stating my belief and views on the matter. If I were a member of the administrative staff, or the instructional staff, I would inform the Executive Director of the school to let it be carried to the BOD president or chair.

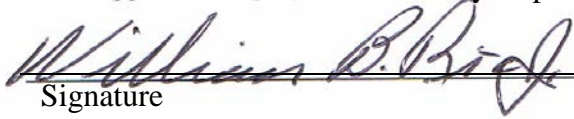
*Please include the following with your Information Form

- 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, William B Rice, Jr, 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 Wilmington School of the Arts Charter School is true and correct in every respect.


Signature

September 11, 2017
Date

Appendix F:

Charter School Board Member Information Form

Note:

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: Wilmington School of the Arts

2. Full name: John D. Westberg

Home Address: 1911 Perry Avenue, Wilmington NC 28403

Business Name and Address:

Telephone No.: 910-540-6506

E-mail address: john.westberg@wilmingtonschoolofthearts.com

3. Brief educational and employment history.

Certification: School Administrator Licensure in North Carolina, Virginia, and New York

Education:

1992 Long Island University C. W. Post Campus, Brookville, NY
6th Year Professional Diploma
Administration & Supervision (Educational Leadership)

1988 State University of New York, Stony Brook, NY
Master of Arts
Liberal Arts and Sciences/Liberal Studies

1979 Radford University, Radford, VA
Bachelor of Science
Health, Physical Education

Work Experience:

2016 – 2018 Executive Director Union Day School, Waxhaw, NC
2015 - 2016 Co-founder, Director – Schools of Choice LLC
2011 – 2015 Founder – Executive Director – North East Carolina Preparatory School, Tarboro, NC
2009 - 2011 Principal
SouthWest Edgecombe High School
Pinetops, NC
Edgecombe County Schools, NC
2007 - 2009 Principal
Whiteville High School
Whiteville City Schools, NC

2005 - 2007 Principal
Bandys High School, Sherrill’s Ford, NC
Catawba County Schools

2004 - 2005 Assistant Principal
Leland Middle School, Leland, NC
Brunswick County Schools

Further experience as a teacher and administrator dating back to 1979

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

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was asked by those involved to be part of the Board. I have the experience and desire to see this school succeed.
6. What is your understanding of the appropriate role of a public charter school board member?
The role of the Board member is that of policy formulation and oversight. The Board member should be knowledgeable and proactive in understanding the Charter School process and understand that the Board acts not as individuals but as one unit.
7. Describe any previous experience you have that is relevant to serving on the charter school’s board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I was elected three times to the Port Jefferson Board of Education, Port Jefferson, New York. I served four years as Vice Chair and I am very familiar with Board operations.

8. Describe the specific knowledge and experience that you would bring to the board.
I have over forty years of experience in the field of education. I have been a teacher and coach, Assistant Principal, Principal, Executive Director and founding member and Executive Director of a Charter School

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
A strong academic curriculum firmly rooted in the Wilmington Arts community, exposing students to the Arts.
2. What is your understanding of the school's proposed educational program?
A Core Knowledge curriculum, infused with the Arts, delivered by cooperative learning techniques, Multiple Intelligences structures, with active intervention for students in need.
3. What do you believe to be the characteristics of a successful school?
Safe orderly environment, outstanding well-trained teachers, a curriculum structured and delivered professionally. The final component would be parent and community involvement
4. How will you know that the school is succeeding (or not) in its mission?
Success can be measured by student academic growth, the number of students enrolled, the number of students waiting to enroll. Parent and community involvement and the success of all our programs.

Governance

1. Describe the role that the board will play in the school's operation.
Uphold the Mission of the school and set and monitor policy
2. How will you know if the school is successful at the end of the first year of operation?
The school is financially sound, there is academic growth and all classes are full for the next year.
3. How will you know at the end of five years of the school's operation?
Fiscally sound, academic growth, full enrollment, satisfied parents, students and community members
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Hard work, strong oversight and knowledge and commitment.
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?
Consult the Board Chair and discuss at our next meeting.

*Please include the following with your Information Form

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

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

Certification

I, John D. Westberg, 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 Wilmington School of the Arts Charter School is true and correct in every respect.



Signature

September 7, 2017

Date

Danielle Gagnon
dmg11577@gmail.com
603-496-9489
1909 Nun St
Wilmington, NC 28403

Education:

Bachelor of Science, Marine Biology: May 2013
University of North Carolina Wilmington

Experience:

PPD, Inc

Dec.2015 – Present

Associate Investigator Grant Analyst, Wilmington, NC

- Manage the preparation, review and finalization of global investigator grant budgets and payment schedule terms/conditions templates for multiple pharmaceutical trials.
- Develop budget negotiation parameters with clients.
- Communicate client processes, procedures and negotiation parameters to country specific team members globally
- Liaise and establish effective relationships with clients and internal PPD team members globally
- Ensure quality and accuracy of templates created by other grant analysts through internal quality control checks
- act as client contact for local team members during budget negotiations and provide clients with updates and/or issues during weekly calls
- Work with a strategic partnership team to develop and revise standard processes
- assist in training of new Investigator Grant Analysts

Application Support Specialist

May 2015- Dec. 2015

StudentBridge, Inc, Atlanta, GA

- Manage outgoing invoices to clients and accounts receivable using Quickbooks.
- Manage and procure all office supplies and materials.
- File monthly expense reports following company guidelines.
- Assist video production team as needed; research, video encoding, and creative brainstorming.
- Utilize Excel to track research and production tasks.
- Set up and maintain accounts with vendors as needed.
- Plan company team building and entertainment outings/activities within a given budget.

Head Customer Service Representative

Oct. 2013- May 2015

Georgia Veterinary Rehabilitation, Fitness & Pain Management, Marietta, GA

- Answer multi-line phone system and direct calls accordingly.
- Set appointments for three doctors and two physical therapists.
- Greet clients, offer refreshments, escort them to the proper room or rehab area.
- Alert doctor, therapist or assistant of client's arrival.
- Oversee three customer service representatives.
- Prepare weekly work schedule for 10 employees.
- Fill prescription medications or herbal supplements as prescribed by the doctor.
- Inventory management for all medications, supplies and retail items.
- Assist doctors in exams by restraining patients, recording findings in patients chart and performing laser therapy as prescribed by the doctor.
- Assist in caring for boarding patients.
- Contact other veterinary offices to request records on mutual patients.
- Prepare invoices for services and check out clients using cash, check, credit card, or care credit.
- Handle all customer concerns, complaints, and issues.
- Responsible for inventory management.

JILL M HATFIELD

1709 Nun Street, Wilmington, NC 28403, jillwnc@gmail.com, 910-616-4498

EXPERIENCE

- | | | |
|---------------------------|--|------------------------|
| May 2015-
Present | Wrightsville Sands Realty, Inc.
Rentals Manager/Broker | Wrightsville Beach, NC |
| | <ul style="list-style-type: none">• Planned and Developed rental rate yield system.• Created reports and analyzed statistical data• Handled difficult vacationers and Problem Solved solutions for Emergency situations.• Board Member of Vacation Rental Housekeeping Professionals 2012-Present | |
| April 2007-
2015 | Bald Head Island Limited LLC
Property Manager/ Guest Services Assistant | Bald Head Island, NC |
| | <ul style="list-style-type: none">• Presented Property Management program to prospective owners and managed 60+ homes on the vacation rental program.• Created and Maintained strong relationships with vendors, homeowners, and rental guests.• Enthusiastically greeted guests of the island and shared knowledge of island's history and amenities.• Managed Housekeeping Department and restructured for more efficient work flow and lowered overhead costs.• Balanced guest tiles and processed payments | |
| February 2014-
Present | Vacation Rental Housekeeping Professionals
Administrative Director | Remote |
| | <ul style="list-style-type: none">• Operate the organization's website• Assist new members, vendors• Recruit new membership• Compose monthly newsletters• Reconcile Monthly Banks Records• Plan Regional and National Seminars• Present on a wide range of topics for National and Regional events | |
| July 2003-
June 2007 | Mary C. Williams Elementary
Teacher | Wilmington, NC |
| | <ul style="list-style-type: none">• Maintained classroom web-site• Developed integrated lesson plans for 4th and 5th graders of all ability levels• Represented the school for Science and Social Studies Education and implemented information from the county into the classrooms at the school.• Created Developmental Reading Program for K-5 used school | |
| 2001-2003
Teacher | Madison Elementary | McLeansville, NC |
| | <ul style="list-style-type: none">• Planned and coordinated activities for a self-contained classroom of 5th graders• Served as Social Studies contact for the school• Participated in professional development workshop | |

EDUCATION

- | | | |
|--------------|--|----------------|
| January 2008 | JY Monk Real Estate School
North Carolina Real Estate License | Wilmington, NC |
| Spring 2001 | Appalachian State University
B.S. Elementary Education, Concentration Math | Boone, NC |

Breni Malpass, PHR
7626 Clark Hill Drive
Wilmington, NC 28412
910.512.3203 / breni.malpass@gmail.com

PROFESSIONAL EXPERIENCE

CAPITAL ASSOCIATED INDUSTRIES, INC, Raleigh, NC 1/15 – Present
CAI is a non-profit employers' association with offices in Raleigh and Greensboro. CAI primarily serves the greater Research Triangle, Piedmont Triad and 65 central and eastern counties of North Carolina.

HR Advisor – Wilmington, NC

DAK AMERICAS, LLC, Charlotte, NC 9/08 – 1/15
(Wholly owned by Alfa S.A.B. de C.V. of Monterrey Mexico)
DAK Americas is comprised of four business units and operates as a global supplier of Specialty Polymers, Monomers, Polyethylene Terephthalate Resins (PET) and Polyester Staple Fibers (PSF) for the western hemisphere.

Organizational Development Manager – Wilmington, NC
Human Resources Manager - Cape Fear Plant, Leland, NC

STANLEY BLACK & DECKER, INC, New Britain, CT 10/03 - 9/08
Stanley Black & Decker, an S&P 500 company, is a diversified global provider of hand tools, power tools and related accessories, mechanical access solutions and electronic security solutions, engineered fastening systems, and more.

Human Resources Leader - Proto Industrial Tools Division, New Britain, CT
Human Resources Manager – Corporate Operations, New Britain, CT
Human Resources Manager – Mechanics Tools, Georgetown, OH
Human Resources Generalist - Hand Tools Distribution Center, Concord, NC

INTERNATIONAL BUSINESS MACHINES, Raleigh, NC 12/02 – 10/03
Staffing Representative

INTERACTIVE MEDICAL SYSTEMS, Raleigh, NC 8/98 - 8/01
Human Resources Intern
Flexible Benefits Manager

EDUCATION

M.A., Organizational Psychology, University of North Carolina at Charlotte, Charlotte, NC

B.A., Psychology, University of North Carolina at Wilmington, Wilmington, NC

CERTIFICATIONS/MEMBERSHIPS

DDI (Development Dimensions International) certified instructor, January 2014

Certified Professional in Human Resources (PHR), December 2005

Member of Society of Human Resource Management (SHRM)

Member of American Society for Healthcare Human Resources Administration (ASHHRA)

FSI Certified Child Sleep Consultant, January 2016

THOMAS E. MARTYN
8533 Bald Eagle Lane
Wilmington, NC 28411
(910) 620-3089
tommartyn59@gmail.com

Education:

Bachelor of Science, Mechanical Engineering – University of Virginia, Charlottesville, VA
Master of Business Administration – Lynchburg College, Lynchburg, VA
Master of Science, Accountancy – University of North Carolina at Wilmington, Wilmington, NC

Professional experience:

Babcock & Wilcox Naval Nuclear Fuel Division, Lynchburg, VA
Exide Electronics, Leland, NC
Louisiana Pacific Engineered Solutions, Wilmington, NC
M&N Equipment Rentals, Wilmington, NC
American Fire Technologies, Wilmington, NC
Past NC CPA – Current status is inactive
Currently retired from professional career

Non-profit boards and committees:

Carolinas District of the Barbershop Harmony Society: Treasurer, Member at Large, Executive Vice President, Rising President
Wilmington Chapter of Barbershop Harmony Society: Membership, Treasurer, Music VP, President, Chapter Development, Section leader
Ogden Baptist Church: Chairman of Budget and Finance Committee, Scholarship committee, Board of Deacons

Skills and qualifications:

Leadership experience on non-profit Boards of Directors
Non-profit treasury management and reporting
Commercial accounting system management (MAS-90, Quickbooks)
Cost accounting and managerial accounting reporting
Proficient in **Microsoft Office** applications, especially Excel
Personnel management
Ethical approach to Board proceedings, financial management and transparency

EMILY G. ORR

2331 Stevens Road, Raleigh, NC 27610 · (919) 345-4309 · emily.g.orr@gmail.com

EMPLOYMENT HISTORY

North Carolina State University, College of Veterinary Medicine, Raleigh, NC
Medical Laboratory Technician, 2017-present

Longleaf School of the Arts, Raleigh, NC
School Founder and Assistant Head of School, 2011-2014

University of North Carolina at Pembroke, Pembroke, NC
Adjunct Professor - Music Education, Applied Flute, General Education Courses, 2005-2012

North Carolina Governor's School, Raleigh, NC
Area Coordinator/Instrumental Music Instructor, 1999-2013

Brocton and Westfield High Schools, Chautauqua County, NY
Instrumental Music Teacher, 1995-1997

EDUCATION

Associate of Applied Science, Wake Technical Community College, Raleigh, NC, 2015-2017

Doctor of Musical Arts, University of North Carolina - Greensboro, 2001-2005

Master of Music, West Virginia University, 1998-2000

Teaching Licensure, State University of New York College at Fredonia, 1993-1995

Bachelor of Music, State University of New York College at Fredonia, 1986-1990

CERTIFICATION

MLT (ASCP) - Medical Laboratory Technician, American Society for Clinical Pathology

Teaching Licensure, K-12 Music, North Carolina, SP1

Teaching Licensure, K-12 Music, New York, Permanent

SPECIAL SKILLS

PowerSchool, Microsoft Office, Google Docs, editing and transcription, school startup, Express Scribe, EPIC, MEDITECH

PROFESSIONAL AFFILIATIONS

American Society for Clinical Pathology (ASCP)

North Carolina Society for Clinical Laboratory Science (NCSCLS)

Pi Kappa Lambda (National Music Honor Society)

William B. Rice, Jr
 500 Windchime Dr. Wilmington, NC 28412
 Phone 910-515-1685

Functional Summary Experiences in data analysis and interpretation, management of schools and system based budgets, detail and task oriented functions, program evaluation, and compliance issues have provided an extensive knowledge of operational functions within a large school system.

Employment

1968 - 2003, Durham Public Schools

Executive Director of Human Resource Services, 2001-2003

- Responsible for managing Human Resource Service department with a system staff of 4500 plus professional and classified employees in 44 schools.

Budget Director, 1998 – 2001

- Responsible for management of a 250 million dollar school system budget along with the Executive Director for Finance. Worked with schools, various departments in budget development, as well as working to develop annual budget for presentation to Durham County Commissioners for local funding.

Coordinator, Office of Student Assignment, 1995 –1998

- Responsible for reorganization, operation, and structure of the Office of Student Assignment. Analyzed and interpreted transfer data and growth trends for reports to the Board of Education and administration.

Coordinator, Safe Schools Office, 1993 – 1995

- Developed Safe Schools Office. Developed, instituted policies and programs, and audited school operations programs to provide a safe learning environment in schools. Monitored compliance of Occupational Safety and Hazards Act (OSHA) requirements for the system.

Principal Holloway Street Elementary School, 1991 – 1993

- Responsible for the implementation of the instructional program for a student body of 330 students. Implemented and monitored a site based decision-making program for budgetary and instructional issues. Supervisory responsibility for a staff of 45.

Assistant to the Deputy Superintendent, 1986 – 1990

- Responsibilities included designing, planning and directing system research activities, and coordination of the state testing program. Conducting program evaluations, data analysis, and auditing testing programs for compliance. Principal from 1971 – 1986
- Worked in three schools, two elementary and one middle school. Responsible for all aspects of school program. Instituted middle school program concepts prior to implementation by the system. Student population of 450 to 700 with staff of 30 to 65.

Classroom Teacher and Assistant Principal, 1968 – 1971

Education

1970 – 1972	Walden University	Naples, FL
Ed.D., Doctorate in Educational Administration (HLC Accredited along with other specialty area accreditations)		
1968 – 1969	University of North Carolina	Chapel Hill, NC
M.A.T., Masters of Arts in Teaching (SACS Accredited)		
1968 – 1969	University of North Carolina	Chapel Hill, NC
School Administration Certification (SACS Accredited)		
1963 – 1968	Campbell University	Buies Creek, NC
B.A., History and Education (SACS Accredited)		

John D. Westberg

1911 Perry Avenue, Wilmington, North Carolina 28403 | 910-540-6506 | westy22@aol.com

Certification: **North Carolina,**
Continuing License, School Administrator (Principal) – AS Advanced School Administrator (Superintendent) – AP Advanced, Valid: July 2017 - June 2022
Virginia
Division Superintendent License Admin and Supervision PreK-12, Assistant. Superintendent for Instruction, Valid: July 2001 - June 2006
New York
Education Administration and Supervision PreK-12, February 1993 - Lifetime Credential – SDA, SDS

Education: Long Island University C. W. Post Campus, Brookville, NY, 6th Year Professional Diploma, - Administration & Supervision (Educational Leadership), 1992
State University of New York, Stony Brook, NY, Master of Arts, Liberal Arts and Sciences/Liberal Studies, 1998
Radford University, Radford, VA, Bachelor of Science, Health, Physical Education, 1979

Work Experience:

2015 - 2016	Co-founder, Director – Schools of Choice LLC Founder – Executive
2011 – 2015	Director – North East Carolina Preparatory School, Tarboro, NC
2009 – 2011	Principal - SouthWest Edgecombe High School, Pinetops, NC, Edgecombe County Schools, NC
2007 - 2009	Principal - Whiteville High School, Whiteville City Schools, NC
2005 - 2007	Principal - Bandys High School, Sherrill's Ford, NC, Catawba County Schools
2004 – 2005	Assistant Principal - Leland Middle School, Leland, NC, Brunswick County Schools
2003 – 2004	Assistant Principal - North Brunswick High School, Leland, NC, Brunswick County Schools
2002 – 2003	Director of Academics - Oak Hill Academy, Mouth of Wilson, VA
2001 - 2002	Assistant Principal - Pulaski County High School, Dublin, VA, Pulaski County Public Schools
1983 – 2001	Teacher - (Health, English, Driver Education), Head Coach – Varsity Football, Basketball, Longwood Central School District, Middle Island New York
1979 - 1983	Teacher - (Health, Physical Education, Driver Education), Coached – Football, Basketball, Baseball, Pulaski County Schools, Dublin, VA

Professional and Community Associations:

2007	Terrell/Sherrill's Ford Rotary Club
2002 – 2003	Dublin Lions Club, Dublin, VA
2001 – 2002	Executive Board, American Red Cross, Radford, VA
1999 – 2001	Trustee, Port Jefferson Free Library, Port Jefferson, NY
1992 – 1996	Member, Executive Council, Nassau - Suffolk School Board Association
1991 – 1996	Vice President, Board of Education, Port Jefferson Union Free School District, Port Jefferson, NY
1991 – 1996	President's Council, Suffolk County School Board Association, State Legislative Network

Appendix G: Bylaws

Wilmington School of the Arts

ARTICLE I Organization

Section 1. Name The Corporation's name shall be Wilmington School of the Arts.

Section 2. Principal Office The corporation's principal office shall be located at 1911 Perry Ave., Wilmington, NC 28403. The Board of Directors may change the principal office from time to time.

Section 3. Fiscal Year The fiscal year of the corporation shall begin on July 1 and end on the following June 30.

ARTICLE II Purpose

Section 1. Purpose The purpose of the corporation shall be the operation of a public charter school under the North Carolina General Statutes 115C-218 et seq. (Article 14A) as now enacted or hereafter amended.

ARTICLE III Members

Section 1. Members The organization shall have no members.

ARTICLE IV Board of Directors

Section 1. General Powers The business of the corporation shall be conducted by a Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

Section 2. Number The number of the directors shall be a minimum of 5 and a maximum of 13 members. The actual number of directors shall be determined by the Board of Directors and may be changed only by a 60% vote of the Board of Directors at any duly held meeting.

Section 3. Terms The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in August of 2017. After the founding terms, the terms of the directors shall be 3 years, with no director serving for

more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director's terms will expire in any one year.

Section 4. Election Directors replacing directors with expiring terms shall be elected by a 60% vote of the directors at the annual meeting of the Board of Directors or at any duly held meeting.

Section 5. Vacancies Any vacancies on the Board of Directors shall be filled by a 60% vote of the remaining Directors at any meeting.

Section 6. Qualifications Any person not precluded by law shall be eligible to serve on the board. A board candidate shall understand the mission and goals of the school and hold the fiduciary responsibility of a not for profit board member. The member shall be provided these bylaws, the Open Meetings Laws, the Charter School Statutes, the charter contract, the Conflicts of Interest Policy and the State Board of Education charter school policies.

Section 7. Removal Any director may be removed with or without cause by a 2/3 vote of the directors serving at the time at any duly held meeting.

Section 8. Conflict of Interest If a matter before the board places a director in a real or perceived conflict between the interests of the school and the interests of the director, whether the interest is pecuniary or other, the director shall inform the Board of Directors or a board member may bring such position before the board. The director with the conflict may thereafter be prohibited by the board from participating in discussions and votes on that matter. Each director shall sign a Conflict of Interest policy that shall be kept on file at the principal office of the Corporation. A conflict of interest shall be defined further as:

A conflict of interest is a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding a primary interest, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

ARTICLE V Meetings

Section 1. Regular Meetings The Board of Directors shall hold regular monthly meetings at a time and place designated by the Board of Directors.

Section 2. Special Meetings Special Meetings of the Board of Directors may be called by the chairman or a majority of the members of the Board of Directors. Directors shall be

given a minimum of 48 hours notice of any special meeting and all meetings shall comply with the open meetings laws.

Section 3. Annual Meetings Annual meetings of the Board of Directors shall be held in August of each year at a date and time to be determined by the Board of Directors.

Section 4. Emergency Meetings Emergency meetings of the Board of Directors may be called by the chairman or a majority of the directors then serving.

Section 6. Participation At any meeting, directors may participate by any electronic means that allows all participating members to simultaneously hear and speak to each other during the meeting. A director participating in this type of meeting shall be considered present at the meeting.

Section 7. Manner of Acting Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a properly called meeting of the directors in which a quorum is present shall be the act of the Board of Directors.

Section 8. Compliance with Open Meetings Laws Notwithstanding any other provision of these Bylaws, the corporation shall comply in all respects with the North Carolina Public Schools Law, code section 115C-4 and any corresponding provision of subsequent North Carolina law, in connection with all regular, special, or emergency meetings of the Board of Directors.

ARTICLE VI Officers

Section 1. Officers The Corporation's officers shall consist of a chair, one (1) vice-chair, a secretary, and a treasurer. Each officer shall have such authority and perform such duties as the Board of Directors may from time to time determine. No officer shall act in more than one capacity when the actions of two or more officers are required. Other officer positions may be added by a 2/3 vote of the board at a duly held meeting.

Section 2. Election Officers shall be elected by a majority vote of a quorum at the annual meeting. Each officer shall hold office until his death, removal, resignation, or disqualification or until his successor has been elected.

Section 3. Removal Any officer may be removed with or without cause by a majority vote of the Directors at any regular or special meeting.

Section 4. Terms Each officer shall hold office for a term of one year.

Section 5. Vacancies Any vacancy shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

Section 6. Chair The chair shall be the principal executive officer of the corporation and, subject to the ultimate authority of the Board of Directors, shall oversee the general management of the affairs of the corporation. He shall preside at meetings of the Board of Directors. He may sign and execute instruments in the name of the Corporation except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. He shall perform other duties incident to the office of the chairman and such other duties as from time to time may be assigned to him by the Board of Directors.

Section 7. Vice-Chair In the absence of the chair or in the event of his death, inability, or refusal to act, the vice-chairs shall perform the duties of the chair, and when so acting shall have all of the powers of and be subject to all the restrictions of the chair. The vice-chair shall perform such other duties as from time to time may be assigned to him by the Board of Directors.

Section 8. Secretary The secretary shall keep the minutes of the meetings of the Board of Directors in books designated for that purpose. He shall see that all notices of meetings of the directors are duly given in accordance with these Bylaws and the North Carolina open meetings laws. He shall have charge of the books, records, and papers of the Corporation. He shall perform all duties incident to the office of secretary and such other duties that from time to time may be assigned to him by the Board of Directors.

Section 9. Treasurer The treasurer shall have charge and be responsible for all funds and securities, receipts, and disbursements of the Corporation. He shall be responsible for the deposit of all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors. He shall in general perform or cause to perform, the entire duties incident to the office of treasurer and such other duties that from time to time may be assigned to him by the Board of Directors.

ARTICLE VII

Contracts, Loans, Checks, and Deposits

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

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

Section 3. Checks All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by at least two such officers as shall from time to time be determined by resolution of the Board of Directors when the disbursement or the creation of debt exceeds \$5,000. For checks or encumbrances less than \$5,001 the board shall develop policies and procedures in coordination with the board treasurer.

Section 4. Deposits All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

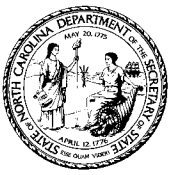
ARTICLE VIII Indemnification

Section 1. Indemnification The corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the corporation or is or was serving at the request of the corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX Amendments

Section 1. Amendments These Bylaws may be amended by a 2/3 vote of a quorum present at any regular or special meeting provided that written notice of any proposed changes to the Bylaws are included in the notice of the meeting of the Board of Directors. Proposed changes to the Bylaws shall be submitted to the North Carolina State Board of Education for approval.

(We thank the board of Monroe Charter Academy for allowing us to use the framework of its Bylaws for our use.)



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

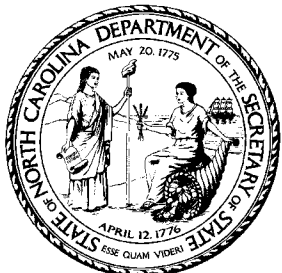
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

WILMINGTON SCHOOL OF THE ARTS

the original of which was filed in this office on the 30th day of August, 2017.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 30th day of August, 2017.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Wilmington School of the Arts

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

3. The name of the initial registered agent is: John D. Westberg

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

Number and Street: 1911 Perry Ave.

City: Wilmington State: NC Zip Code: 28403 County: New Hanover

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

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

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

Name	Address
<u>John D. Westberg</u>	<u>1911 Perry Ave. Wilmington, NC 28403</u>
<u>W. E. Goodall</u>	<u>2132 Greenbrook Pkwy. Weddington, NC 28104</u>

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

a. The corporation will have members.

b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: 910-540-6506

Number and Street: 1911 Perry Ave.

City: Wilmington State: NC Zip Code: 28403 County: New Hanover

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

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

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

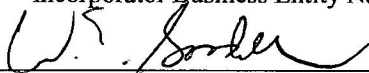
Name	Address	Title

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

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

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

This is the 23 day of August, 2017.

 Incorporator Business Entity Name


 Signature of Incorporator
 W. E. Goodall, Incorporator

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

NOTES:

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

Wilmington School of the Arts

Purpose of Corporation

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

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

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

Prohibited Activities

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

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

Distributions Upon Dissolution

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

INSURANCE PEOPLE

Below are the estimated annual premiums: **Wilmington School of the Arts**

Property Premium Estimate **\$450**

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

General Liability Premium Estimate **\$1,545**

Rating Basis:	Students	300
	Faculty	22

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 school board, School Committee, Board of Trustees, Board of Governors or similar governing body, elected or appointed members of the Board of Education, Board of Trustees, School Directors, School Committee, Board of Governors or similar governing board, Employees, Student Teachers, School Volunteers, and students while serving in a supervised internship program sponsored by the educational institution.

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$5,026
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$830,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$14,280
Student Accident Coverage		\$7.00/ student

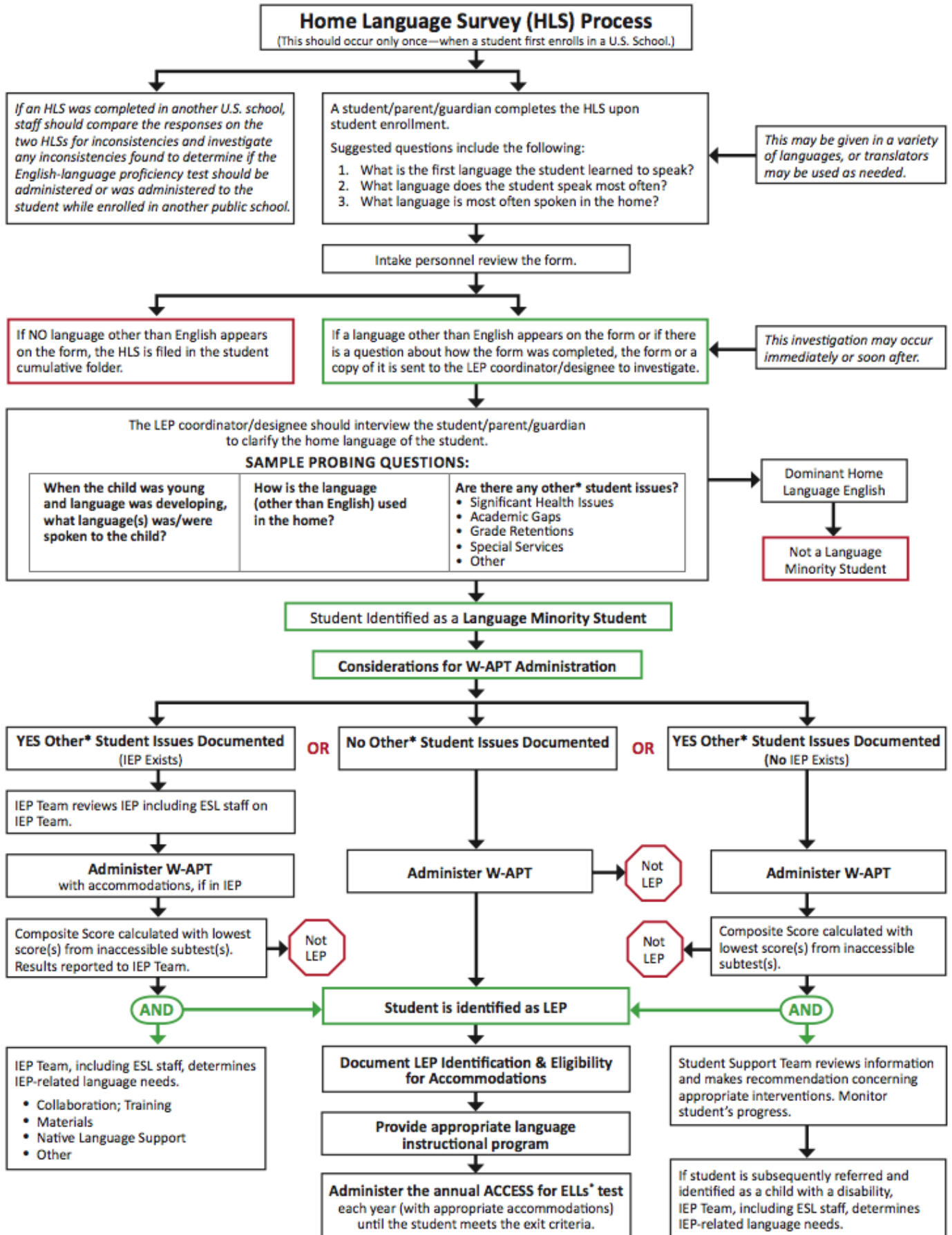
These premiums are subject to change based on Underwriter review and approval of completed applications.

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

09/06/2017

Wilmington School of the Arts
Appendix O: Additional Appendices

NCDPI ESL/Title III
NCDPI – ECD



Wilmington School of the Arts School-Wide Discipline Plan

The following disciplinary measures are intended to balance the handling of unacceptable student behavior. However, each situation will be handled on an individual basis by the Executive Director. It is the responsibility of this administrator to review the total situation, consider the offense and the individual support, and take appropriate action to address the behavior.

WSA School Board supports zero tolerance towards alcohol, drugs, and weapons. Possession or use of any of these will result in an out of school suspension in addition to a recommendation for reassignment to an alternative program or a recommendation for expulsion.

School Wide Discipline Plan

I. AIMS

That the Wilmington School of the Arts campus be a safe and pleasant environment for all stakeholders.

That the classrooms (and other places of instruction) be regarded as the most important spaces in the school and the least likely to be interrupted or disturbed.

That a high regard for learning be exhibited by all faculty and stakeholders as a model for learning community members.

That school wide rules exhibit the following qualities:

- They are clearly expressed.
- They are enforceable.
- They are fairly and consistently enforced.

That good behavior is rewarded consistently with worthwhile rewards.

That inappropriate behavior always entails an appropriate consequence.

That all members of the school community assume responsibility for the school wide discipline plan.

That school wide rules complement and support classroom rules.

That every classroom must have a discipline plan in consonance with the school wide discipline plan.

II. RULES (SCHOOLWIDE)

- Follow directions
- Safety
 - No fighting
 - No weapons or incendiary devices
 - No gang activity
 - No alcohol or other drugs
- Uninterrupted instructional time in classroom
 - Be in class on time
 - Hall pass and student I.D. required when out of classroom during class-time (no pass issued without student I.D.)
 - No electronic devices (see below)

- Pleasant environment
 - No graffiti
 - No littering
 - No vulgar language
- Electronic Devices, includes, but is not limited to: pagers (beepers), cellular phones, or electronic games. This plan expressly prohibits electronic devices in the school without prior consent of the Executive Director.

II. POSITIVE CONSEQUENCES

The Student Leadership will take an active role in developing and implementing an effective system of positive consequences to reward appropriate student behavior. The reward system will be reviewed and modified periodically to ensure that rewards are effective and meaningful.

III. HIERARCHY OF CONSEQUENCES

Students who do not follow the rules will be referred to the Administration. Consequences for misbehavior may include (but are not limited to):

1. Warning, conference, and parent notification.
2. Parent notification and detention.
3. Parent conference, detention and campus beautification.
4. Parent conference and suspension.
5. Parent conference, program reevaluation, and opportunity transfer.

Below is a Matrix of situations and preventative discipline strategies with consequences.

Situation	Preventative Discipline Strategies	Consequences
Lack of Supplies	<ul style="list-style-type: none"> • Have extra ready and trade the student for their identification card or something else of value 	<ul style="list-style-type: none"> • Warning • Conference with student • Call parents • Referral to Dean of Students • Assign detention
Talking excessively	<ul style="list-style-type: none"> • Ensure you have given clear instructions for assignments • Stand in close proximity to the student • Assign a partner to help them concentrate • Change the student's seat 	<ul style="list-style-type: none"> • Warning • Conference with student • Call parents • Send a referral • Assign detention
Tardy to class	<ul style="list-style-type: none"> • Review the policy with the students 	<ul style="list-style-type: none"> • Send student to attendance office during the first 10 minutes of class • Refer student to the counselor • Refer to an administrator
Cheating and plagiarism	<ul style="list-style-type: none"> • Give explicit instructions and remind students of the consequences • Clear desk of unnecessary items 	<ul style="list-style-type: none"> • Warning • Student receives no credit for the work • Call parents

		<ul style="list-style-type: none"> • Referral to an administrator • Assign detention
Swearing in class	<ul style="list-style-type: none"> • Character Education strategies 	<ul style="list-style-type: none"> • Warning • Conference with student • Call Parents • Send a referral - administration • Assign detention
Swearing at Teacher	<ul style="list-style-type: none"> • Always speak to students in a respectful and professional manner 	<ul style="list-style-type: none"> • Immediate referral to an administrator • Suspension
Graffiti	<ul style="list-style-type: none"> • Check desks every period • Have desk clean up once a week • Warn students to notify you if there is graffiti otherwise, they are responsible 	<ul style="list-style-type: none"> • Immediate referral to an administrator • Suspension
Fighting Verbal Fighting Physical	<ul style="list-style-type: none"> • Change seats • Utilize conflict resolution strategies • Student conference with both students 	<ul style="list-style-type: none"> • Immediate referral to an administrator • Conflict resolution contract • Suspension • Opportunity transfer
Stealing	<ul style="list-style-type: none"> • Check classroom, and, if necessary, backpacks thoroughly • Let students know that no one leaves until the items are found 	<ul style="list-style-type: none"> • Call for Administration or school police • Referral to the Dean of Students • Opportunity transfer

Situation	Preventative Discipline Strategies	Consequences
Threatening a teacher	<ul style="list-style-type: none"> • Stay calm and positive • Don't overreact • Send a note or call for assistance 	<ul style="list-style-type: none"> • Notify school police • Refer student to the Dean of Students • Arrest • Suspension • Expulsion recommended
Weapons	<ul style="list-style-type: none"> • Safety is your first concern • Keep the student with you if safe 	<ul style="list-style-type: none"> • Notify school police • Refer student to the Dean of Students • Arrest • Suspension • Expulsion recommended
Dress Code violations	<ul style="list-style-type: none"> • Assure students you will enforce school policy 	<ul style="list-style-type: none"> • Confiscate the article of clothing if possible and return after school • Refer student to the counselor
Beepers, cell phones, disc players, laser pointers, walkmen, iPods	<ul style="list-style-type: none"> • Be very consistent with not allowing use of these articles in class 	<ul style="list-style-type: none"> • Confiscate the article and return after school making sure they are locked up in a safe place • Give to Dean of Students with student name, D.O.B. and Grade/Track

Under the influence	<ul style="list-style-type: none"> • Don't allow students to sleep in class or act inappropriately 	<ul style="list-style-type: none"> • Send for security, school police, Administrator or take student to the nurse
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Interventions: WSA provides interventions that are age appropriate and behavior specific for students whose behavior issues are continual or involve serious incidents.

Contract: A written statement may be prepared that lists steps to be taken to improve behavior. The statement also describes the support to be provided by school staff and/or parent or guardian as well as the date the contract will be reviewed. The contract must be signed by the student and parent or guardian.

In-School Detention: A student may be subject to after-school detention. The parent or guardian of the child will be notified within 24 hours prior to the student serving the in-school detention. After school detention will normally be served on Mondays.

Referral: A student may be referred to the Student Support Management Team (SSMT), Exceptional Children Director, specialists or diagnosticians to accommodate a child's academic or social concerns.

Restricted Activity: A student may be denied the opportunity to participate in a school activity/event or specific areas on campus.

Intervention: A student may be considered for an accommodation; counseling; escort to and from class or change of class; review for possible 504 Plan, review for possible EC placement; revisit IEP for additional modifications; tutoring; mentoring; limited movement (provide supervision); parent shadow the student at school; schedule change

Use of Physical Restraint

In accordance with the state law, Union Day School has determined that the physical restraint of a child will occur if the behavior of a child poses a threat of imminent, serious, physical harm to him or herself, and/or others and if non-physical interventions would not be effective. The use of physical restraint shall not be used as a means of punishment, or as a response to property destruction, or verbal threats that do not constitute a threat of imminent, serious, physical harm. As a matter of policy, Union Day School will notify the appropriate public safety officials in a case of physical restraint.

Bullying

Bullying is a form of harassment by an individual who often time possesses physical and/or social power in a manner of dominance over another person who is harassed. The various manifestations of someone who is being harassed can be verbal, physical and/or emotional.

Harassment

- Harassment includes communications such as jokes, comments, innuendos, notes, display of picture or symbols, gestures, or other conduct which improperly offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability, when such communication or conduct is sufficiently serious to deny or limit the ability of a student to participate in or benefit from the educational program or the ability of a staff member to perform his or her duties.
- Reporting harassment: A student who believes that he or she is the victim of harassment should report the matter to a teacher, counselor or administrator, who in turn will notify the Executive Director. Wilmington School of the Arts will promptly hear and investigate a complaint of harassment. If it is determined that harassment has occurred Wilmington School of the Arts will follow the policies and procedures according to our established discipline policy.

- Continuing or more serious problems will be brought to the attention of the Executive Director, who will investigate the situation to determine a response. In extraordinary circumstances, a director may suspend a student from school immediately if the student's presence at school poses a danger to persons or property or an ongoing threat of disrupting the academic process. The director shall give the student notice of the charges against the student and an opportunity to respond as specified under the procedures for short- or long-term suspension as soon as possible and no later than two days after the emergency suspension. If the director determines that emergency circumstances require that a student be suspended immediately and sent home during the day, and if a parent or guardian or other responsible adult designated by a parent or guardian, is unable to come for the student or cannot be reached, the student must remain at school under the director's supervision until the close of the school day, unless circumstances make it unsafe for the student to remain at school and the director can arrange for the student to be in a safe setting away from school. The age of the student and the seriousness of the offense should be considered.

Short- Term and Long -Term Suspension

A director may suspend a student for periods of up to ten school days for violation of WSA discipline policy. The Director will normally defer the beginning of any suspension to the day following the decision to suspend, unless immediate suspension is necessary to avoid disruption to the school.

In all cases of **short- term suspension**, the parent will be contacted and provided the reason for the **short-term suspension**. Any student suspended for a short-term shall be permitted to make up class assignments, homework, special projects and tests. Students will be given a due date for assignments to receive credit for completed work. If a student is given a suspension for the duration of 1-10 days the following procedures will be followed:

- Teacher will provide administration with an incident report – discipline referral form.
- The student will be sent to the office to meet with an administrator
- A school administrator will meet with the student to inform him or her of the number of days assigned for short term suspension and give the student the opportunity to respond
- The administrator will inform the student's parent or guardian of the suspension, its cause, the date/s it will be served
- The student will serve the suspension, making sure to complete all required academic assignments

Short- Term Suspensions may be administered for, but not limited to, the following offenses:

- Unexcused tardiness to class
- Repeatedly out of uniform
- Inappropriate behavior toward guests
- Writing with markers on body, building or other student
- Horseplay on any part of the campus that results in bodily injury
- Walking out on classroom instruction
- Disrespect toward administrators, teachers, students and personnel
- Use of inappropriate language e.g. cursing, use of vulgar language, sexual or other inappropriate comments
- Skipping class, study hall, assemblies, curriculum assistance, or other assigned activities
- Failing to comply with classroom policy and procedures
- Being absent excessively without just cause
- Leaving school without permission from school authorities

Long-Term Suspension and Expulsion

A long-term suspension at Union Day School is defined as a suspension of over 10 days. An expulsion involves indefinite or permanent removal from the school. In any case in which the Director recommends a student for a suspension of more than 10 days, the Director will contact the student's parent, normally by telephone first, then followed by an email or other written notification that will include:

- The dates for which the suspension is proposed,
- Explanation of the alleged conduct and the rule it violates,
- A description of the process by which the parent or guardian may request a hearing, including the number of days within which the hearing may be requested,
- A description of the hearing process,
- Notice that the student or parent or guardian may be represented by a representative of choice, who may be an attorney,
- Notice of the parent or guardian's right to review the student's educational records prior to the hearing.
- If a parent has concerns about disciplinary consequences assigned to his or her child, he or she may contact an Administrator to discuss the incident. If the concern is not resolved, the parent may address the matter in writing to the Grievance Committee.

Causes for Long-Term Suspension and Expulsion

Included but not limited to an individual's conduct, including collaboration in or encouragement of such conduct:

- Possession of a dangerous or illegal weapon on school premises
- Possession of controlled substances on school premises and engaging others, including self, in the distribution or sale of controlled substances
- Sexual misconduct
- Felonies and crimes of moral turpitude
- Communicating or carrying out a threat of harm or intimidation
- Deliberate destruction of property
- Damage to computer services, computers, data information
- Stealing
- Obscenity and vulgarity including obscene gestures – 10 or more days
- Smoking, distribution or sale of drugs
- Soliciting students to enter sales not approved by administration – 10 or more days
- Contact that is of a romantic or sexual nature with any person in the school
- Behavior that is detrimental to the progress of, or that prohibits the normal rights of others or participants at any games or school sponsored activity and engaging in any unacceptable physical contact
- Deliberately not attending class and loitering in cars or on property during and after school hours
- Threatening any member of the WSA community to harm that member in any manner; verbal threats, weapons, bomb threat, destruction of property or bodily harm.
- Drug possession, solicitation, distribution, use on school premises
- Engaging in physical contact; punching, shoving, kicking, biting, spitting on any member of the WSA community 10 or more days
- Chronic failure to adhere to school rules and regulations

Skipping Detention

- Students who have been assigned a lunch or after-school detention and skip the detention will have the following consequences:
 - First skip in an academic quarter will be required to make up the skipped detention and will receive an additional detention.
 - Second skip in an academic quarter will be required to make up the skipped detention and will receive a Saturday detention

Lunchtime Guidelines

The administration and faculty at Wilmington School of the Arts appreciate students' cooperation with the following guidelines:

- Depositing all litter in proper trashcans.

- Leaving the table and floor clean for others to use.
- Not taking food or drinks in the halls, commons, or classrooms.
- Keeping noise to a minimum.
- Theft of food is subject to disciplinary code and will require restitution.
- Composting and recycling in proper trash cans.

Wilmington School of the Arts
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: Kimberly Herrick, Attorney at Law
- Date of Review: September 6, 2017
- **Signature** of Board Members Present (Add Signature Lines as Needed):

- Jill M. Hatfield
- Barry Rice
- Thomas E. Marty
- [Signature]
- [Signature]
- Premier Morgan
- [Signature]

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

- Name of the Selected Board Auditor: Courtney LaLone, LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- **Signature** of Board Members Present (Add Signature Lines as Needed):

- Jill M. Hatfield
- Barry Rice
- Thomas E. Marty
- [Signature]
- [Signature]
- Premier Morgan
- [Signature]

Wilmington School of the Arts

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

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

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

- Name of the Contact: Marianne Levigne
- Name of the Selected Financial Service Provider: LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- **Signature** of Board Members Present (Add Signature Lines as Needed):
 - Jill M. Hatfield
 - Barry Rice
 - Shannon E. Martin
 - Keith ...
 - Breni Malpass
 - Emil ...

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

- Name of the Contact: Marianne Levigne
- Name of the Selected PowerSchool Service Provider: LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- **Signature** of Board Members Present (Add Signature Lines as Needed):
 - Jill M. Hatfield
 - Barry Rice
 - Shannon E. Martin
 - Keith ...
 - Breni Malpass
 - Emil ...

Certification

I, William B. Rice, Jr., 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 Wilmington School of the Arts Charter School is true and correct in every respect.

William B. Rice, Jr.
Signature _____ Date _____