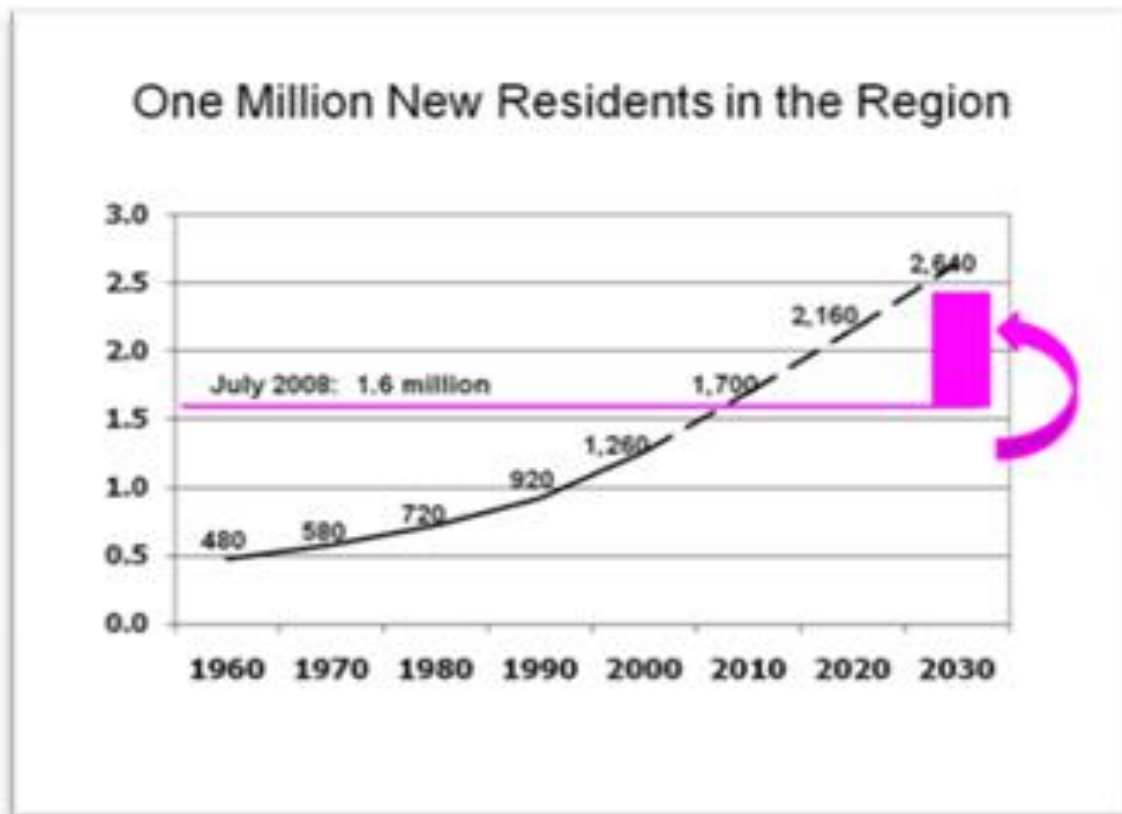


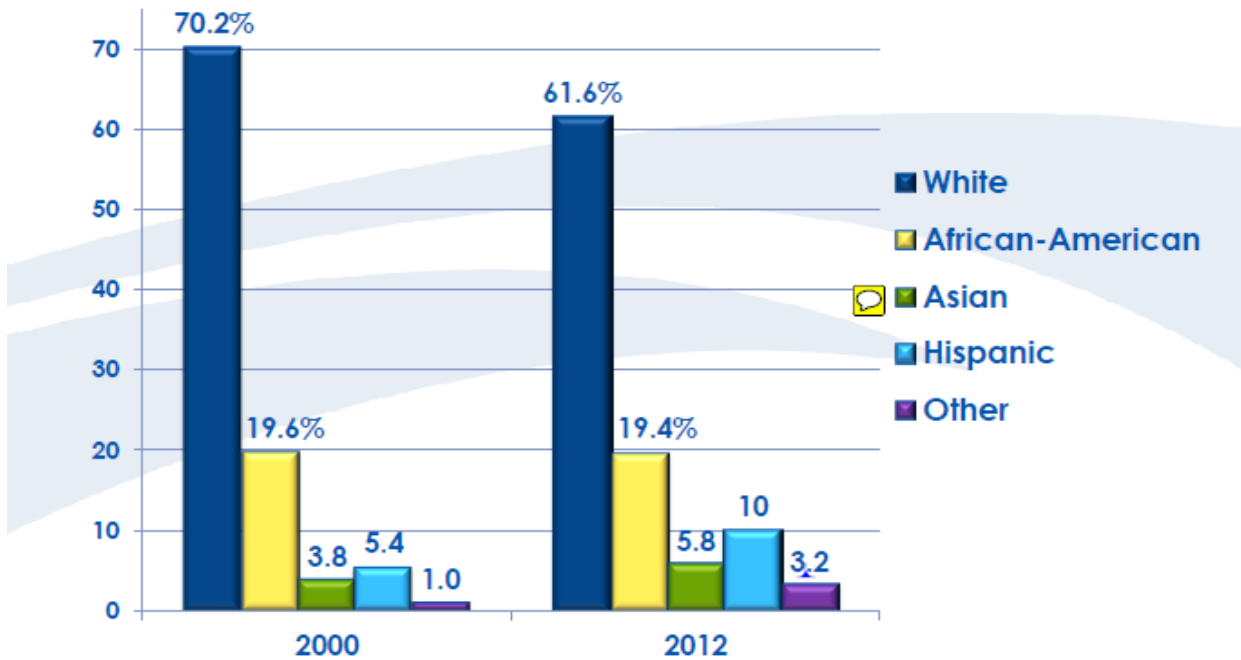
Appendix A1: Evidence of Educational Need

Population Growth Challenges for the Triangle



The Triangle region, home to over 1.5 million people, is projected to grow rapidly to over 2.5 million by 2035. We will add more people in the next 25 years than the existing population of our 10 largest municipalities. Our growth rates have outpaced population growth for the nation and for North Carolina. As of 2007, Wake County was the 7th fastest growing county in the U.S. The Raleigh-Cary metro area is now the fastest growing region of the entire country!

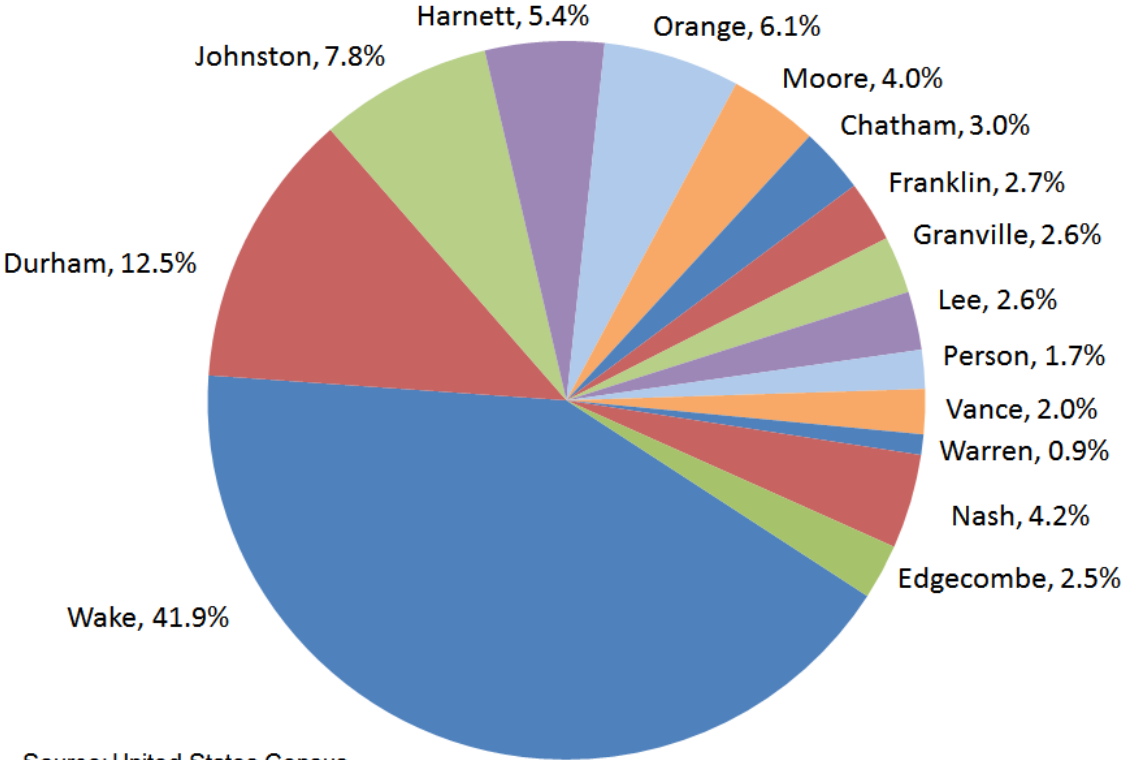
Wake County's Population Continues to Diversify: 2000 to 2012



A growing population will drive housing, commercial and school rapidly as need. The Triangle will need several new schools every year to keep up. According to statistics, the Triangle has the fastest-growing Asian population. This brings a rare opportunity for us to create a school. Chinese is the most widely used language in Asia. China has five thousand years of history, and a quarter of the world's population. The culture of China is very deep and ancient; therefore, many Americans love the culture. This school will inaugurate an amazing future for the local students. Learning and developing an understanding for other cultures is the backbone of the world history.

According to the research, Cary, Morrisville, Durham and Raleigh have high demand for charter schools. There is one charter school in Cary. There are 1049 students on the waiting list for K-7 Grades last year. And at another charter school in Morrisville, which is close to Cary, there are 808 students on the waiting list last year. there are over 175 students on the waiting list also in Durham. There is a waiting list of 945 in Raleigh also. According to initial statistics, there are about 35,000 Chinese people in the Triangle area, and there are 1500 students that go to Chinese school on the weekend. The random survey and community meetings result as follows. The data shows a very hot demand in the area for our charter schools. With the development of improving Sino-US relations, Chinese demand is obviously evidence. This gives our schools provide a rare opportunity. CEA hopes the school will become a bridge connecting the people of the United States and China.

2012 Regional Population: 2,253,449

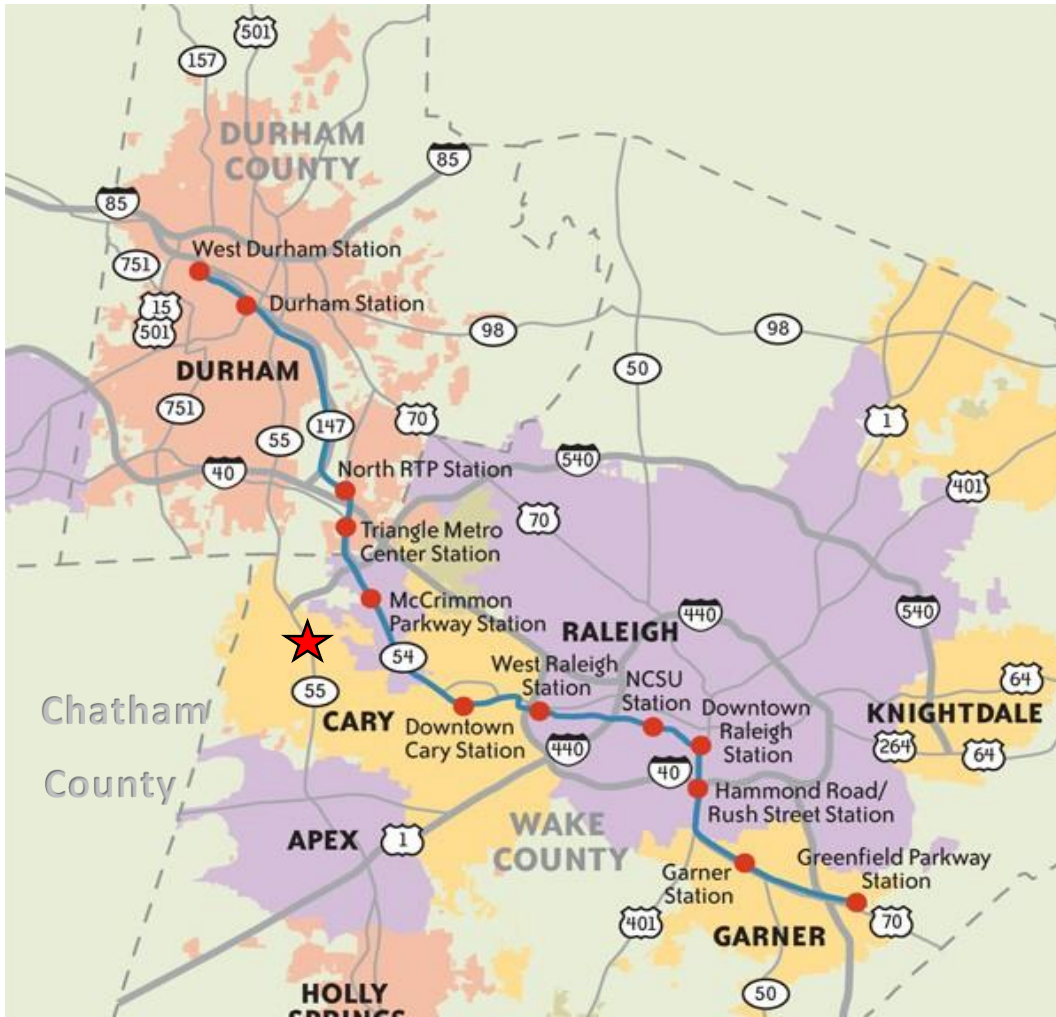


Wake county: Total population: 944,195
5-14 year-old students make up about 16.05%, a total of 151,071.

Durham county: Total population: 281,681
5-14 year-old students make up about 11.9%, a total of 33,520.

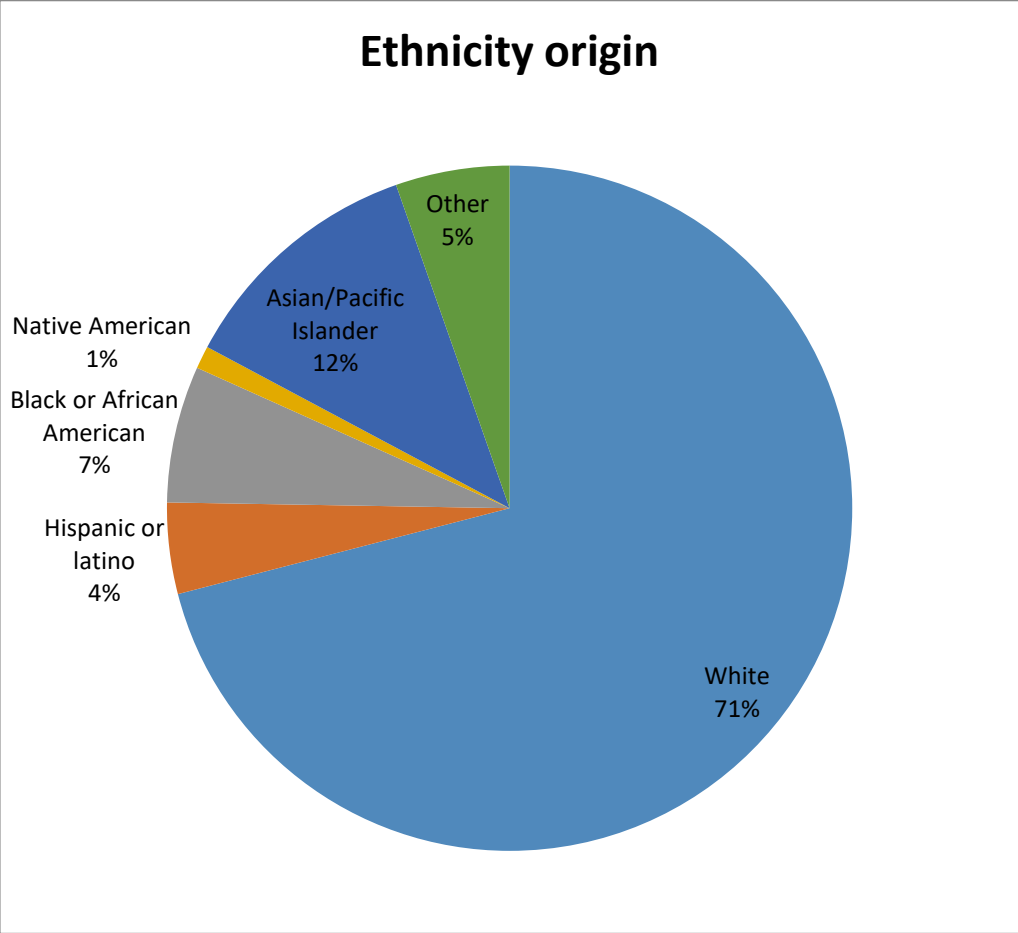
Chatham county: Total population: 67,603
5-14 year-old students make up about 10.4%, a total of 7,030.

Proposed Location of CE Academy:

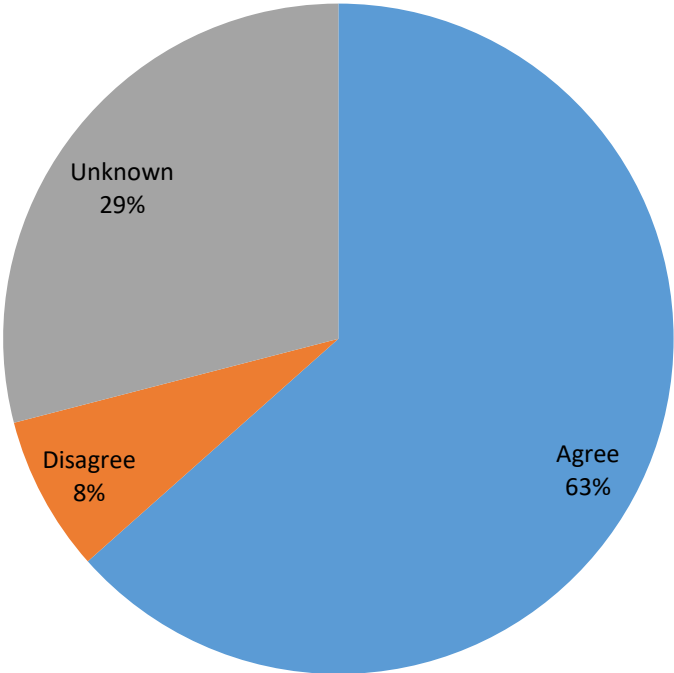


★ CE Academy Target Area

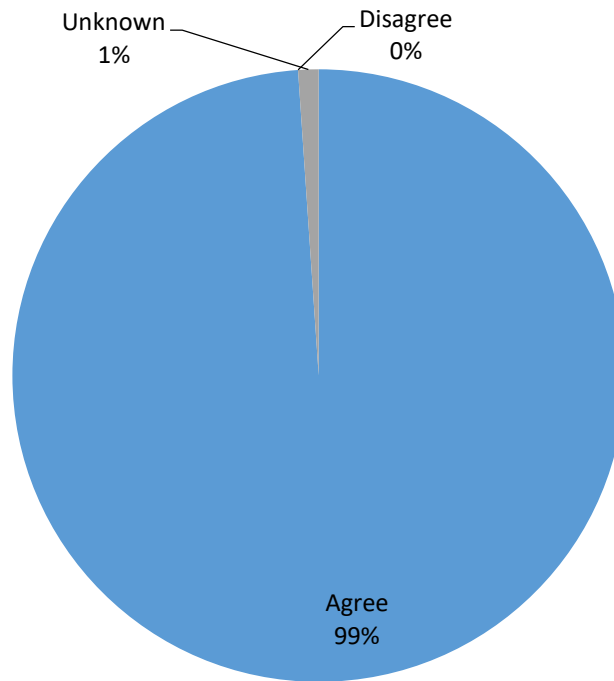
Through an investigation of 100 families in a library, church, school, student recreation centers, and stores, 93 effective questionnaires have been answered. Results from surveys showed that 99% of the participants believe that children need to understand diverse cultures in order to better integrate into society; 92% of the parents agree with Mandarin as one of the most spoken languages in the world, and that it may bring more opportunities to their children; the majority of the parents are interested in sending their children to study at a charter school that teaches in both Chinese and English. Show result as below:



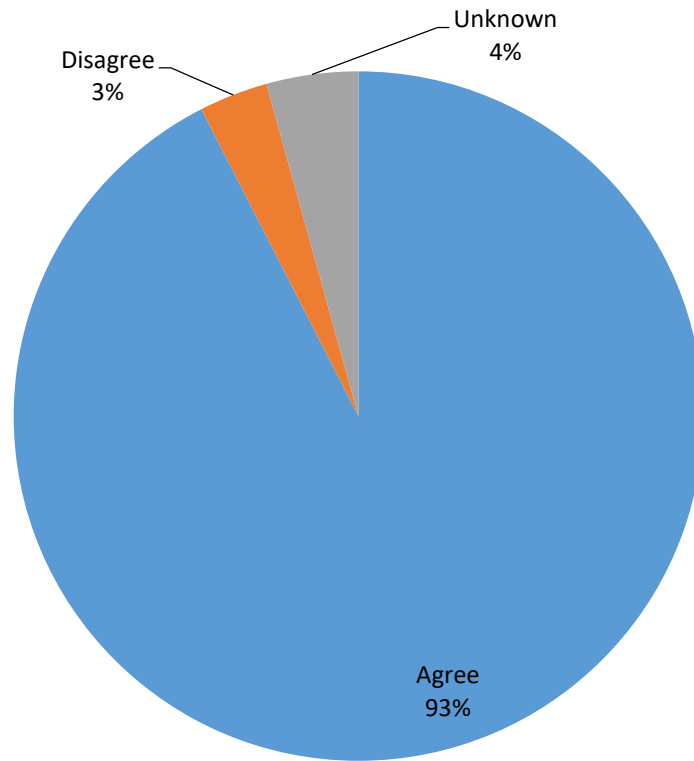
Interest in Bilingual School



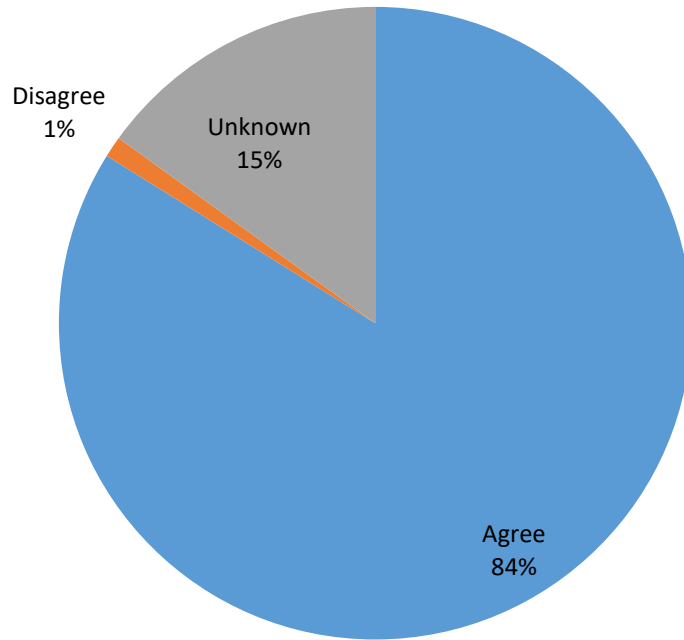
Need to understand Diverse Culture



Need to Master a Foreign Language



Need to Learn Mandarin



Appendix B: K-5 Curriculum and Pacing of Standards based on NC World Language Dual/Immersion Program Standards

Grade Level: Kindergarten

Targeted number of Chinese characters: 150

Targeted ACTFL Level: Novice Low-Mid

Unit and Content	Interpretative Communication (Listening and Reading)	Interpersonal Communication (Person-to-Person)	Presentational Speaking	Presentational Writing	Culture
<ul style="list-style-type: none"> ● Hello ● What's your name? ● I am a student ● How many people are there in your family? ● Who's that? ● Is she your mom? ● What's this? ● What day is today? ● Where is the school? ● Nice to meet you. 	<p>NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.</p> <p>NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.</p> <p>NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target</p>	<p>NL.CLL.1.1. Use single words and simple, memorized phrases to express needs, preferences, and feelings</p> <p>NL.CLL.1.2. Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.</p> <p>NL.CLL.1.3. Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and</p>	<p>NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.</p> <p>NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture</p> <p>NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.</p> <p>NL.COD.3.1 Use single words and simple, memorized</p>	<p>NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things</p> <p>NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.</p> <p>NL.CMT.3.1 Identify arts, sports, games and media from the target culture.</p>	<p>NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.</p> <p>NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.</p> <p>NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.</p> <p>NL.CMT.4.1 Recognize simple language that</p>

<ul style="list-style-type: none"> ● Thanks ● Sorry ● My eyes 	<p>language.</p> <p>NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.</p> <p>NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.</p> <p>NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.</p>	<p>modeling.</p> <p>NL.COD.1.1. Carry out simple exchanges of information using memorized content vocabulary.</p> <p>NL.COD.1.2. Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.</p> <p>NL.CMT.1.1. Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.</p>	<p>phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.</p> <p>NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.</p>		<p>communicates knowledge of the target language and cultures to others.</p> <p>NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.</p> <p>NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.</p>
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Grade Level: Grade 1

Targeted number of Chinese characters learned: 150

Targeted ACTFL Level: Novice Mid-High

Unit and Content	Interpretative Communication (Listening and Reading)	Interpersonal Communication (Person-to-Person)	Presentational Speaking	Presentational Writing	Culture
<ul style="list-style-type: none"> ● I love apples ● What is the color of grapes? ● I will go to the zoo ● What do you like to eat? ● I love my family. ● What are you doing? ● Where do you live? ● Today is my birthday ● I will go to China. ● How do you go to 	<p>NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.</p> <p>NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).</p> <p>NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.</p>	<p>NM.CLL.1.1. Use memorized words and phrases to exchange information on familiar topics, such as likes and dislikes, everyday activities and immediate surroundings</p> <p>NM.CLL.1.2. Use memorized responses to simple questions, statements, commands, or other stimuli.</p> <p>NH.CLL.1.1. Use simple phrases and short sentences to exchange information about familiar topics.</p> <p>NH.CLL.1.2. Generate conversations using familiar vocabulary</p>	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken presentation.</p> <p>NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.</p> <p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.</p> <p>NM.CMT.3.2 Use memorized words and</p>	<p>NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a written presentation</p> <p>NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p> <p>NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.</p>	<p>NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.</p> <p>NM.CLL.4.2 Exemplify instances of cognates and loan words.</p> <p>NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.</p> <p>NM.COD.4.2 Identify information about target culture perspectives and practices.</p>

<p>school?</p>	<p>NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.</p> <p>NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.</p> <p>NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).</p> <p>NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.</p>	<p>and structures in short social interactions.</p> <p>NH.CLL.1.3. Generate responses to familiar questions, statements, commands, or other stimuli.</p> <p>NH.CLL.1.4. Use simple questions about familiar topics to acquire needed information.</p>	<p>phrases to participate in school or community events related to the target culture.</p>		<p>NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.</p> <p>NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.</p>
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Grade Level: Grade 2

Targeted number of Chinese characters learned: 150

Targeted ACTFL Level: Novice High-Intermediate Low

Unit and Content	Interpretative Communication (Listening and Reading)	Interpersonal Communication (Person-to-Person)	Presentational Speaking	Presentational Writing	Culture
<ul style="list-style-type: none"> ● The school has started ● We ride a bus to school ● An airplane is faster than a train ● What does he wear today? ● What time do you get up? ● What do you do every day? ● What can you do? ● What are you able to do? 	<p>NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.</p> <p>NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.</p> <p>NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.</p> <p>NH.CLL.2.4 Compare simple fiction texts</p>	<p>NH.CLL.1.1. Use simple phrases and short sentences to exchange information about familiar topics.</p> <p>NH.CLL.1.2. Generate conversations using familiar vocabulary and structures in short social interactions.</p> <p>NH.CLL.1.3. Generate responses to familiar questions, statements, commands, or other stimuli.</p> <p>NH.CLL.1.4. Use simple questions about familiar topics to acquire needed information.</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.</p> <p>NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short</p>	<p>NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.</p> <p>NH.COD.3.1 Use the target language to give written presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and</p>	<p>NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.</p> <p>NH.COD.4.1 Understand cultural practices and perspectives from the target culture.</p> <p>NH.COD.4.2 Identify the products of the target culture</p> <p>NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.</p> <p>NH.CMT.4.2 Identify examples of products,</p>

<ul style="list-style-type: none"> ● Can you cook? ● I ate too much. ● What's the weather like today? ● Summer is coming ● Cute animals 	<p>with non-fiction texts about familiar topics. NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.</p> <p>NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.</p> <p>NH.COD.2.3 Interpret simple processes from other disciplines using the target language.</p>	<p>NH.CMT.1.1. Use simple phrases and short sentences in short social interactions.</p> <p>NH.CMT.1.2. Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language</p>	<p>sentences relating common themes in other disciplines.</p> <p>NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.</p> <p>NH.COD.3.1 Use the target language to give short spoken presentations about familiar academic topics.</p> <p>NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.</p> <p>NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language. .</p>	<p>digital literacy skills to present academic information in the target language.</p>	<p>practices, and perspectives in the community related to the target culture.</p> <p>NH.CMT.4.3 Identify key characteristics of target culture traditions.</p>
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Grade Level: Grade 3

Targeted number of Chinese characters learned: 150

Targeted ACTFL Level: Intermediate Low-Mid

Unit and Content	Interpretative Communication (Listening and Reading)	Interpersonal Communication (Person-to-Person)	Presentational Speaking	Presentational Writing	Culture
<ul style="list-style-type: none"> ● What sports do you like? ● Who was the first? ● A cute panda ● Do you know where China is? ● Mom gave me a present. ● Let's go and see a movie. ● Do you go online everyday? ● Making a phone call ● I have studied Chinese for four 	<p>IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.</p> <p>IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.</p> <p>IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.</p> <p>IL.CLL.2.4 Compare fiction texts and non-</p>	<p>IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.</p> <p>IL.CLL.1.2 Use questions to exchange information in familiar situations.</p> <p>IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.</p> <p>IL.COD.1.2 Understand how to ask and answer questions and exchange information</p>	<p>IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.</p> <p>IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.</p> <p>IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topic</p> <p>IL.COD.3.1 Use academic content terminology in a series</p>	<p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>NH.COD.3.1 Use the target language to give written presentations about familiar academic topics</p> <p>IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.</p> <p>IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games,</p>	<p>IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.</p> <p>IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.</p> <p>IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.</p> <p>IL.COD.4.1 Analyze cultural practices and</p>

<p>years</p> <ul style="list-style-type: none"> ● What is your Dad's job? ● Let's have dinner in a restaurant today ● My day ● Whose room is this? ● Inviting friends to your home for a party 	<p>fiction texts about familiar topics</p> <p>IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.</p> <p>IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.</p> <p>IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.</p> <p>IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.</p>	<p>IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.</p> <p>IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences. academic topic</p>	<p>of phrases and sentences with a few details to give spoken presentations in the target language on familiar topics.</p> <p>IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.</p> <p>IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.</p> <p>IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.</p>	<p>and media from the target culture.</p> <p>IM.CMT.3.2 Use the language in school or community activities related to the target culture.</p>	<p>perspectives from the target culture with the students' culture.</p> <p>IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.</p> <p>IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.</p>
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Grade Level: Grade 4

Targeted number of Chinese characters learned: 150

Targeted ACTFL Level: Intermediate Mid-High

Unit and Content	Interpretative Communication (Listening and Reading)	Interpersonal Communication (Person-to-Person)	Presentational Speaking	Presentational Writing	Culture
<ul style="list-style-type: none"> ● I am interested in Math ● The Great Wall ● We are neighbors ● Making introduction ● Outdoor activities ● Building a strong body ● A healthy lifestyle ● Have you been to a Chinese restaurant? ● Drinks or fruit? 	<p>IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.</p> <p>IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.</p> <p>IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.</p>	<p>IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.</p> <p>IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.</p> <p>IM.CLL.1.3 Use questions with some detail to exchange information in</p>	<p>IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.</p> <p>IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.</p> <p>IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or</p>	<p>IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.</p> <p>IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.</p> <p>IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic</p>	<p>IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.</p> <p>IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.</p> <p>IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.</p> <p>IM.CMT.4.1 Understand the influence of the target culture on literature,</p>

<ul style="list-style-type: none"> ● What are you performing? ● Let's go shopping ● I love my school ● 12 Chinese zodiacs ● A visit to China ● My vacation ● I am sick today 	<p>IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.</p> <p>IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.</p> <p>IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language</p>	<p>uncomplicated situations.</p> <p>IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.</p> <p>IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.</p> <p>IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.</p>	<p>explain.</p> <p>IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.</p> <p>IM.CMT.3.2 Use the language in school or community activities related to the target culture.</p>	<p>information in the target language.</p> <p>IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.</p> <p>IM.CMT.3.2 Use the language in school or community activities related to the target culture.</p>	<p>media, and global concerns.</p> <p>IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.</p> <p>IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.</p>
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Grade Level: Grade 5

Targeted number of Chinese characters learned: 150

Targeted ACTFL Level: Intermediate High-Advanced Low

Unit and Content	Interpretative Communication (Listening and Reading)	Interpersonal Communication (Person-to-Person)	Presentational Speaking	Presentational Writing	Culture
<ul style="list-style-type: none"> ● A beautiful campus ● Fall is gorgeous ● The Mid-Autumn Festival ● An old photo ● You've really grown up ● An unusual Christmas present ● What's your Chinese zodiac? ● Happy Chinese New Year 	<p>IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.</p> <p>IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.</p> <p>IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.</p>	<p>IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.</p> <p>IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.</p> <p>IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.</p>	<p>IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.</p> <p>IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.</p> <p>IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to</p>	<p>IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.</p> <p>IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.</p> <p>IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to</p>	<p>IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.</p> <p>IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.</p> <p>IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.</p> <p>IH.CLL.4.2 Evaluate texts and presentations</p>

<ul style="list-style-type: none"> ● Surfing the Internet ● Paternal Auntie or Maternal Auntie ● Having Beijing Duck ● Nali, Nali ● The story of Monkey King 	<p>IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.</p> <p>IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.</p> <p>IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.</p>	<p>IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.</p> <p>IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.</p> <p>IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.</p>	<p>give spoken and written presentations.</p> <p>IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.</p> <p>IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.</p> <p>IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.</p> <p>IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.</p>	<p>give spoken and written presentations.</p> <p>IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p> <p>IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.</p> <p>IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.</p>	<p>for cultural viewpoints, values, and bias.</p> <p>IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.</p> <p>IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.</p>
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Appendix C: CE Academy 2020-2021 Calendar

August 2020							September 2020							October 2020											
No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S		
31						1	2	36		1	2	3	4	5	6	40				1	2	3	4		
32			▲	5	6	7	8	9	37	○	7	8	9	10	11	12	13	41	5	6	7	8	9	10	11
33	★					4	15	16	38	1	10	11	12	13	19	20	42	○	12	13	14	15	16	17	18
34	17	18	19	20	21	22	23	39	2	21	22	23	24	25	26	27	43	1	2	3	4	5	6	7	8
35	24	25	26	27	28	29	30	40	2	28	29	30					44	2	3	4	5	6	7	8	9
36	31																								

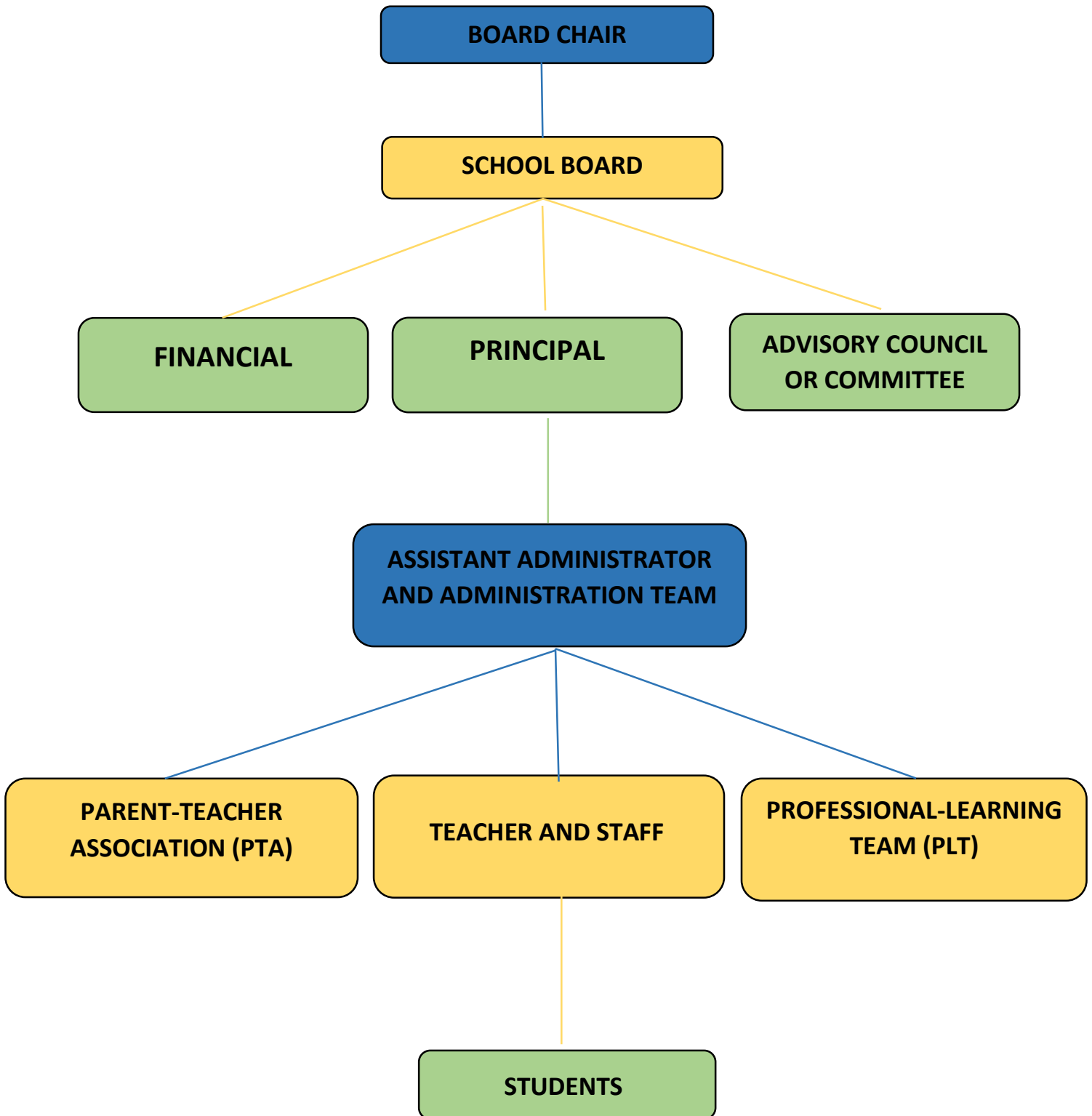
November 2020							December 2020							January 2021										
No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S	
44							1	49		1	2	3	4	5	6	53					1	2	3	
45	2	3	4	5	6	7	8	50	7	8	9	10	11	12	13	1	4	5	6	7	8	9	10	
46	9	10	11	12	13	14	15	51	14	15	16	17	18	19	20	2	11	12	13	14	15	16	17	
47	16	17	18	19	20	21	22	52	21	22	23	24	25	26	27	3	○	18	19	20	21	22	23	24
48	23	24	25	26	27	28	29	53	28	29	30	31				4	2	3	4	5	6	7	8	9
49	30																							

February 2021							March 2021							April 2021										
No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S	
5	1	2	3	4	5	6	7	9	1	2	3	4	5	6	7	13					1	2	3	4
6	8	9	10	11	12	13	14	10	8	9	10	11	12	13	14	14	○	5	6	7	8	9	10	11
7	○	15	16	17	18	19	20	21	11	○	18	19	20	21	22	23	15	12	13	14	15	16	17	18
8	22	23	24	25	26	27	28	12	22	23	24	25	26	27	28	16	1	2	3	4	5	6	7	8
								13	29	30	31					17	2	3	4	5	6	7	8	9

May 2021							June 2021							July 2021										
No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S	No.	M	T	W	T	F	S	S	
17						1	2	22		1	2	3	4	5	6	26					1	2	3	4
18	3	4	5	6	7	8	9	23	7	8	9	10	11	12	13	27	5	6	7	8	9	10	11	
19	10	11	12	13	14	15	16	24	14	15	16	17	18	19	20	28	12	13	14	15	16	17	18	
20	17	18	19	20	21	22	23	25	21	22	23	24	25	26	27	29	19	20	21	22	23	24	25	
21	24	25	26	27	28	29	30	26	28	29	30					30	26	27	28	29	30	31		
22	○	31																						

- ★ First/Last day of school
- ▲ open house
- School Day (total 185 days, 1202.5 hours, 6.5 hours/day, 8:45am-3:15pm)
- Holiday
- Break
- Teacher Workday

Appendix E: Organizational Chart



Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: CE Academy
2. Full name: Bryce Phillip Roberts

Home Address: 113 Solstice Circle, Cary, NC 27513
Business Name and Address:
Telephone No.: 919-928-6660
E-mail address: bryceproberts@gmail.com

3. Brief educational and employment history.
Education: B.A. in Interdisciplinary Studies from Appalachian State University.
M.B.A. from NC State University

Work: I have worked in Marketing roles in North Carolina for the last 7 years. Currently running the Demand Generation team at Bronto Software, part of Oracle America. Prior to moving back to the US from China I worked in Marketing and Education roles overseas. I was a test prep and English teacher for 4 years in China. I attended Soochow University while living in China, and I am fluent in conversational Mandarin Chinese.

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

No: Yes

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

I was recruited by a mutual acquaintance. My skills in Marketing, education, and with Chinese language and culture make me a good fit for helping the board which is in need of marketing and promotion expertise. I am passionate about education and in providing more diverse options for students in Wake County to choose from when deciding on a school that can help prepare them for a globalized workforce.

6. What is your understanding of the appropriate role of a public charter school board member?
In my understanding the board should take a very active role in ensuring the educational mission of the school is carried out. This includes monitoring and advising on policies, appointing and advising school administrators, and working closely with parent groups in order to gain necessary feedback for running the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I haven't served on a board previously. I've been a member of administration groups of schools and worked in education services. My expertise is mainly in the private sector as an experienced manager, and I can bring to the board a skillset of administrative technique and process management.
8. Describe the specific knowledge and experience that you would bring to the board.
I bring experience in people management, marketing strategy and execution, process improvement, and governance best practices to the board. I also have skills in the areas of finance and curriculum development.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
CE Academy exists to further education in Wake County by providing a multi-cultural, bilingual approach to learning. It strives to uphold the highest standards of academic excellence, while providing students with a truly unique, immersive learning experience with English and Chinese curricula.
2. What is your understanding of the school's proposed educational program?
The immersion approach of the school is meant to provide a one-of-a-kind educational environment for students in the area. The focus on intercultural understanding as well as multiple languages is meant to foster a rich learning environment.
3. What do you believe to be the characteristics of a successful school?
A school needs a strong leader with vision, a solid educational plan and curricula that emphasizes measurable outcomes in students, and a good positioning and marketing in the local environment in order to attract students that will sustain the operations of the school.
4. How will you know that the school is succeeding (or not) in its mission?
I feel that internal educational measures and enrollment figures will indicate success. Students and parents are not always aware of the full effectiveness of learning in short-term timeframes. But a demonstrable outcome in the sense of knowledge gained and skills demonstrated should show the impact of the school. Likewise enrollment will be an indicator of student and parent satisfaction with the school.

Governance

1. Describe the role that the board will play in the school's operation.
The board will actively manage the budget, staff, and relationships that will guide the success of the school.
2. How will you know if the school is successful at the end of the first year of operation?

At the end of the first year we will see success in the management of the budget, outcomes of the students and their education, and satisfaction of parents and staff.

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

At the end of 5 years the school will have reached its enrollment goals, the student outcomes will have a strong record of success, and there will be a strong educational team in place that is poised to deliver many more years of successful education to CE Academy students.

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

I believe that staffing, process and policy management, and proper accountability to operational goals will be the keys to success.

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

I would act within the guidelines of the school's bylaws in a manner that would seek to restore the ethical governance of the school through rectifying the behavior of the board member(s).

*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 Bryce Roberts, 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 CE Academy Charter School is true and correct in every respect.


Signature

7/30/17
Date

Bryce Roberts, MBA

113 Solstice Circle, Cary, NC 27513 ● 919-928-6660 ● bryceproberts@gmail.com

PROFILE

Results-driven, global marketing leader. I am a data-centered marketing management professional with 12 years of experience leading individuals and teams to exceed their goals. I'm a focused self-starter who takes ownership of the challenges incumbent on the roles I accept. I practice a blend of creative risk-taking with deep analysis to drive innovation in marketing processes and campaign outcomes. I'm passionate about customer success and instill a sense of empathy and urgency for the same with the teams I lead. Currently leading a high-performing team at the Bronto division of Oracle Software.

EXPERIENCE

Manager, Demand Generation Oracle + Bronto SaaS Commerce Marketing solution acquired by Oracle in 2016. April 2016 - present Durham, NC

Senior Marketing Manager Relias Learning SaaS staff training solution for healthcare industry - 300 employees. October 2013 – 2016 Cary, NC

Associate General Manager New Mind Education International education services startup. 2011 - 2013 Raleigh, NC

Freelance Marketer Self-employed marketing contractor 2010 China / Chapel Hill, NC

Operations and Project Manager Roles RTI International / Sherpa's Take-out Delivery Service, others 2003 - 2010 New York, NY / China

SERVICE: Volunteer / Donor Habitat for Humanity, Wheels for Hope, Red Cross Blood Donor 2011 - present Raleigh, NC

EDUCATION

Jenkins **Master of Business Administration (MBA)** North Carolina State University
December 2015 Raleigh, NC

- Emphasis on Marketing and Innovation Management

B.A. in **Interdisciplinary Studies** with a focus on Asian Studies Appalachian State University
1999 - 2003 Boone, NC

- Graduated with Honors: Cum Laude (GPA 3.6 out of 4.0)
- 3 Semesters Dean's List, 1 Semester Chancellor's List.

2 Semesters Abroad 2002 & 2005 Suzhou, China

Soochow University

Won first place in Mandarin Chinese speaking competition for intermediate level Chinese.

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:

_____ CE Academy _____

2. Full name: Candong Cheng

Home Address: 805 Wellbrook Station Rd, Cary, NC, 27519

Business Name and Address: Duka Real Estate and Consulting LLC

Telephone No.: 9192187146

E-mail address: chengcandong@gmail.com

3. Brief educational and employment history.

PhD, Electrical and Computer Engineering, Duke University, 2007,

Real Estate Advisor, HPW Commercial | SVN | SVN Hotels

Raleigh, NC 06/2018 - Present

Owner, Duka Real Estate & Consulting Services LLC

Cary, NC — 2016-Present

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

No: 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?

My kids are in the school ages, and I would like to help more on kids’ education. and also I would like to see a charter school close to my area to better improve our education quality.

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

Provide support to the charter school’s running.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently the president of North Carolina Chinese Business Association (NCCBA), and understand how important the public service is important to everybody.
8. Describe the specific knowledge and experience that you would bring to the board.
Real Estate experience, financial knowledge, resources from Duke, government, business owners, and may help on raising the fund as well.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Help students learn the mission is to help contribute back to the society.
2. What is your understanding of the school's proposed educational program?
Learn how to innovate, collaborate, logically thinking, solving problem's ability.
3. What do you believe to be the characteristics of a successful school?
Students not only independent, but also ethic
4. How will you know that the school is succeeding (or not) in its mission?
Students behave well

Governance

1. Describe the role that the board will play in the school's operation.
Give advice and resources
2. How will you know if the school is successful at the end of the first year of operation?
Teachers and students are happy and successfully finish the requirement of the education board.
3. How will you know at the end of five years of the schools is successful?
Students like to enroll into this school and expand in a good pace.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Good mission, and execute the mission
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Communicate first, and have the rule to stop such behavior.


*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, Candong Cheng, 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 CE Academy Charter School is true and correct in every respect.



9/20/2018

Signature

Date

Candong (Daniel) Cheng

805 Wellbrook Station Rd, Cary, NC, 27519
C: (919)-218-7146 Email: chengcandong@gmail.com

EXPERIENCE

Real Estate Advisor, HPW Commercial | SVN | SVN Hotels
Raleigh, NC 06/2018 - Present

Owner, Duka Real Estate & Consulting Services LLC
Cary, NC — 2016-Present

Owner, Real Estate Investor: SCH Realty, LLC.
Chapel Hill, NC — 2008-Present

Realtor/Broker, CHK Realty
Cary, NC — 2011.9-Present

Senior Financial Professional: World Financial Group, Inc.
Morrisville, NC — 2011-Present

- Personal Financial Professional

COMMUNITY LEADER EXPERIENCE

President, North Carolina Chinese Business Association

Cary, NC — 2014-Present

- Accomplishments
 - **Excellent Community Leader Award:** NC Government and Chinese Community: **03/2017**
 - **Media Report in *China Press*:** more than 50 times
 - **Media Report in *World Journal*,** more than 20 times

EDUCATION

PhD, Electrical and Computer Engineering, Duke University, 2007

BS, Major: Physics, Minor: Finance, Xiamen University, China, 1997

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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: CE Charter School

2. Full name: Ellis J Parks

Home Address: 5217 Nobleman Trail, Knightdale NC 27545

Business Name and Address:

Telephone No.: 9196718314

E-mail address: lsjp27@gmail.com

3. Brief educational and employment history.

BA- Winston- Salem State University

MAT- Special Education- Liberty University

Teacher at Sterling Montessori Charter School- 1999- 2013

Teacher at The New School Montessori School- 2013- current

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

No:

Yes:

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

I was asked to be part by the head of school. I feel this is a wonderful opportunity to further my international studies and extend my understanding of charter schools.

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

I was part of two charter school boards; with both schools being previously established. My understanding charter law and operations is ongoing.

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

I served as a curriculum coordinator for a Spanish emersion charter school in Raleigh NC and I sat as a teacher advisor for another Charter school.

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

As a dual license teacher, elementary and special education, I feel I will bring practical experience to this board.

School Mission and Program

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

I have a good understanding of the school's mission and I hope to become more versed in it guiding beliefs.

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

The educational program appears to be a good work in progress with a very solid foundation. I am gaining a better understanding daily.

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

A successful school places the needs of the students first. The teachers should be the first line of help in accomplishing the goal of satisfying the needs of those students. Teacher needs are also to be recognized and appreciated and must addressed as importantly as the needs of the students. The governing body of the school must extend their ability at all times to ensure the guiding principles of the school and the mission is instilled and adopted by all who are part of the school.

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

Periodic surveying of both the teaching and parental entities. Also, end of grade and or end of course test will provide quantitative measures to compare the teaching effectiveness of the staff.

Governance

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

The board analyzes the school's effectiveness. It then analyzes this information and responds accordingly. If the board recognizes any deficiencies or areas of concerns, the board reacts by providing the school with a way or a series of ways to overcome the issues. The board listens to the school community, as well as the local community to gain a better understanding of the public's interest, options, suggestions and opinions.

2. How will you know if the school is successful at the end of the first year of operation?
End of grade test and or end of course test will provide the school with numerical data to measure student success. The board will survey teachers and parents to gain a qualitative understanding of how successful they feel the school is or is not. As well, the school board will look at its growth plan to see if positively growing to its overall goal.
3. How will you know at the end of five years of the schools is successful?
The school will look at its overall physical growth, including the school's waiting list and numbers attending and it will analyze the test scores of the state mandated testing program.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The school must have a fully vested staff, which completely understands and totally buys- in to the goal of the school. The school board must have multiple strategic plans to anticipate and proactively address any unforeseen issues.
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 I would try to address the issue with them and then I would report them to the school board president. If need be, I would take the issue to the NC Charter School division.

*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, Ellis S. Parles, 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 _____ Charter School is true and correct in every respect.

Ellis S. Parles
Signature

8/27/16
Date

Ellis J. Parks

Objective

To continue to influence young learners and prepare them to be leaders of the future. To obtain a position that will enhance and enrich my leadership skills in the area of education and exceptional needs.

Experience

September 1999 to June 2000	Sterling Montessori Charter School	Morrisville N.C.
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Teacher's assistant

August 2000 to June 2001	Sterling Montessori Charter School	Morrisville N.C.
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Interning Teacher

August 2001 to May 2013	Sterling Montessori Charter School	Morrisville, N.C.
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Lead Teacher/Assistant Director/Testing Specialist
Achievements and Certifications

July 2013 to Current	The New School Montessori Center	Holly Springs, NC
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Lead Teacher/ Special Education Intern Achievements and Certification

Education

August 1994 to 1998	Winston- Salem State University	Winston- Salem NC
August 1999- 2001	New School Montessori Teachers' Certification	Holly Springs NC
August 2001- 2002	North Carolina State University	Raleigh NC
August 2004 – May 2013	North Carolina Central University	Durham NC
January 2014 – Current / Graduation May 14, 2016	Liberty University	Lynchburg VA

B.A. of Psychology

- Minor in sociology with a concentration in social work
- American Montessori Certified for Elementary Education
- State Licensed/ Certified K- 5 Teacher (Standard 2)

Masters in Special Education- May 2016

* State licensed/ Special Education (VA, NC)

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Background

1. Name of charter school on whose Board of Directors you intend to serve: CE Academy
2. Full name: Chiaohsin Hsu

Home Address: 514 parlier Dr., Apex NC 27523

Business Name and Address: Red Apple Chinese and Math 232 high house Rd., Cary NC 27523

Telephone No.:919-923-9750

E-mail address: erinhsu67@gmail.com

3. Brief educational and employment history.
Master degree in Education of National Taizhong University, Taiwan
5 year director experiences of Red Apple Learning Campus
2 year Chinese teacher experiences in Chapel hill and Carrboro public schools
1 year Assistant director experiences of Academic affairs in Raleigh Chinese Language School
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

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

I was recruited by Heli Chu. I believe I am available to contribute my experiences of teaching in the public school system K-12 in NC. I also have 5 years of directing a school, designing the curriculum, recruiting and training teachers.

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

A school board member's role is to ensure the Charter School's goals are implemented successfully and the students are progressing, learning, and adjusting well to the environment, the teaching staffs are performing

competently and meeting expectations and the parents are involved and invested in their children's education.

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 believe I am available to contribute my over 15 years teaching experiences in the public school system K-12 and private schools in NC. I also have 5 years of directing a school, designing the curriculum, recruiting and training teachers.

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

I have my master degrees focus on bilingual linguistics and language curriculum. Also, I have over 15 years teaching experiences in bilingual environment in the public school system and private K-12 in NC. I also have 5 years of directing a school, designing the curriculum, recruiting and training teachers.

School Mission and Program

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

I understand that the CE Academy's mission is to create an English-Chinese learning community for students of all backgrounds to maximize bilingual proficiency, academic excellence and cultural diversity awareness needed to excel in globalization.

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

It's proposed educational program geared towards global education is very much apropos to today's society hopefully producing future international citizens or citizens of the world. It is also very open and inclusive.

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

- Has a safe and friendly learning environment for both students and staffs
- Encourage the students to learn independently and to think critically
- Its curriculum is designed for future global citizens
- School contributes to the community

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

There will be some goals be used to monitor and to evaluate if the school's mission success or not.

Governance

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

The board will monitor and supervise if the school achieve the school missions and goals.

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

The school will be evaluated by first year goals achievement and student's success.

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

If the 5 year goals are achieved, student's learning is progressive, school enrollment increases, program implemented successfully, the school is successful in the first 5 years.

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

The board should have regular meeting to monitor of school's administration, teacher's performance, and student's success.

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

I will report to the School Board and hopefully there will be some disciplinary actions will be taken.

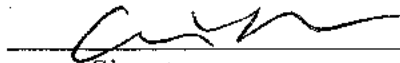
*Please include the following with your Information Form

- 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, Chiao Hsin Hsu, 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 CE Academy Charter School is true and correct in every respect.


Signature

9/15/2018
Date

Chiao-Hsin (Erin) Hsu, MA

514 parlier Dr., Apex NC 27523

(919) 923-9750 • erinhsu67@gmail.com

Experience

Year	Position
2018-now	Raleigh Chinese Language School Assistant director of Academic Affairs
2015-2016	Carrboro High School/ Chapel hill high School World language Teacher (Chinese)
2015	Glenwood Elementary School teacher
2014	Raleigh Chinese School Chinese teacher
2014-2018	Redapple Learning Campus Director
2014	Kanding Elementary School Kindergarten/1st grade Lead Teacher
2012-2014	Chapel Hill-Carrboro City Schools K-12 Substitute Teacher
2012-2013	Carolina Friends School Upper School Chinese Teacher
2009-2012	Little Panda Mandarin Immersion Preschool Curriculum Developer and Lead teacher

Education

National Taichung University, Taichung, Taiwan
Master of Arts, 2007
Major: Education (Curriculum Development and Design)
University of California, Irvine (US)
Certificate, 2008
Teaching English as Foreign Language
National Taiwan University, Taipei, Taiwan
Certificate, 2014
Chinese teaching teacher Certificate

Teaching Licenses/ Credential

North Carolina Professional Educator's License (K-12) Teacher

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:

CE Academy

2. Full name: Heli Chu

Home Address: 101 Bridlebit Ct. Cary, NC 27513

Business Name and Address: CE Academy and 101 Bridlebit Ct. Cary, NC 27513

Telephone No.: 919-621-0425

E-mail address: helichu1@yahoo.com

3. Brief educational and employment history.

2015 – 2018, Associate, Transamerica (Cary office), Cary, NC

2009 – 2015, Director and teacher, Cary Chinese school, Cary, NC

1996 – 1997, Principal, Greensboro Chinese school, Greensboro, NC

1987 – 1992, Programmer, Central of Computer, Yanshan, Beijing, PROC

1982 – 1987, Programmer, Beijing Central of Computer software, Beijing, PROC

1978 – 1982, bachelor degree in Computer Science, Beijing Institute of Technology, Beijing, PROC

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

No:

Yes:

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

I am the founder of the proposed charter school. I hope students and parents have more choices to go to school study in the community. I enjoy education and I wish that I can help more children and parents in Wake County.

6. What is your understanding of the appropriate role of a public charter school board member?
The Board and its members will develop plans and monitor the implementation of the school's policies and 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 was once the principal of a Chinese school in Greensboro. In addition to that, I was also a teacher and director of another Chinese school in Cary.
8. Describe the specific knowledge and experience that you would bring to the board.
I have leadership skills, which I was the principal and director of two Chinese schools. I will bring my experiences to serve the Board and school in the community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
CEA will provide bilingual education for all children from our community in order to let students adapt to the future of the global environment. The school's mission and beliefs will meet the expectation of students, parents, as well as today's world.
2. What is your understanding of the school's proposed educational program?
CEA will create an international educational program that will open the vision for students to know the multicultural world, at the same time, learning a second language from a young age will be more intellectual and enhance brain development.
3. What do you believe to be the characteristics of a successful school?
90% of students and teachers reach the goal and are continually growing in the school. The Board effective support management, financial, and education, and the school will be very organized. The community is more energetic because of this school.
4. How will you know that the school is succeeding (or not) in its mission?
Students will achieve their goals and succeed in secondary studies. Normal growth of the numbers of students in accordance to the plan.

Governance

1. Describe the role that the board will play in the school's operation.
The school board will monitor the school's instructional achievement, financial activities, and various management. The school board will also lead the school to reach its mission and goal.
2. How will you know if the school is successful at the end of the first year of operation?
If the school follows the plan, 75% of the students have achieved all the prescribed standards, and all aspects of normal operation.

3. How will you know at the end of five years of the schools is successful?
We will know the school is successful if 90% of the students reach the goal and pass the school test, and the parents are satisfied. We will also know if the school is successful if we have met growth expectations.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Building a visionary and efficient Board, having sufficient students and funds, possessing effective management, and quality teachers are all indispensable conditions.
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?
The board would need a meeting to discuss with other members, then the Board will be interviewed and ask a series of specific questions, educating them to correct their actions, then the Board will make the decision to ensure school's healthy operation.

*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.

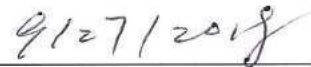
Certification

I, Heli Chu, 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 CE Academy Charter School is true and correct in every respect.

Signature



Date



Heli Chu

103 Mancino Ct, Cary NC 27519 * HeliChu888@gmail.com * 919-621-0425

Profile

I have been teaching and doing leadership Chinese language field for many years. I have accumulated a lot of experience in teaching and management. I have bachelor's degree from China, and in China I worked for a computer technology firm for about 10 years as a computer programmer. My strengths have always been related to leadership. I have a great ability to carry out my vision and an ability to solve difficult issues. I am good at collaborating with others.

Education

Child Care Center — Raleigh, North Carolina
Licensed in Pre-Licensing Workshops, NC Division of Child Development
May 2016 and July 2018

Wake Tech Community College — Cary, North Carolina
English Language Level (advanced) and The Expanded Reading and Vocabulary Program (ERV)
January, 2014 – May, 2015

Beijing Institute of Technology (BIT_{b2}) — Beijing, China
Bachelor of Computer Science
March 1978 – March 1982

Experiences

2015 – 2018, Associate, *Transamerica (Cary office), Cary, NC*

2009 – 2015, Director and teacher, *Cary Chinese School, Cary, NC*

Managed and coordinated all teachers and teaching efforts in the school, taught fifth grade level Mandarin, evaluated Chinese teachers of all grades managing and coordinating all teachers in the school.

1996 – 1997, Principal, *Greensboro Chinese School, Greensboro, NC*

Taught primary students Mandarin and serve whole school to manage it.

1987 – 1992, Programmer, *Center of Computer Software, Yan-shan, Beijing, China*

Using Database to program coast services.

1982 – 1987, Programmer, *Beijing Center of Computer Software, Beijing, China*

Using Basic, Fortran to program tourism bureau service.

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: CE Academy

2. Full name: Huiling Ding

Home Address: 207 Gingergate Drive, Cary, NC

Business Name and Address: NA

Telephone No.: 8649868246

E-mail address: dhlling@gmail.com

3. Brief educational and employment history.

PhD, Department of English, Purdue University, 2007

Assistant Professor, Department of English, Clemson University, 2007-2012

Assistant Professor, Department of English, NC State University, 2012-2014

Associate Professor, Department of English, NC State University, 2014-Present

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

No:

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 Ms. Chu Heli to join the Board of Directors. Having helped with the grant proposal, I believe I understand the mission of the proposed charter school and can contribute to its educational mission and its communication strategies.

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

To provide strategic support for all aspects of the management of the charter school, from budgeting and school safety to teacher training to curriculum innovation and diversity and equity initiatives.

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 been directing the Master of Science in Technical Communication program at NC State University and have a lot of experiences with administration, long-term planning, budgeting, and operation of academic programs. I have also worked extensively with employers, alumni, and other stakeholders to organize professional and community outreach events

8. Describe the specific knowledge and experience that you would bring to the board.
Curriculum innovation, communication/design expertise, diversity and equity initiatives, community outreach, professionalization strategies for teachers

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide bilingual education to students and to cultivate global literacy in students
2. What is your understanding of the school's proposed educational program?
To help students cultivate bilingual skills and multicultural perspectives; to enhance their intercultural communication skills and prepare them to work in the global workplace
3. What do you believe to be the characteristics of a successful school?
Rigorous curriculum, supporting mechanism, student-teacher interaction, continuous education for teachers, parent involvement, budget stability, education technologies
4. How will you know that the school is succeeding (or not) in its mission?
Bilingual skills and global literacy are two components which will help ensure students' long-term success in the globalized workplace. Early exposure to multicultural, multi-lingual education will broaden students' horizon and help them better interact with people from diverse ethnic, language, and cultural backgrounds.

Governance

1. Describe the role that the board will play in the school's operation.
Oversee the overall success of the school in terms of budgets, academic rigor, teacher satisfaction and continuous education; contribute to deliberation about curriculum revision/updates, long-term strategies, personnel management, promotion and raise, and student learning outcome assessment
2. How will you know if the school is successful at the end of the first year of operation?
Student-parent evaluation, academic performance, reputation in communities, teacher satisfaction and sense of belonging, enrollment increase
3. How will you know at the end of five years of the schools is successful?
Growing or steady enrollment, student performance in standardized tests such as AIG, academic performance of alumni, teacher satisfaction, parent/student sense of belonging/satisfaction, budget stability, reputation, continuation rates from elementary school to middle school, alumni performance in high schools
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Active participation in assessment of student and teacher performance; understanding of innovative educational practices/strategies; familiarity with bilingual/bicultural curriculum; bringing diverse expertise and skills to the school board to form a collaborative team

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

I would explore the situation, evaluate the impacts of such unethical acts, bring the situation to the attention of the administration team/board of the school, and encourage collaborative discussions and problem solving approaches to address the negative impacts of such events

*Please include the following with your Information Form

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

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Certification

I, _____ Huiling Ding _____, 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 _____ Charter School is true and correct in every respect.

Huiling Ding
Signature

August 30, 2018
Date

Huiling Ding

Email: hding@ncsu.edu

Work: Tompkins 131C, Department of English, NC State University

Phone: 919-515-4120 (O)

Education

Ph.D., Rhetoric and Composition, Department of English, Purdue University, 2007

M.A. in English, Department of English, Northern Illinois University, 2002

B.A., Department of English for Medical Purposes, Xi'an Medical University, P.R. China, 1997

Academic Positions

Associate professor, Director of MS in Technical Communication, NC State University, 2012-present

Visiting Professor in Technical Communication, Chongqing Post and Telecommunications University, 2018-present.

Program Faculty, Communication, Rhetoric and Digital Media Program (Ph.D.), NCSU, 2012-present

Visiting Assistant Professor, China East Normal University, Shanghai, P.R. China, 2011, 2013

Assistant professor, Professional Communication and Rhetoric, Clemson University, 2007-012

Purdue Research Fund Fellow, Purdue University, 2006-2007

Strategic Fellow, Graduate School, Purdue University, 2003-2006

Graduate instructor, Department of English, Northern Illinois University, 2001-2003

Instructor, Foreign Language Institute, Tongji University, Shanghai, P.R. China, 1997-2001

Awards, Honors

First place, International Essay Contest in Technical Communication, Shanghai Tech Comm Association, 2017

2016 Best Book Award in Technical and Scientific Communication, Conference on College Composition and Communication (CCCC)

2014 Nell Ann Pickett Award for Best Article in *TCQ*, Transcultural risk communication and viral discourses: Grassroots movements to manage global risks of H1N1 flu Pandemic. 2013

Faculty of Excellence Award, Clemson University, 2009

Editor's Pick New Scholar Award. The use of cognitive and social apprenticeship to teach a disciplinary genre: Initiation of graduate students into NIH grant writing. 2008.

College Composition and Communication Conference Outstanding Dissertation Award in Technical Communication, Honorable Mention. *The Rhetoric of a Global Epidemic: Intercultural and intracultural professional communication about SARS*. 2008.

Professional Services

Foreign consultant, Academic Advisory Board of Shanghai Tech Comm Association, 2017-present
Co-chair, 2017 conference of Association of Teachers of Technical Writing. Portland, Oregon.

Member at large, Association of Teachers of Technical Writing Conference (ATTW), 2015-present

External grant reviewer, Research Grants Council of Hong Kong, 2013-present

Editorial Board Member, *Communication Design Quarterly*, 2018-present

Editorial Board Member, *Technical Communication Quarterly*, 2015-present

Editorial Board Member, *Written Communication*, 2012-present

Editorial Board Member, *Rhetoric, Professional Communication, and Globalization*, 2009-present

Reviewer, *Routledge, Cambridge Scholars Publishing, Canadian Journal of Higher Education, Sage Open, Oxford University Press, Rhetorica*, 2015-present

External grant reviewer, University of Wisconsin Milwaukee, 2013

Appendix F:

Charter School Board Member Information Form

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

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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.

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Background

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

2. Full name: Chien-Yu Lin

Home Address: 1202 Branum Ct. Apex, NC 27523

Business Name and Address:

Telephone No.: 240-354-4074

E-mail address: arielinu@gmail.com

3. Brief educational and employment history.

I have a PhD in Curriculum and Instruction with specialization in second language education and cultures. I had worked as research associate in an education consulting company for a year. I also had worked as Mandarin teacher and Mandarin tutor for several 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:

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?

The proposer of CE Academy, Ms. Chu, invited me to join the Board. I also want to contribute what I have learned from the doctorate study to establishing this Chinese immersion school as a board member.

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

The board members of a public charter school provide strategic plans and vision for the school, hire qualified principal and personnel and monitor and make sure the school staff accountable for student's academic success and well-being at school. The board also oversees the financial situation of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have solid training and professional background in second language education. I had also worked as Chinese teacher and tutor in the US for some time. I am very interested in promoting Chinese language and culture in the US. I am confident that I would have significant contribution to CE Academy as a board member.
8. Describe the specific knowledge and experience that you would bring to the board.
Knowledge and skills in curriculum and instruction for second language education and also assessment design.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Our mission is to create a global educational environment through language and multicultural programs, helping our students to succeed in secondary studies and beyond.
2. What is your understanding of the school's proposed educational program?
CE Academy is a one-way partial Chinese immersion school where the ratio of Chinese/English instruction is 70/30 for K to Grade 2 students and gradually increased to 50/50 for Grade 3- Grade 5 students. For K to Grade 2 students, they will learn most of the content areas in Chinese except for English Language Arts and History. For Grade 3- Grade 5 students, they will still have 50% of the classes taught in Chinese. All Grades have Chinese language Arts class regularly in a week specifically teaching them the Chinese language, including listening, speaking, reading and writing.
3. What do you believe to be the characteristics of a successful school?
High academic standards, teachers' accountability and professional development, family/community partnership, leadership, happy and polite students
4. How will you know that the school is succeeding (or not) in its mission?
summative assessment performance, teacher/student turnover rate, parent satisfactory/suggestion survey

Governance

1. Describe the role that the board will play in the school's operation.
Provide vision and leadership guidelines, Recruit capable staff and qualified teachers, monitor academic performance and oversee school finance.
2. How will you know if the school is successful at the end of the first year of operation?
We will evaluate the school's yearly success by students' general performance, parents' reviews, teacher satisfaction surveys, and the financial balance.
3. How will you know at the end of five years of the school's operation is successful?
Students' yearly academic performance, especially in reading and math, Students' Chinese language proficiency reaching the expected level by the ACTFL standards, Overall financial stability, The number of students applied each year

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Meet regularly at least once a month to discuss/monitor the following aspects of the school operation: student performance, teacher accountability, principal leadership, community/family cooperation and financial stability. Once problems identified, provide constructive suggestions/solutions which can be acted upon and monitored.
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?
Report this discovery with clear evidence to the principal of the board and cooperate with the principal or other members to ensure this member won't engage in such behaviors again or have to vote out this member for the best interest of the school.

*Please include the following with your Information Form

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

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

Certification

I, _____ Chien-Yu Lin _____, 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 _____ Charter School is true and correct in every respect.

Signature



Date 8.9.2017

Chien-Yu Lin

1202 Branum Ct. Apex NC, 27523

(240) 354-4074 • arielinu@gmail.com

EDUCATION

University of Maryland, College Park, United States **2006~2011**

Ph.D., Second Language Education and Cultures with certification in Measurement, Statistics and Evaluation

National Chiao-Tung University, Taiwan **2002~2004**

M.A., Educational Psychology and Counseling

National Taiwan University, Taiwan **1997~2002**

B.A., Foreign Languages and Literatures

RESEARCH INTEREST

Teaching Chinese as a Second/Foreign Language, Educational Assessment and Evaluation

Reading Strategy Use and Assessment

PROFESSIONAL EXPERIENCE

PandaTree, LLC, California

- Mandarin Tutor Manager and Content Developer, June, 2015 – present

Avar Consulting, Inc., Maryland

- Research Associate, September 2011 – August 2012; August 2013 – January 2014

Department of Curriculum and Instruction in the University of Maryland, College Park

- Instructor, September, 2009 – August, 2011

Center for Chinese Language Certification and Development in the University of Maryland

College Park

- Graduate Assistant, September, 2009 – July, 2011

Department of Curriculum and Instruction in the University of Maryland, College Park

- Teaching Assistant, September, 2006 – June, 2009

Institute of Education, National Chiao-Tung University, Taiwan

- Research Assistant, July, 2005 – June, 2006

Kuang Hua Municipal Junior High School in Hsinchu, Taiwan

- English as Foreign Language Teacher, July, 2004 - June, 2005

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Background

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

2. Full name: George Wu

Home Address: 107 Drakewood Pl, Cary, NC 27518

Business Name and Address: Transamerica Financial Advisors, 630 Davis Dr. Suite 128, Morrisville, NC 27560

Telephone No.: 9196374774

E-mail address:

3. Brief educational and employment history.

I have two Master degrees at Genetics and Computer science from Oregon State University. I have been in Financial industry for more than 10 years and have been serving as Senior marking director with TransAmerica Financial advisors. I have helped hundreds of families and corporations with their financial planning and group benefit programs. I am currently managing tens of millions of investment assets. I also have extensive experiences with IT development and management.

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 by Mrs. Heli Chu to help with fund raising, financial planning and employee benefits program etc. I believe my strong financial background can serve this purpose very well. I also notice there is strong demand for bilingual education in our community and have strong desire to help CE academy succeed.

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

As a board member, we would like to ensure Charter School's missions and goals implemented successfully. We like to see its dynamic growth and it should be a nurturing and enriching experience academically and culturally for both teachers and students for this CE academy.

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

I believe my communication and leadership skills will help me become an effective board member. As a senior marketing director, I am leading a group of dozens of advisors and associates and strategically execute our monthly and annual goals. We communicate daily and effectively among our associates and with our clients, providers, and upper management. I also once served as a general manager for a local Chinese school.

8. Describe the specific knowledge and experience that you would bring to the board.
More than 10 years of financial planning experiences. Extensive experience with group benefit programs. Deep connection with the community and funding raising efforts.

School Mission and Program

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

I understand that CE Academy intends to immerse students with two languages and cultures for a global learning environment and to educate global citizens for the community.

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

The program will be an immersion program which build a dynamic and comprehensive learning environment for students comparing to simple language programs focusing on language itself.

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

In my opinion a successful school would help young creatures develop into honest, peaceful, and positively active adults of this world. These words from Rudolf Steiner summarize how I think a successful parent and/or school would treat the children: "Receive the children in reverence, educate them in love, let them go in freedom"

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

If CE Academy makes its graduates achieve basic mastery of the Chinese language, and if students have learned what we expect them to learn and if teachers are perform efficiently, then it succeeds in its mission.

Governance

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

The Board will monitor and evaluate specific measurable goals regarding academic performance. The Board will closely monitor and supervise the students' progress.

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

The school is working smoothly in daily operation, having stable student population, and gaining supports from the community.

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

The school at full capacity with the first graduating class achieving academic success and students sharing their success stories of how this school changed their lives and their beliefs about education.

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

Communicate regularly with the school head and the school staff, and strict management and provision of sufficient funds.

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 all members to the table including the persons of concern. Discuss the matters at hand and come up with a solution that everyone can buy into.

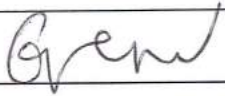
*Please include the following with your Information Form

- 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, George Wu, 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 CE Academy Charter School is true and correct in every respect.

George Wu  9/24/2018

Signature

Date

George Wu

Cary, NC 27518

Tel: 919-637-4774

E-mail: junyuan100@hotmail.com

RELEVANT PROFESSIONAL EXPERIENCE

Transamerica Financial Advisors

Sr. Marketing director

Morrisville, NC 2008 - Present

Helped hundreds of families and companies with their financial planning in the following areas.
Managed tens of millions of assets.

- Investment planning
- Retirement planning
- Tax planning
- Insurance planning
- Group benefit programs

University of North Carolina

Database and Web Developer

Chapel Hill, NC 2002 – 2013

Managed and developed database and web application for biological data analysis and research.

- Database development and maintenance. Utilized by multiple institutions
- Web application development
- Data analysis and research
- End user support for hundreds of professors and scientists

Dynpro Inc.

Software Engineer

RTP, NC 2001 – 2002

Global eCommerce application development and support

Jeldwen Inc.

Application Engineer

Vancouver, WA 1999-2000

Developed software for product inventory management and daily manufacturing operation

EDUCATION

M.S. Computer Science. Oregon State University

M.S. Genetics. Oregon State University

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Carolina Experimental School

2. Full name: Yiyi Jiang

Home Address: 1128 Woodlands Creek Way

Business Name and Address:

Telephone No.: 919-986-8879

E-mail address:

3. Brief educational and employment history.

- **Education**

- **Ed.D** in Curriculum and Instruction with specifications in special education, early childhood education, and elementary education, University of South Dakota, Vermillion, SD
- **M.Ed.** in Curriculum and Instruction, Hunan Normal University, Changsha, China
- **B.A.** in English, Hunan University of Commerce, Changsha, China
-

- **Teaching Experiences**

- 2018-2019 Full time classroom teacher at Lincoln Heights ES and Farmington Woods ES
- 2017-2018 Full-time classroom teacher at Peak Charter Academy
- 2016-2017 Full-time classroom teacher at Gentry Primary School
- 2015-2016 Full-time Infant teacher at Chesterbrook Academy & Part-time teacher in Cary Chinese School
- 2013-2016 Graduate Teaching Assistant in School of Education at University of South Dakota
- 2006-2012 Full-time Assistant Professor at English Teaching and Research Section of Department of Primary School Teaching, Hunan First Normal University
- 2003- 2012 Reinforcement Class in Winter & Summer Reading Camp

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

No: X Yes:

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

I met Heli Chu at an informal meeting. At that time, Heli introduced her idea of the CEA and asked parents for feedback. In a conversation with Heli, I realized how hard she was trying to help her children to learn Chinese when she raised her 3 children in America. As a Chinese with a child, I totally understand her why she wanted to set up a Chinese immersion school in RTP area. It will benefit many children who want to learn Chinese language and Chinese culture.

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

As a board member, we will try our best to write/revise our proposal in order to get it through. Getting the permission to establish a charter school is our current goal and is also the most important step. Board members can vote and have right to give final approval/denial of school personnel including the principal.

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

I helped revise Part 2 Education Plan for CEA, a full immersion Chinese language school. In addition, in more than ten years, being a full-time classroom teacher from infant classroom through higher education, I worked in diverse school settings (public, private, and charter) in both China and the United States. This provides me with a unique critical perspective of seeing both education systems in the East and West. My previous experience in teaching and my degrees in Curriculum and Instruction build up my ability to be an effective board member.

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

Before I came to the United States in 2012, I had been a public university teacher in China for 7 years, teaching English to pre-service elementary school teachers; and at the same time, I was a school counselor for 150 students per year for 4 years. The work experience of having been a teacher as well as a school counselor in China provides me with rich opportunities to understand students, including their developmental and psychological needs, in order to communicate effectively with them and meet their needs. While in North Carolina, I have been classroom teachers in private, public and charter schools. I am passionate about helping students to achieve their goals. My teaching is always student-centered. In addition, the content knowledge in curriculum and instruction with specification in special education and elementary education equipped me with knowledge to supervise teaching and the implementation of inclusive education. Therefore, I believe I will be an effective board member.

School Mission and Program

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

CEA is a bilingual school also a Chinese immersion school which gives flexibility about Chinese language learning to different needs. CEA's mission is to provide students from all races and all socioeconomic backgrounds an opportunity to grow into international citizens with a solid education foundation from our community. My understanding is that CEA will treat each student fairly and equally regardless of SES background, races, and abilities. I think global awareness is required in the future. Students learn a foreign

language and its culture at a young age, so that students will be more open-minded, and better at communicating with people from different cultural background.

2. What is your understanding of the school's proposed educational program?
CEA will adopt rigorous educational curriculum. Details are stated in stated in Chap 2 in the proposal. Every student deserves to be challenged in learning every day. CEA will hire high-qualified certified teachers and provide a systematic professional development for teachers to ensure the quality of instruction. CEA also has AIG program and provide special education to students who have special needs.
3. What do you believe to be the characteristics of a successful school?
 - 1) Have a great leader/principal
 - 2) Students love the school
 - 3) Good reputation among students and parents
 - 4) Highly qualified teachers
 - 5) Advanced teaching philosophy
 - 6) High expectation for students' achievement
 - 7) A large number of students' enrollment, e.g. a long waiting list
4. How will you know that the school is succeeding (or not) in its mission?
 - 1) By surveying students and parents whether they love the school and whether teachers teach them appropriately
 - 2) By surveying students whether they feel this school inspired them to learn
 - 3) By reviewing students' academic achievement, such as test scores
 - 4) By communicating with teachers and through anonymous feedback to see whether they love to work for the school

Governance

1. Describe the role that the board will play in the school's operation.
Supervise curriculum and instruction. Supervise the implementation of inclusive education. Vote for or against things related to school.
2. How will you know if the school is successful at the end of the first year of operation?
 - 1) By looking at students' academic performance, which include test scores and informal assessments such as learning projects.
 - 2) By reading parents' comment about the school/or the reputation of the school.
 - 3) A successful school would definitely attract more students in enrollment in next academic year.
3. How will you know at the end of five years of the schools is successful?
 - 1) By reviewing students' academic achievement and their progress during the five years
 - 2) By looking at the number of students' enrollment each year and the growth
 - 3) By investigating the reputation among students, parents, and people in the community
 - 4) By monitoring whether each student is developmentally appropriately served
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - 1) Hire a great leader-the principal
 - 2) Recruit highly qualified& certified teachers, both general and special education teachers

- 3) Enroll students that accept the mission of our school
 - 4) Purchase sufficient teaching materials and equipment for teaching and learning
 - 5) Provide training and collaboration opportunities to teachers for professional development
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Discuss at board meeting and vote to stay on the board or opt out.

*Please include the following with your Information Form

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

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

Certification

I, Yiyi Jiang, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for CEA is true and correct in every respect.

Yiyi Jiang 09/15/2018
Signature Date

Yiyi Jiang

Status: Permanent Resident (Green Card Holder)

Email: yjiang@wcpss.net

yiyi.jiang@usd.edu

Cell phone: 919-986-8879

Educational Background

University of South Dakota, Vermillion, SD, USA

Major: Curriculum and Instruction **Degree:** Ed.D

Hunan Normal University, Changsha, Hunan, China

Major: Curriculum and Instruction **Degree:** Master of Education

Hunan University of Commerce, Changsha, Hunan, China

Major: English **Degree:** Bachelor of Arts

Teaching Licenses & Certifications

- **07/2016** Professional Educator's License/Teaching License in Elementary Education (K-5), Middle School English (Grades 6-9), Middle School Math (Grades 6-9), Chinese (K-12), ESL (K-12) issued by North Carolina Department Public Instruction, NC, USA
- **11/2010** Qualification Certificate for Professional Technique Occupation: Assistant Professor, China
- **06/2007** Teaching License for High School, China
- **07/2006** Teaching License for Higher Education, China

Work Experience

2015-2018 Full-time classroom teacher at Chesterbrook Academy, Gentry Primary. Cedar Fork, Peak Charter Academy, Lincoln Heights, and Farmington Woods Elementary

09/2015-12/2015 Teacher in Cary Chinese School (nonprofit educational organization), located at Panther Creek High School, Cary, NC

08/2013-08/2015 Graduate Teaching Assistant in School of Education at University of South Dakota

06/2006-07/2012 Assistant Professor at English Teaching and Research Section of Department of Primary School Teaching, Hunan First Normal University

Conference Presentations

Jiang, Y. & Drew, M (2016, November 2-5). *Helping All Children Learn, Especially Children with Special Needs*. Presentation at 2016 NAYEC Annual Conference. Los Angeles, CA.

Jacobs, G. & **Jiang, Y.** (2015, November 19). *A View of Best Practices in Early Childhood Programs, Teacher Preparation, and Professional Development in the United States and China*. Presentation at 2015 NAYEC Annual Conference. Orlando, FL.

Jiang, Y. & Kindle, K. (2015, October 3). *Cultural Authenticity in Children's Multicultural Texts: Exploring Different Perspectives*. Presentation at the 25th National Association of Multicultural Education Annual Conference. New Orleans, LA.

Appendix G: Bylaws of CE Academy

ARTICLE I – Organization

Section 1 - Name. The name of the Organization is CE Academy, Inc. The charter school shall operate under the Organization as CE Academy.

Section 2 - Corporate Seal. No instrument executed by or on behalf of the Corporation shall require a corporate seal for validity, but if a corporate seal is used, the Board shall approve its form.

Section 3 - Fiscal Year. The fiscal year of the Organization shall begin on the first day of July and end on the last day of June in the next succeeding year.

ARTICLE II – Purpose

Section 1 - General Purpose. The Organization is organized exclusively for charitable and educational purposes as defined by the Internal Revenue Code of 1986, as amended (the "Code"), Section 501(c)(3), including distributions to organizations that qualify as exempt under Section 501(c)(3) of the Code. The Organization shall not willfully, directly or indirectly, unlawfully carry on propaganda, or otherwise attempt to influence legislation, nor shall any of its funds be used to support or oppose a political issue or candidate nor perform any other act or omission that will jeopardize its status as a nonprofit corporation in the State of North Carolina or jeopardize any tax-exempt status of the Organization provided under the nonprofit corporation laws of the State of North Carolina or the Code, including the tax-exempt status of the Organization under Section 501(c)(3) of the Code and its regulations as any of those laws and regulation may exist or may hereafter be amended. No part of the assets or net earnings of the Corporation, current or accumulated, shall inure to the benefit of any private individual except for any and all contracts that may be entered into with any individuals as provided and afforded by these Bylaws and appropriate resolutions of the Board.

Section 2 - Specific Purpose. The Organization is organized for any lawful purposed permitted under State of North Carolina law, but initially, the Organization will establish, market and operate one or more public charter schools

under the Charter School Act of 1996, as codified in North Carolina General Statute 115C-238.29A et seq.

ARTICLE III – Leadership

Section 1 - Officers. The officers of the Board shall consist of a Chairperson, a Vice Chair, a Secretary, a Treasurer, and such other officers as determined appropriately by the Board of Directors. Each officer designated by the Board of Directors shall have such authority and perform such duties as the Board of Directors may determine from time to time. The officers shall serve at the pleasure of the Board of Directors. Any number of offices may be held by the same person, other than the offices of the Chairperson and Secretary. An officer may, but need not be, a member of the Board of Directors of the Organization.

Section 2 - Nominating Procedures. The Board of Directors shall appoint a Nominating Committee whose responsibility it will be to present a slate of candidates for Officers to the Board of Directors at the annual meeting. The Board of Directors may accept or decline the slate presented by the slating committee. If the slate is declined, nominations for officers may be entertained by the Board Chairperson.

Section 3 - Removal and/or Resignation of Officers. Any officer may be removed with or without cause by the Board of Directors by a majority vote of the Board of Directors at any regular or special meeting held by the Board of Directors. The removal of a person as an officer of the Organization does not automatically prevent the same person from serving on the Board of Directors. Any officer may resign at any time by giving written notice of resignation to the Organization. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Organization; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 4 - Duties of the Chairperson. The Chairperson may also be referred to as President shall preside at all meetings of the Board of Directors of the Organization. The Chairperson shall establish the agenda, in consultation with the School Director, for each meeting of the Board of Directors, and have such powers as the Board of Directors may prescribe, from time to time.

Section 5 - Duties of the Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice-Chair, who may also be referred to as the Vice President, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Vice Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe including acting as the parliamentarian of the Organization.

Section 6 - Duties of the Secretary. The Secretary shall record minutes of all Board of Directors meetings to be kept, and review such minutes before presentation to the Board of Directors. The Secretary shall see that minutes of all meetings and all unanimous consents of the Board of Directors, these Bylaws, and all other records as required by law are properly kept. The Secretary shall file or cause to be filed any certificate, reports and/or other filings required by any local, federal and/or state statute(s), give and serve or cause to be served all notices to Directors of the Organization, maintain custody of the records and seal of the Organization, submit to the Board of Directors any communications which shall be addressed to the Secretary of the Organization, attend to all correspondence of the Organization and exercise all duties incident to the office of Secretary. The Secretary will be custodian of the corporate seal, if any, and, except as otherwise specified in a Board of Directors resolution, the Secretary will be a proper officer to impress the Organization seal, if any, on any instrument signed by the Chair or any other duly authorized person, and to attest to the same. The Secretary shall perform such other duties as may be assigned, from time to time, by the Chair or the Board of Directors.

Section 7 - Duties of the Treasurer. The Treasurer shall be actively engaged in the oversight, custody and management of the monies, assets, property and or securities of the Organization. The Treasurer shall render or delegate an appointed representative to render, at stated periods as the Board of Directors shall determine a written account of the finances of the Organization, and shall exercise all duties incident to the office of Treasurer, including but not limited to the signing of the checks or drafts of the Organization if so designated by the Directors.

Section 8 - Duties of Other Officers. Each other officer of the Organization shall perform such duties as the Board of Directors or the Chair may prescribe.

Section 9 - Terms of Officers. Each officer shall hold office for a term of three years or until such time as his successor has been elected by the Board of Directors. An officer may serve for more than one term.

Section 10 - Officer Vacancies. Vacancies in any office shall be filled by a vote of the Board of Directors at any regular or special meeting.

ARTICLE IV – Board of Directors

Section 1 Powers.

Section 1.1 General Powers. All Organization powers shall be exercised by or under the authority of, and the business and affairs of the Organization shall be managed under the direction of, the Board of Directors.

Section 1.2 Specific Powers. The Board of Directors' powers shall include, without limitation, the authority to do the following:

- a. Appointments. Appoint, remove, replace and supervise a school director for each respective charter school operated by the Organization. The School Directors shall have the authority prescribed, from time to time, by the Board and shall receive such compensation as the Board may direct.
- b. Investment. Invest and expend Organization funds in order to carry out the Organization's business.
- c. Agreements. Negotiate and enter into necessary agreements, or subcontracts to promote, develop and conduct the Corporation's business and otherwise to carry out the Organization's intent and purpose.
- d. Insurance. Obtain liability, property and other insurance as necessary to properly protect the Organization's business and properties and the Organization's officers, directors, managers, and employees.

- e. Litigation. Engage attorneys, accountants and other professional advisors or agents and institute litigation as necessary to protect the Organization, its purposes, business and/or assets.
- f. Borrowing. Borrow money for Organization purposes;
- g. Execute Documents. Execute or authorize any agent or employee of the Organization to execute any instruments or documents necessary or convenient to carry on Organization business.
- h. Establish Procedures. Establish or amend operating procedures, requirements, policies and guidelines for the Organization which shall be implemented and followed by the Organization's officers, employees, and independent contractors.
- i. Other. Engage in any and all other activities and duties necessary for the Organization to carry out its exempt purposes.

Section 2 - Number and Qualifications of Directors. The Board of Directors shall consist of a minimum of five and a maximum of seven directors, the actual number of Directors shall be determined from time-to-time at the discretion of the board. The composition of the Board of Directors shall accurately reflect the demographics of the communities served by the public charter school(s) operated by the Organization and include a broad cross-section of skills deemed necessary by the Board to properly govern the operations of the Organization.

Section 3 - Election of Directors. All directors shall be elected by a majority vote of the Directors present at a duly called meeting at which a quorum is established.

Section 4 - Term of Office. The Directors on the Board of the Organization shall serve a term of three years from the date he or she is appointed and qualified, or until his or her prior death, incapacitation, resignation, replacement or removal. No Director shall serve more than two consecutive terms. After each one-year absence

from the Board of Directors, any Director may be re-elected to additional consecutive terms.

Section 5 - Resignations. Any Director may resign at any time by giving written notice of his or her resignation to the Organization. Any such resignation shall take effect at the time specified therein, or, if the time when it shall become effective is not specified therein, it shall take effect immediately upon its receipt by the Chair or the Secretary; and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 6 – Removal. A Director may be removed from the Board with or without cause by a majority vote of the Directors present at a duly-called meeting at which quorum is established.

Section 7 - Vacancies. In the event any Director dies, becomes incapacitated, resigns is disqualified or removed from office or otherwise vacates his or her office, the unexpired portion of such Director's term of office shall be filled as set forth in this section. For Directors elected as set forth in section 3, a vacancy shall be filled by a majority vote of the remaining members of the Board present at a meeting at which a quorum is established.

Section 8 - Compensation. Unless otherwise expressly provided by resolution adopted by the Board of Directors, no Directors shall receive any compensation from the Organization for his or her services as a Director. The Board of Directors may from time to time by resolution provide that Directors shall be reimbursed for their actual expenses.

Section 9 - Full Time Services Not Required. Nothing in these Bylaws shall be deemed to require that a person serving on the Board of Directors spend his or her full time or any specific amount of time managing the Organization's business; however, any person serving as a Board of Directors member shall be available at reasonable times to assist in the management of the Organization's business.

Section 10 - Director Responsibilities. All Directors will be required to demonstrate commitment to the mission of the Organization and of the public

charter school(s) operated by the Organization, including, initially CE Academy. Members will be required to serve on at least one committee and attend meetings of the Board of Directors. Directors absent from three (3) consecutive regular meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one 12-month period may be subject to removal, unless the Board takes affirmative action to waive this provision and retain such Director.

Section 11 - Committees. The Board of Directors may, at its discretion, establish committees in order to accomplish the goals and conduct the programs of the Organization. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Committees may include, but are not limited to Finance, Personnel, Fundraising, Facility, Curriculum, Volunteers, and Enrollment. Members of committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE V – Board of Directors Meetings

Section 1 - Regular Meetings. The Board of Directors shall meet at least ten times per year, at such times and locations as it may determine suitable and appropriate. An annual meeting shall be held in the month of May each year unless determined otherwise by the Board of Directors. Reasonable notice of all Directors' meetings shall be provided to each Director by mail, telephone, or other means of communication as deemed appropriate by the Chairperson of the Board of Directors.

Section 2 - Special Meetings. The Board of Directors also may hold special meetings called by the Chair or by the Secretary at the combined written request of any three directors. In the event that a Special Meeting is called, each Board of Directors member shall be provided notice of that Special Meeting at least 48 hours prior to the date and time set for the Special Meeting.

Section 3 - Quorum. The presence of a simple majority of the Directors then in office shall constitute a quorum and shall be necessary to conduct the business of the Organization. As permissible under the laws of North Carolina, a Director shall

be deemed present at a meeting if the Director attends in person, telephonically, or electronically, so long as all Directors can communicate adequately throughout the meeting. If a quorum cannot be established at a meeting, a lesser number of Directors may reschedule a meeting, and the Organization shall cause a notice of the rescheduled meeting to be given to all Directors who were not present at the originally called meeting. A quorum shall be required at the rescheduled meeting. Business may be conducted once a quorum is present and may continue until adjournment of the meeting notwithstanding the withdrawal or temporary absence of Directors sufficient to reduce the number present to less than a quorum. If, however, the Directors present are less than required to constitute a quorum, the affirmative vote must be such as would constitute a majority if a quorum were present, and provided further that the affirmative vote of a majority of the Directors then present is sufficient in all cases to adjourn a meeting.

Section 4 - Action by the Board of Directors. Except as otherwise expressed in applicable provisions of law, these Bylaws or in the Organization 's Articles of Incorporation, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is established shall constitute an act of the Board. Each Director is entitled to one vote.

Section 5 - Compliance with NC Open Meeting Laws. Notwithstanding any other provision of these Bylaws, the Organization shall comply in all respects with North Carolina law relating to meetings of public bodies. All meetings of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes (or successor statutes thereto).

Section 6 - Proxies. Proxy voting shall not be permitted for any Board meeting or action.

Section 7 - Conflict of Interest. If a matter comes before the Board which places a Director in a conflict of interest between the interests of the Organization and the interest of the Director, or the Director's family or business, the Director with the conflict shall be prohibited from voting on the particular matter. In addition, the

Organization shall comply with the voting and disclosure provisions of the Director Conflict of Interest section of the Non-Profit Corporation Law NCGS 55A-8-31.

ARTICLE VI – School Director(s)

Section 1 - Selection. The School Director(s) shall be appointed by the Board of Directors. The School Director(s) shall receive such compensation as the Board may direct. The School Director(s) may not serve as an officer or board member of the Organization.

Section 2 - Duties. The School Director(s) shall carry out the policies established by the Governing Board and shall be directly responsible to the Board of Directors.

ARTICLE VII – Contracts, Checks, Loans, Deposits, and Gifts

Section 1 - Contracts. Contracts binding the Organization shall be reviewed and approved by the Board. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Organization or to render it liable for any purpose or amount.

Section 2 - Negotiable Instruments. All checks, drafts or other orders for the payment of money, notes, or other evidence of an indebtedness issued in the Organization’s name shall bear the signatures of those officers or employees of the Organization as authorized by resolution. The Board of Directors may require such officers or employees to be bonded in an amount fixed by the Board of Directors.

Section 3 - Gifts. The Board of Directors may accept on behalf of the Organization any gift, bequest, devise, or other contribution for the purposes of the Organization on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII – Amendments

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



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

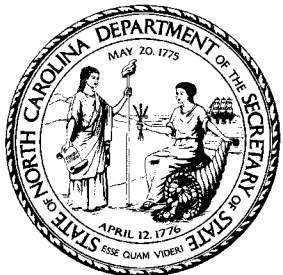
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CE ACADEMY

the original of which was filed in this office on the 15th day of September, 2015.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 15th day of September, 2015.

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: CE ACADEMY

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: CHU HELI

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

Number and Street: 101 BRIDLEBIT CT
City: CARY State: NC Zip Code: 27513 County: WAKE

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

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

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

CHU HELI
101 BRIDLEBIT CT, CARY, NC, 27513

6. (Check either a or b below.)

a. The corporation will have members.

b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: 919-621-0425

Number and Street: 101 BRIDLEBIT

City: CARY State: NC Zip Code: 27513 County: WAKE

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

Number and Street or PO Box: _____

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

Privacy Reduction

10. (Optional): Please provide a business e-mail address:

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



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

This is the 15 day of SEPTEMBER, 2015

(Incorporator Business Entity Name)

Heli Chin

Signature of Incorporator

CHU HELI 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.

CORPORATIONS DIVISION
Revised September, 2013

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

ATTACHMENT FOR ITEM 7

DISSOLUTION

Upon the dissolution or termination of the Association or the winding up of its affairs, the remaining assets of the Association shall be distributed exclusively to organizations which then qualify as exempt organizations under Section 501 (c) (3), which are organized and operated for a purpose that is, in the discretion of the Board of Directors, found to be consistent with the purposes of the Association, and no director, officer, or Member of the Association or any individual shall be entitled to share in the distribution of any of the Association's assets upon dissolution of the Association.

INSURANCE PEOPLE

Below are the estimated annual premiums: CE Academy

Property Premium Estimate **\$900**

Contents	\$600,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,783**

Rating Basis:	Students	400
	Faculty	41

Limits:

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

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

Premium Estimate **\$4,277**

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

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$2,300
Two School Buses		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$9,757
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,650,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$21,818
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

08/14/2018

Appendix P:

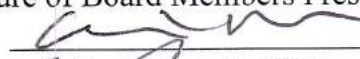
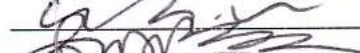
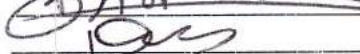
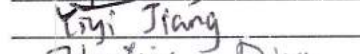
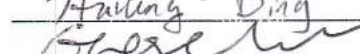
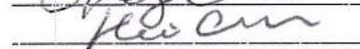
Charter School Required Signature Certification

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.

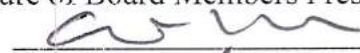


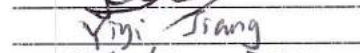
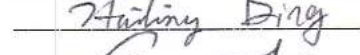
- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney: Lisa Gordon stella
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- 
- 
- 
- 
- Yinyi Jiang
- Hailing Ding
- 
- 

- ❖ 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: Mark S. Dames
- Date of Review: _____
- Signature of Board Members Present (Add Signature Lines as Needed):

- 
- 
- 
- 
- Yinyi Jiang
- Hailing Ding
- 
- Henri Chu

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

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

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

Certification

I, Heli Chu, 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 CE Academy Charter School is true and correct in every respect.

Heli Chu
Signature

9/27/2018
Date