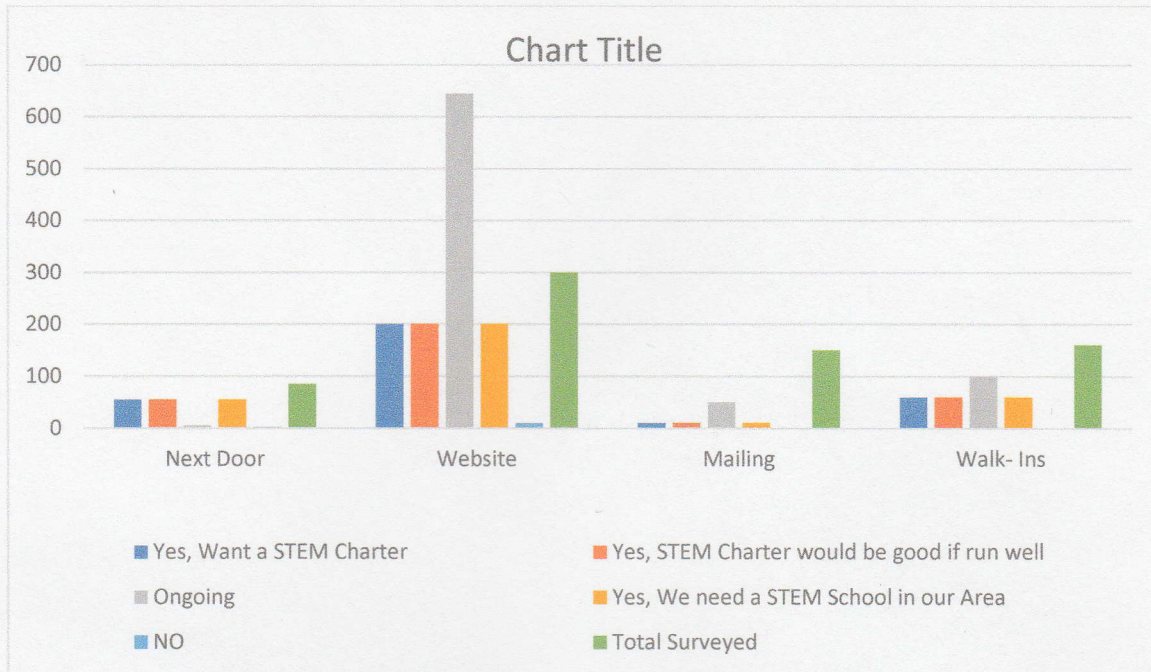


Appendix A1
Evidence of Educational
Need

Clara Science Academy Charter School Survey Results



This survey is still ongoing. CSA website has over 625 hits with an addition of 200 mailing surveys.

Additionally, 100 surveys have been completed via store walk ups.

Clara Science Academy is still engaged in the collection of data and feedback for the school.

Clara Science Academy Survey

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

Background Information

1. Which county do you reside in? Mecklenburg
2. Do you have pre-school or school-age children that live with you? No Yes How many? 2

School Related Questions

3. Would you like to see a charter school (k-12) with in your community? Yes No
4. Charter schools offer a tuition-free alternative from regular public schools. Would you consider sending your child or children to a charter school? Yes No
5. Would you be interested in a school that places an emphasis on school cultural factors such as character education, citizenship programs, school uniforms, and active parental involvement? Yes No
6. Would you be interested in a school that places an emphasis on a college prep with a focus on Science, Technology, Engineering and Math (STEM)? Yes No
7. Are there special areas of focus or programming you would be interested in seeing offered at the proposed charter school in your area?
 Yes No Please explain: Community and parental engagement

Appendix A2

Acceleration Evidences



MULBERRY PRESBYTERIAN CHURCH

September 27, 2018

The Clara Science Academy Charter School
P.O. Box 33204
Charlotte, NC 28233

Attn: Omar Muhammed, Board of Directors

Dear Omar and Members of the Board:

This letter signifies the intent of the Session of Mulberry Presbyterian Church to invite the Clara Science Academy Charter School to use specific parts of the Mulberry campus to be determined as their physical facility when the school opens in August of 2019.

As we have discussed, this letter of intent is intended to assist you in your application to the North Carolina Charter School Board with a succinct affirmation that the Mulberry Presbyterian Church is very positive and open to negotiating a lease agreement that will be beneficial to both the school and the church.

While this letter should not be construed as a formal or binding lease offer, it does affirm our intention of working with the Clara Science Academy on all matters relating to your need for physical space as you work towards your projected opening date of August, 2019.

Any questions or inquiries from the North Carolina Charter School Board to the Mulberry Session will be most welcome.

Respectfully Yours, for the Session,

Rev. Rodger P. Sellers
Pastor

5600 TUCKASEEGEE ROAD, CHARLOTTE, NC 28208 / 704-392-1030
WWW.MULBERRYPC.ORG / MULBERRYOFC@GMAIL.COM



COMMERCIAL LEASE AGREEMENT
(Building Facility)

(Note: This form is not intended to be used as a Sublease and SHOULD NOT be used in Sublease circumstances)

THIS LEASE AGREEMENT, including any and all addenda attached hereto ("Lease"), is by and between
Clara Science Academy

a(n) Mulberry Presbyterian Church ("Landlord"),
(individual or State of formation and type of entity)

whose address is 5600 Tuckaseegee Rd, Charlotte, NC 28208, and
_____, a(n)
_____, ("Tenant").
(individual or State of formation and type of entity)

whose address is _____

If this box is checked, the obligations of Tenant under this Lease are secured by the guaranty of _____ (name(s) of guarantor(s)) attached hereto and incorporated herein by reference. (Note: Any guaranty should be prepared by an attorney at law.)

For and in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

PREMISES

1. Landlord leases unto Tenant, and Tenant hereby leases and takes upon the terms and conditions which hereinafter appear, the following described property, including any improvements located thereon (hereinafter called the "Premises"), to wit:

(Address): _____

All A portion of the property in Deed Reference: Book _____, Page No. _____, _____ County; consisting of approximately _____ acres.

Plat Reference: Lot(s) _____, Block or Section _____, as shown on Plat Book or Slide _____ at Page(s) _____, _____ County, consisting of _____ acres.

If this box is checked, Premises shall mean that property described on Exhibit A attached hereto and incorporated herewith by reference.

(For information purposes only, the tax parcel number of the Premises is: _____)

TERM

2. The term of this Lease shall commence on _____, 20____ ("Lease Commencement Date"), and shall end at midnight on _____, 20____, unless sooner terminated as herein provided. The first Lease Year Anniversary shall be the date twelve (12) calendar months after the first day of the first full month immediately following the Lease Commencement Date and successive Lease Year Anniversaries shall be the date twelve (12) calendar months from the previous Lease Year Anniversary.



If this box is checked, Tenant shall have the option of renewing this Lease, upon written notice given to Landlord at least _____ days prior to the end of the then expiring term of this Lease, for _____ additional term(s) of _____ years each.

Option to Lease- If this box is checked, Tenant, upon the payment of the sum of \$ _____ (which sum is not rental or security deposit hereunder, but is consideration for this Option to Lease and is non-refundable under any circumstances) shall have a period of _____ days prior to the Lease Commencement Date ("Option Period") in which to inspect the Premises and make inquiry regarding such sign regulations, zoning regulations, utility availability, private restrictions or permits or other regulatory requirements as Tenant may deem appropriate to satisfy itself as to the use of the Premises for Tenant's intended purposes. Tenant shall conduct all such on-site inspections, examinations, inquiries and other review of the Premises in a good and workmanlike manner, shall repair any damage to the Premises caused by Tenant's entry and on-site inspections and shall conduct same in a manner that does not unreasonably interfere with Landlord's or any tenant's use and enjoyment of the Premises. In that respect, Tenant shall make reasonable efforts to undertake on-site inspections outside of the hours any tenant's business is open to the public and shall give prior notice to any tenants of any entry onto any tenant's portion of the Premises for the purpose of conducting inspections. Upon Landlord's request, Tenant shall provide to Landlord evidence of general liability insurance. Tenant shall also have a right to review and inspect all contracts or other agreements affecting or related directly to the Premises and shall be entitled to review such books and records of Landlord that relate directly to the operation and maintenance of the Premises, provided, however, that Tenant shall not disclose any information regarding the Premises (or any tenant therein) unless required by law and the same shall be regarded as confidential, to any person, except to its attorneys, accountants, lenders and other professional advisors, in which case Tenant shall obtain their agreement to maintain such confidentiality. Tenant assumes all responsibility for the acts of itself, its agents or representatives in exercising its rights under this Option to Lease and agrees to indemnify and hold Seller harmless from any damages resulting therefrom. This indemnification obligation of Tenant shall survive the termination of this Option to Lease or this Lease. Tenant shall, at Tenant's expense, promptly repair any damage to the Premises caused by Tenant's entry and on-site inspections. **IF TENANT CHOOSES NOT TO LEASE THE PREMISES, FOR ANY REASON OR NO REASON, AND PROVIDES WRITTEN NOTICE TO LANDLORD THEREOF PRIOR TO THE EXPIRATION OF THE OPTION PERIOD, THEN THIS LEASE SHALL TERMINATE AND NEITHER PARTY SHALL HAVE ANY FURTHER OBLIGATIONS HEREUNDER AND LANDLORD SHALL RETURN TO TENANT ANY RENTAL OR SECURITY DEPOSIT PAID TO LANDLORD HEREUNDER.** Tenant shall be deemed to have exercised its Option to Lease and to be bound under the terms of this Lease if (i) Tenant shall occupy the Premises prior to the expiration of the Option Period, whereupon the date of occupancy shall be deemed the Lease Commencement Date, or (ii) Tenant shall not provide written notice to Landlord of its termination of this Lease prior to the expiration of the Option Period.

RENTAL

3. Beginning on _____ ("Rent Commencement Date"), Tenant agrees to pay Landlord (or its Agent as directed by Landlord), without notice, demand, deduction or set off, an annual rental of \$ _____, payable in equal monthly installments of \$ _____, in advance on the first day of each calendar month during the term hereof. Upon execution of this Lease, Tenant shall pay to Landlord the first monthly installment of rent due hereunder. Rental for any period during the term hereof which is less than one month shall be the pro-rated portion of the monthly installment of rental due, based upon a 30 day month.

If this box is checked, the annual rental payable hereunder (and accordingly the monthly installments) shall be adjusted every _____ Lease Year Anniversary by _____% over the amount then payable hereunder. In the event renewal of this Lease is provided for in paragraph 2 hereof and effectively exercised by Tenant, the rental adjustments provided herein shall apply to the term of the Lease so renewed, or

If this box is checked, the annual rental payable hereunder (and accordingly the monthly installments) shall be adjusted every _____ Lease Year Anniversary by \$ _____ over the amount then payable hereunder. In the event renewal of this Lease is provided for in paragraph 2 hereof and effectively exercised by Tenant, the rental adjustments provided herein shall apply to the term of the Lease so renewed,

If this box is checked, Tenant shall pay all rental to Landlord's Agent at the following address:

Tenant Initials _____ Landlord Initials _____

LATE CHARGES

4. If Landlord fails to receive full rental payment within _____ days after it becomes due, Tenant shall pay Landlord, as additional rental, a late charge equal to _____ percent _____ (%) of the overdue amount or \$ _____ whichever is greater, plus any actual bank fees incurred for dishonored payments. The parties agree that such a late charge represents a fair and reasonable estimate of the cost Landlord will incur by reason of such late payment.

SECURITY DEPOSIT

5. Upon the execution of this Lease, Tenant shall deposit with Landlord the sum of \$ _____ as a security deposit which shall be held by Landlord as security for the full and faithful performance by Tenant of each and every term, covenant and condition of this Lease. The security deposit does not represent payment of and Tenant shall not presume application of same as payment of the last monthly installment of rental due under this Lease. Landlord shall have no obligation to segregate or otherwise account for the security deposit except as provided in this paragraph 5. If any of the rental or other charges or sums payable by Tenant shall be over-due and unpaid or should payments be made by Landlord on behalf of Tenant, or should Tenant fail to perform any of the terms of this Lease, then Landlord may, at its option, appropriate and apply the security deposit, or so much thereof as may be necessary, to compensate toward the payment of the rents, charges or other sums due from Tenant, or towards any loss, damage or expense sustained by Landlord resulting from such default on the part of the Tenant; and in such event Tenant upon demand shall restore the security deposit to the amount set forth above in this paragraph 5. In the event Tenant furnishes Landlord with proof that all utility bills and other bills of Tenant related to the Premises have been paid through the date of Lease termination, and performs all of Tenant's other obligations under this Lease, the security deposit shall be returned to Tenant within sixty (60) days after the date of the expiration or sooner termination of the term of this Lease and the surrender of the Premises by Tenant in compliance with the provisions of this Lease.

If this box is checked, Agent shall hold the security deposit in trust and shall be entitled to the interest, if any, thereon.

UTILITY BILLS/SERVICE CONTRACTS

6. Landlord and Tenant agree that utility bills and service contracts ("Service Obligations") for the Premises shall be paid by the party indicated below as to each Service Obligation. In each instance, the party undertaking responsibility for payment of a Service Obligation covenants that they will pay the applicable Service Obligations prior to delinquency. The responsibility to pay for a Service Obligation shall include all metering, hook-up fees or other miscellaneous charges associated with establishing, installing and maintaining such utility or contract in said party's name. Within thirty (30) days of the Lease Commencement Date, Tenant shall provide Landlord with a copy of any requested Tenant Service Obligation information.

<u>Service Obligation</u>	<u>Landlord</u>	<u>Tenant</u>	<u>Not Applicable</u>
Sewer/Septic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HVAC (maintenance/service contract)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elevator (including phone line)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Security System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fiber Optic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janitor/Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trash/Dumpster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Landscaping/Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sprinkler System (including phone line)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pest Control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tenant Initials _____ Landlord Initials _____

Landlord shall not be liable for injury to Tenant's business or loss of income therefrom or for damage that may be sustained by the person, merchandise or personal property of Tenant, its employees, agents, invitees or contractors or any other person in or about the Premises, caused by or resulting from fire, steam, electricity, gas, water or rain, which may leak or flow from or into any part of the Premises, or from the breakage, leakage, obstruction or other defects of any utility installations, air conditioning system or other components of the Premises, except to the extent that such damage or loss is caused by Landlord's gross negligence or willful misconduct. Landlord makes no representations or warranties with respect to the heating, ventilation and air conditioning system(s) or utility installations existing as of the date hereof or in the future. Subject to the provisions of this paragraph 6, Landlord shall not be liable in damages or otherwise for any discontinuance, failure or interruption of service to the Premises of utilities or the heating, ventilation and air conditioning system(s) and Tenant shall have no right to terminate this Lease or withhold rental because of the same.

RULES AND REGULATIONS

7. The rules and regulations, if any, attached hereto ("Rules and Regulations") are made a part of this Lease. Tenant agrees to comply with any Rules and Regulations of Landlord in connection with the Premises which are in effect at the time of the execution of the Lease or which may be from time to time promulgated by Landlord in its reasonable discretion, provided such Rules and Regulations are in writing and are not in conflict with the terms and conditions of the Lease.

PERMITTED USES

8. The permitted use of the Premises shall be: _____ ("Permitted Use"). The Premises shall be used and wholly occupied by Tenant solely for the purposes of conducting the Permitted Use, and the Premises shall not be used for any other purposes unless Tenant obtains Landlord's prior written approval of any change in use. Landlord makes no representation or warranty regarding the suitability of the Premises for or the legality (under zoning or other applicable ordinances) of the Permitted Use for the Premises, provided however, that Landlord does represent that it has no contractual obligations with other parties which will materially interfere with or prohibit the Permitted Use of Tenant at the Premises. At Tenant's sole expense, Tenant shall procure, maintain and make available for Landlord's inspection from time to time any governmental license(s) or permit(s) required for the proper and lawful conduct of Tenant's business in the Premises. Tenant shall not cause or permit any waste to occur in the Premises and shall not overload the floor, or any mechanical, electrical, plumbing or utility systems serving the Premises. Tenant shall keep the Premises, and every part thereof, in a clean and wholesome condition, free from any objectionable noises, loud music, objectionable odors or nuisances.

TAXES AND INSURANCE

9. Landlord shall pay all taxes (including but not limited to, ad valorem taxes, special assessments and any other governmental charges) on the Premises and shall procure and pay for such commercial general liability, broad form fire and extended and special perils insurance with respect to the Premises as Landlord in its reasonable discretion may deem appropriate. Tenant shall reimburse Landlord for all taxes and insurance as provided herein within fifteen (15) days after receipt of notice from Landlord as to the amount due. Tenant shall be solely responsible for insuring Tenant's personal and business property and for paying any taxes or governmental assessments levied thereon. Tenant shall reimburse Landlord for taxes and insurance during the term of this Lease, and any extension or renewal thereof; as follows:

Taxes

The amount by which all taxes (including but not limited to, ad valorem taxes, special assessments and any other governmental charges) on the Premises for each tax year exceed all taxes on the Premises for the tax year _____; or

All taxes (including but not limited to, ad valorem taxes, special assessments and any other governmental charges) on the Premises for each tax year.

If the final Lease Year of the term fails to coincide with the tax year, then any excess for the tax year during which the term ends shall be reduced by the pro rata part of such tax year beyond the Lease term. If such taxes for the year in which the Lease terminates are not ascertainable before payment of the last month's rental, then the amount of such taxes assessed against the Premises for the previous tax year shall be used as a basis for determining the pro rata share, if any, to be paid by Tenant for that portion of the last Lease Year.

If this box is checked, Tenant shall reimburse Landlord for taxes by paying to Landlord, beginning on the Rent Commencement Date and on the first day of each calendar month during the term hereof, an amount equal to one-twelfth (1/12) of the then current tax payments for the Premises. Upon receipt of bills, statements or other evidence

of taxes due, Landlord shall pay or cause to be paid the taxes. If at any time the reimbursement payments by Tenant hereunder do not equal the amount of taxes paid by Landlord, Tenant shall upon demand pay to Landlord an amount equal to the deficiency or Landlord shall refund to Tenant any overpayment (as applicable) as documented by Landlord. Landlord shall have no obligation to segregate or otherwise account for the tax reimbursements paid hereunder except as provided in this paragraph 9.

Insurance

- the excess cost of commercial general liability, broad form fire and extended and special perils insurance with respect to the Premises over the cost of the first year of the Lease term for each subsequent year during the term of this Lease; or
- the cost of all commercial general liability, broad form fire and extended and special perils insurance with respect to the Premises.

Provided, however, that in the event Tenant's use of the Premises results in an increase in the rate of insurance on the Premises, Tenant also shall pay to Landlord, upon demand and as additional rental, the amount of any such increase.

- If this box is checked, Tenant shall reimburse Landlord for insurance by paying to Landlord, beginning on the Rent Commencement Date and on the first day of each calendar month during the term hereof, an amount equal to one-twelfth (1/12) of the then current insurance premiums for the Premises. Upon receipt of bills, statements or other evidence of insurance premiums due, Landlord shall pay or cause to be paid the insurance premiums. If at any time the reimbursement payments by Tenant hereunder do not equal the amount of insurance premiums paid by Landlord, Tenant shall upon demand pay to Landlord an amount equal to the deficiency or Landlord shall refund to Tenant any overpayment (as applicable) as documented by Landlord. Landlord shall have no obligation to segregate or otherwise account for the insurance premium reimbursements paid hereunder except as provided in this paragraph 9.

(Note: The following box should only be checked if there are no boxes checked above in this paragraph 9.)

- If this box is checked, Tenant shall have no responsibility to reimburse Landlord for taxes or insurance.

INSURANCE; WAIVER; INDEMNITY

10. (a) During the term of this Lease, Tenant shall maintain commercial general liability insurance coverage (occurrence coverage) with broad form contractual liability coverage and with coverage limits of not less than _____ combined single limit, per occurrence, specifically including liquor liability insurance covering consumption of alcoholic beverages by customers of Tenant should Tenant choose to sell alcoholic beverages. Such policy shall insure Tenant's performance of the indemnity provisions of this Lease, but the amount of such insurance shall not limit Tenant's liability nor relieve Tenant of any obligation hereunder. All policies of insurance provided for herein shall name as "additional insureds" Landlord, Landlord's Agent, all mortgagees of Landlord and such other individuals or entities as Landlord may from time to time designate upon written notice to Tenant. Tenant shall provide to Landlord, at least thirty (30) days prior to expiration, certificates of insurance to evidence any renewal or additional insurance procured by Tenant. Tenant shall provide evidence of all insurance required under this Lease to Landlord prior to the Lease Commencement Date.

(b) Landlord (for itself and its insurer) waives any rights, including rights of subrogation, and Tenant (for itself and its insurer) waives any rights, including rights of subrogation, each may have against the other for compensation of any loss or damage occasioned to Landlord or Tenant arising from any risk generally covered by the "all risks" insurance required to be carried by Landlord and Tenant. The foregoing waivers of subrogation shall be operative only so long as available in the State of North Carolina. The foregoing waivers shall be effective whether or not the parties maintain the insurance required to be carried pursuant to this Lease.

(c) Except as otherwise provided in paragraph 10(b), Tenant indemnifies Landlord for damages proximately caused by the negligence or wrongful conduct of Tenant and Tenant's employees, agents, invitees or contractors. Except as otherwise provided in paragraph 10(b), Landlord indemnifies Tenant for damages proximately caused by the negligence or wrongful conduct of Landlord and Landlord's employees, agents, invitees or contractors. The indemnity provisions in this paragraph 10 cover personal injury and property damage and shall bind the employees, agents, invitees or contractors of Landlord and Tenant (as the case may be). The indemnity obligations in this paragraph 10 shall survive the expiration or earlier termination of this Lease.

Tenant Initials _____ Landlord Initials _____

REPAIRS BY LANDLORD

11. Landlord agrees to keep in good repair the roof, foundation, structural supports and exterior walls of the Premises (exclusive of all glass and exclusive of all exterior doors), except repairs rendered necessary by the negligence or intentional wrongful acts of Tenant, its employees, agents, invitees or contractors. Tenant shall promptly report in writing to Landlord any defective condition known to it which Landlord is required to repair and failure to report such conditions shall make Tenant responsible to Landlord for any liability incurred by Landlord by reason of such conditions.

REPAIRS BY TENANT

12. Tenant accepts the Premises in their present condition and as suited for the Permitted Use and Tenant's intended purposes. Tenant, throughout the initial term of this Lease, and any extension or renewal thereof, at its expense, shall maintain in good order and repair the Premises, including any building and other improvements located thereon, except those repairs expressly required to be made by Landlord hereunder. Tenant further agrees to care for the grounds around the building, including the mowing of grass, care of shrubs and general landscaping.

(a) Tenant, at its expense, also shall maintain in good order and repair the heating, ventilation and air conditioning equipment, including but not limited to replacement of parts, compressors, air handling units and heating units; provided that, as to repair or replacement expenses for heating, ventilation and air conditioning equipment in excess of \$_____ (per occurrence) or \$_____ (annually), Landlord shall reimburse Tenant for the amount in excess of the stated amount, provided that Tenant has obtained Landlord's prior written approval of the contractor and the repair or replacement.

(b) Tenant shall use only licensed contractors for repairs where such license is required. Landlord shall have the right to approve the contractor as to any repairs in excess of \$_____.

Tenant agrees to return the Premises to Landlord at the expiration or prior termination of this Lease, in as good condition and repair as on the Lease Commencement Date, natural wear and tear, damage by storm, fire, lightning, earthquake or other casualty alone excepted. Tenant, Tenant's employees, agents, invitees or contractors shall take no action which may void any manufacturers or installers warranty with relation to the Premises. Tenant shall indemnify and hold Landlord harmless from any liability, claim, demand or cause of action arising on account of Tenant's breach of the provisions of this paragraph 12.

ALTERATIONS

13. Tenant shall not make any alterations, additions, or improvements to the Premises without Landlord's prior written consent, which consent shall not be unreasonably withheld, conditioned or delayed. Tenant shall promptly remove any alterations, additions, or improvements constructed in violation of this paragraph 13 upon Landlord's written request. All approved alterations, additions, and improvements will be accomplished in a good and workmanlike manner, in conformity with all applicable laws and regulations, and by a contractor approved by Landlord, free of any liens or encumbrances. Landlord may require Tenant to remove any alterations, additions or improvements (whether or not made with Landlord's consent) at the termination of the Lease and to restore the Premises to its prior condition, all at Tenant's expense. All alterations, additions and improvements which Landlord has not required Tenant to remove shall become Landlord's property and shall be surrendered to Landlord upon the termination of this Lease, except that Tenant may remove any of Tenant's machinery, equipment or trade fixtures which can be removed without material damage to the Premises. Tenant shall repair, at Tenant's expense, any damage to the Premises caused by the removal of any such machinery, equipment or trade fixtures.

DESTRUCTION OF OR DAMAGE TO PREMISES

14. (a) If the Premises are totally destroyed by storm, fire, lightning, earthquake or other casualty, Landlord shall have the right to terminate this Lease on written notice to Tenant within thirty (30) days after such destruction and this Lease shall terminate as of the date of such destruction and rental shall be accounted for as between Landlord and Tenant as of that date.

(b) If the Premises are damaged but not wholly destroyed by any such casualties or if the Landlord does not elect to terminate the Lease under paragraph 14(a) above, Landlord shall commence (or shall cause to be commenced) reconstruction of the Premises within one hundred twenty (120) days after such occurrence and prosecute the same diligently to completion, not to exceed two hundred seventy (270) days from the date upon which Landlord receives applicable permits and insurance proceeds. In the event Landlord shall fail to substantially complete reconstruction of the Premises within said two hundred seventy (270) day period, Tenant's sole remedy shall be to terminate this Lease.

Tenant Initials _____ Landlord Initials _____

(c) In the event of any casualty at the Premises during the last one (1) year of the Lease Term, Landlord and Tenant each shall have the option to terminate this Lease on written notice to the other of exercise thereof within sixty (60) days after such occurrence.

(d) In the event of reconstruction of the Premises, Tenant shall continue the operation of its business in the Premises during any such period to the extent reasonably practicable from the standpoint of prudent business management, and the obligation of Tenant to pay annual rental and any other sums due under this Lease shall remain in full force and effect during the period of reconstruction. The annual rental and other sums due under this Lease shall be abated proportionately with the degree to which Tenant's use of the Premises is impaired, commencing from the date of destruction and continuing during the period of such reconstruction. Tenant shall not be entitled to any compensation or damages from Landlord for loss of use of the whole or any part of the Premises, Tenant's personal property, or any inconvenience or annoyance occasioned by such damage, reconstruction or replacement.

(e) In the event of the termination of this Lease under any of the provisions of this paragraph 14, both Landlord and Tenant shall be released from any liability or obligation under this Lease arising after the date of termination, except as otherwise provided for in this Lease.

GOVERNMENTAL ORDERS

15. Tenant, at its own expense, agrees to comply with: (a) any law, statute, ordinance, regulation, rule, requirement, order, court decision or procedural requirement of any governmental or quasi-governmental authority having jurisdiction over the Premises, (b) the rules and regulations of any applicable governmental insurance authority or any similar body, relative to the Premises and Tenant's activities therein; (c) provisions of or rules enacted pursuant to any private use restrictions, as the same may be amended from time to time and (d) the Americans with Disabilities Act (42 U.S.C.S. §12101, et seq.) and the regulations and accessibility guidelines enacted pursuant thereto, as the same may be amended from time to time. Landlord and Tenant agree, however, that if in order to comply with such requirements the cost to Tenant shall exceed a sum equal to one (1) year's rent, then Tenant may terminate this Lease by giving written notice of termination to Landlord in accordance with the terms of this Lease, which termination shall become effective sixty (60) days after receipt of such notice and which notice shall eliminate the necessity of compliance with such requirements, unless, within thirty (30) days of receiving such notice, Landlord agrees in writing to be responsible for such compliance, at its own expense, and commences compliance activity, in which case Tenant's notice given hereunder shall not terminate this Lease.

CONDEMNATION

16. (a) If the entire Premises shall be appropriated or taken under the power of eminent domain by any governmental or quasi-governmental authority or under threat of and in lieu of condemnation (hereinafter, "taken" or "taking"), this Lease shall terminate as of the date of such taking, and Landlord and Tenant shall have no further liability or obligation arising under this Lease after such date, except as otherwise provided for in this Lease.

(b) If more than twenty-five percent (25%) of the floor area of any building of the Premises is taken, or if by reason of any taking, regardless of the amount so taken, the remainder of the Premises is not one undivided space or is rendered unusable for the Permitted Use, either Landlord or Tenant shall have the right to terminate this Lease as of the date Tenant is required to vacate the portion of the Premises taken, upon giving notice of such election within thirty (30) days after receipt by Tenant from Landlord of written notice that said Premises have been or will be so taken. In the event of such termination, both Landlord and Tenant shall be released from any liability or obligation under this Lease arising after the date of termination, except as otherwise provided for in this Lease.

(c) Landlord and Tenant, immediately after learning of any taking, shall give notice thereof to each other.

(d) If this Lease is not terminated on account of a taking as provided herein above, then Tenant shall continue to occupy that portion of the Premises not taken and the parties shall proceed as follows: (i) at Landlord's cost and expense and as soon as reasonably possible, Landlord shall restore (or shall cause to be restored) the Premises remaining to a complete unit of like quality and character as existed prior to such appropriation or taking, and (ii) the annual rent provided for in paragraph 3 and other sums due under the Lease shall be reduced on an equitable basis, taking into account the relative values of the portion taken as compared to the portion remaining. Tenant waives any statutory rights of termination that may arise because of any partial taking of the Premises.

(e) Landlord shall be entitled to the entire condemnation award for any taking of the Premises or any part thereof. Tenant's right to receive any amounts separately awarded to Tenant directly from the condemning authority for the taking of its merchandise, personal property, relocation expenses and/or interests in other than the real property taken shall not be affected in any manner by the

Tenant Initials _____ Landlord Initials _____

provisions of this paragraph 16, provided Tenant's award does not reduce or affect Landlord's award and provided further, Tenant shall have no claim for the loss of its leasehold estate.

ASSIGNMENT AND SUBLETTING

17. Tenant shall not assign this Lease or any interest hereunder or sublet the Premises or any part thereof, or permit the use of the Premises by any party other than the Tenant, without Landlord's prior written consent, which consent shall not be unreasonably withheld, conditioned or delayed. Consent to any assignment or sublease shall not impair this provision and all later assignments or subleases shall be made likewise only on the prior written consent of Landlord. No sublease or assignment by Tenant shall relieve Tenant of any liability hereunder.

EVENTS OF DEFAULT

18. The happening of any one or more of the following events (hereinafter any one of which may be referred to as an "Event of Default") during the term of this Lease, or any renewal or extension thereof, shall constitute a breach of this Lease on the part of the Tenant: (a) Tenant fails to pay when due the rental as provided for herein; (b) Tenant abandons or vacates the Premises; (c) Tenant fails to comply with or abide by and perform any non-monetary obligation imposed upon Tenant under this Lease within thirty (30) days after written notice of such breach; (d) Tenant is adjudicated bankrupt; (e) A permanent receiver is appointed for Tenant's property and such receiver is not removed within sixty (60) days after written notice from Landlord to Tenant to obtain such removal; (f) Tenant, either voluntarily or involuntarily, takes advantage of any debt or relief proceedings under any present or future law, whereby the rent or any part thereof is, or is proposed to be, reduced or payment thereof deferred and such proceeding is not dismissed within sixty (60) days of the filing thereof; (g) Tenant makes an assignment for benefit of creditors; or (h) Tenant's effects are levied upon or attached under process against Tenant, which is not satisfied or dissolved within thirty (30) days after written notice from Landlord to Tenant to obtain satisfaction thereof.

REMEDIES UPON DEFAULT

19. Upon the occurrence of Event of Default, Landlord may pursue any one or more of the following remedies separately or concurrently, without prejudice to any other remedy herein provided or provided by law: (a) Landlord may terminate this Lease by giving written notice to Tenant and upon such termination shall be entitled to recover from Tenant damages as may be permitted under applicable law; or (b) Landlord may terminate this Lease by giving written notice to Tenant and, upon such termination, shall be entitled to recover from the Tenant damages in an amount equal to all rental which is due and all rental which would otherwise have become due throughout the remaining term of this Lease, or any renewal or extension thereof (as if this Lease had not been terminated); or (c) Landlord, as Tenant's agent, without terminating this Lease, may enter upon and rent the Premises, in whole or in part, at the best price obtainable by reasonable effort, without advertisement and by private negotiations and for any term Landlord deems proper, with Tenant being liable to Landlord for the deficiency, if any, between Tenant's rent hereunder and the price obtained by Landlord on reletting, provided however, that Landlord shall not be considered to be under any duty by reason of this provision to take any action to mitigate damages by reason of Tenant's default and expressly shall have no duty to mitigate Tenant's damages. No termination of this Lease prior to the normal ending thereof, by lapse of time or otherwise, shall affect Landlord's right to collect rent for the period prior to termination thereof.

EXTERIOR SIGNS

20. Tenant shall place no signs upon the outside walls, doors or roof of the Premises, except with the express written consent of the Landlord in Landlord's sole discretion. Any consent given by Landlord shall expressly not be a representation of or warranty of any legal entitlement to signage at the Premises. Any and all signs placed on the Premises by Tenant shall be maintained in compliance with governmental rules and regulations governing such signs and Tenant shall be responsible to Landlord for any damage caused by installation, use or maintenance of said signs, and all damage incident to removal thereof.

LANDLORD'S ENTRY OF PREMISES

21. Landlord may advertise the Premises "For Rent" or "For Sale" _____ days before the termination of this Lease. Landlord may enter the Premises upon prior notice at reasonable hours to exhibit same to prospective purchasers or tenants, to make repairs required of Landlord under the terms hereof, for reasonable business purposes and otherwise as may be agreed by Landlord and Tenant. Landlord may enter the Premises at any time without prior notice, in the event of an emergency or to make emergency repairs to the Premises. Upon request of Landlord, Tenant shall provide Landlord with a functioning key to the Premises and shall replace such key if the locks to the Premises are changed.

QUIET ENJOYMENT

22. So long as Tenant observes and performs the covenants and agreements contained herein, it shall at all times during the Lease term peacefully and quietly have and enjoy possession of the Premises, subject to the terms hereof.

Tenant Initials _____ Landlord Initials _____

HOLDING OVER

23. If Tenant remains in possession of the Premises after expiration of the term hereof, Tenant shall be a tenant at sufferance and there shall be no renewal of this Lease by operation of law. In such event, commencing on the date following the date of expiration of the term, the monthly rental payable under Paragraph 3 above shall for each month, or fraction thereof during which Tenant so remains in possession of the Premises, be twice the monthly rental otherwise payable under Paragraph 3 above.

ENVIRONMENTAL LAWS

24. (a) Tenant covenants that with respect to any Hazardous Materials (as defined below) it will comply with any and all federal, state or local laws, ordinances, rules, decrees, orders, regulations or court decisions relating to hazardous substances, hazardous materials, hazardous waste, toxic substances, environmental conditions on, under or about the Premises or soil and ground water conditions, including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, the Resource Conservation and Recovery Act, the Hazardous Materials Transportation Act, any other legal requirement concerning hazardous or toxic substances, and any amendments to the foregoing (collectively, all such matters being "Hazardous Materials Requirements"). Tenant shall remove all Hazardous Materials from the Premises, either after their use by Tenant or upon the expiration or earlier termination of this Lease, in compliance with all Hazardous Materials Requirements.

(b) Tenant shall be responsible for obtaining all necessary permits in connection with its use, storage and disposal of Hazardous Materials, and shall develop and maintain, and where necessary file with the appropriate authorities, all reports, receipts, manifest, filings, lists and invoices covering those Hazardous Materials and Tenant shall provide Landlord with copies of all such items upon request. Tenant shall provide within five (5) days after receipt thereof, copies of all notices, orders, claims or other correspondence from any federal, state or local government or agency alleging any violation of any Hazardous Materials Requirements by Tenant, or related in any manner to Hazardous Materials. In addition, Tenant shall provide Landlord with copies of all responses to such correspondence at the time of the response.

(c) Tenant hereby indemnifies and holds harmless Landlord, its successors and assigns from and against any and all losses, liabilities, damages, injuries, penalties, fines, costs, expenses and claims of any and every kind whatsoever (including attorney's fees and costs) paid, incurred or suffered by, or asserted against Landlord as a result of any claim, demand or judicial or administrative action by any person or entity (including governmental or private entities) for, with respect to, or as a direct or indirect result of, the presence on or under or the escape, seepage, leakage, spillage, discharge, emission or release from the Premises of any Hazardous Materials caused by Tenant or Tenant's employees, agents, invitees or contractors. This indemnity shall also apply to any release of Hazardous Materials caused by a fire or other casualty to the premises if such Hazardous Materials were stored on the Premises by Tenant, its agents, employees, invitees or successors in interest.

(d) For purposes of this Lease, "Hazardous Materials" means any chemical, compound, material, substance or other matter that: (i) is defined as a hazardous substance, hazardous material or waste, or toxic substance pursuant to any Hazardous Materials Requirements, (ii) is regulated, controlled or governed by any Hazardous Materials Requirements, (iii) is petroleum or a petroleum product, or (iv) is asbestos, formaldehyde, a radioactive material, drug, bacteria, virus, or other injurious or potentially injurious material (by itself or in combination with other materials).

(e) The warranties and indemnities contained in this paragraph 24 shall survive the termination of this Lease.

SUBORDINATION; ATTORNMENT; ESTOPPEL

25. (a) This Lease and all of Tenant's rights hereunder are and shall be subject and subordinate to all currently existing and future mortgages affecting the Premises. Within ten (10) days after the receipt of a written request from Landlord or any Landlord mortgagee, Tenant shall confirm such subordination by executing and delivering Landlord and Landlord's mortgagee a recordable subordination agreement and such other documents as may be reasonably requested, in form and content satisfactory to Landlord and Landlord's mortgagee. Provided, however, as a condition to Tenant's obligation to execute and deliver any such subordination agreement, the applicable mortgagee must agree that mortgagee shall not unilaterally, materially alter this Lease and this Lease shall not be divested by foreclosure or other default proceedings thereunder so long as Tenant shall not be in default under the terms of this Lease beyond any applicable cure period set forth herein. Tenant acknowledges that any Landlord mortgagee has the right to subordinate at any time its interest in this Lease and the leasehold estate to that of Tenant, without Tenant's consent.

(b) If Landlord sells, transfers, or conveys its interest in the Premises or this Lease, or if the same is foreclosed judicially or nonjudicially, or otherwise acquired, by a Landlord mortgagee, upon the request of Landlord or Landlord's successor, Tenant shall attorn to said successor, provided said successor accepts the Premises subject to this Lease. Tenant shall, upon the request of Landlord

Tenant Initials _____ Landlord Initials _____

or Landlord's successor, execute an attornment agreement confirming the same, in form and substance acceptable to Landlord or Landlord's successor and Landlord shall thereupon be released and discharged from all its covenants and obligations under this Lease, except those obligations that have accrued prior to such sale, transfer or conveyance; and Tenant agrees to look solely to the successor in interest of Landlord for the performance of those covenants accruing after such sale, transfer or conveyance. Such agreement shall provide, among other things, that said successor shall not be bound by (a) any prepayment of more than one (1) month's rental (except the Security Deposit) or (b) any material amendment of this Lease made after the later of the Lease Commencement Date or the date that such successor's lien or interest first arose, unless said successor shall have consented to such amendment.

(c) Within ten (10) days after request from Landlord, Tenant shall execute and deliver to Landlord an estoppel certificate (to be prepared by Landlord and delivered to Tenant) with appropriate facts then in existence concerning the status of this Lease and Tenant's occupancy, and with any exceptions thereto noted in writing by Tenant. Tenant's failure to execute and deliver the Estoppel Certificate within said ten (10) day period shall be deemed to make conclusive and binding upon Tenant in favor of Landlord and any potential mortgagee or transferee the statements contained in such estoppel certificate without exception.

ABANDONMENT

26. Tenant shall not abandon the Premises at any time during the Lease term. If Tenant shall abandon the Premises or be dispossessed by process of law, any personal property belonging to Tenant and left on the Premises, at the option of Landlord, shall be deemed abandoned, and available to Landlord to use or sell to offset any rent due or any expenses incurred by removing same and restoring the Premises.

NOTICES

27. All notices required or permitted under this Lease shall be in writing and shall be personally delivered or sent by U.S. certified mail, return receipt requested, postage prepaid. Notices to Tenant shall be delivered or sent to the address shown at the beginning of this Lease, except that upon Tenant taking possession of the Premises, then the Premises shall be Tenant's address for such purposes. Notices to Landlord shall be delivered or sent to the address shown at the beginning of this Lease and notices to Agent, if any, shall be delivered or sent to the address set forth in Paragraph 3 hereof. All notices shall be effective upon delivery. Any party may change its notice address upon written notice to the other parties, given as provided herein.

GENERAL TERMS

28. (a) "Landlord" as used in this Lease shall include the undersigned, its heirs, representatives, assigns and successors in title to the Premises. "Agent" as used in this Lease shall mean the party designated as same in Paragraph 3, its heirs, representatives, assigns and successors. "Tenant" shall include the undersigned and its heirs, representatives, assigns and successors, and if this Lease shall be validly assigned or sublet, shall include also Tenant's assignees or sublessees as to the Premises covered by such assignment or sublease. "Landlord", "Tenant", and "Agent" include male and female, singular and plural, corporation, partnership or individual, as may fit the particular parties.

(b) No failure of Landlord to exercise any power given Landlord hereunder or to insist upon strict compliance by Tenant of its obligations hereunder and no custom or practice of the parties at variance with the terms hereof shall constitute a waiver of Landlord's right to demand exact compliance with the terms hereof. All rights, powers and privileges conferred hereunder upon parties hereto shall be cumulative and not restrictive of those given by law.

(c) **Time is of the essence in this Lease.**

(d) This Lease constitutes the sole and entire agreement among the parties hereto and no modification of this Lease shall be binding unless in writing and signed by all parties hereto.

(e) Each signatory to this Lease represents and warrants that he or she has full authority to sign this Lease and such instruments as may be necessary to effectuate any transaction contemplated by this Lease on behalf of the party for whom he or she signs and that his or her signature binds such party.

(f) Upon request by either Landlord or Tenant, the parties hereto shall execute a short form lease (memorandum of lease) in recordable form, setting forth such provisions hereof (other than the amount of annual rental and other sums due) as either party may wish to incorporate. The cost of recording such memorandum of lease shall be borne by the party requesting execution of same.

SPECIAL STIPULATIONS

If this box is checked, additional terms of this Lease are set forth on **Exhibit B** attached hereto and incorporated herein by reference. (Note: Under North Carolina law, real estate agents are not permitted to draft lease provisions.)

THIS DOCUMENT WILL BE REVISITED AND WILL NOT BE INFORCED OR EXECUTED UNTIL CLARA SCIENCE ACADEMY RECEIVE PERMISSION TO OPEN AND MULBERRY PRESBYTERIAN CHURCH IS SATISFIED WITH ALL AGREEMENTS. ALL PARTIES WILL HAVE A CHANCE TO SUBMIT NEW AGREEMENTS AN A NEW LEASE.

IN WITNESS WHEREOF, the parties hereto have hereunto caused this Lease to be duly executed.

LANDLORD:

Individual

_____(SEAL)

_____(SEAL)

Date: _____

Business Entity

Mulberry Presbyterian Church
(Name of Firm)

By: _____(SEAL)

Title: Pastor

TENANT:

Individual

_____(SEAL)

_____(SEAL)

Date: _____

Business Entity

Clara Science Academy Charter School
(Name of Firm)

By: _____(SEAL)

Title: Board Member

Appendix B
Curriculum Outline per grade
Span for Year 1*

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

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

Clara Science Academy Charter School

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

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

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

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

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

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

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

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

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

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

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

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

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

Strand:

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

Content Statements:

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

CPI**Cumulative Progress Indicator (CPI)**

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

Identify common objects as solids, liquids, or gases.

Unit Essential Questions

- How can you sort objects by properties?

Unit Enduring Understandings

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

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

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

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

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

Strand:

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

Content Statements:

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

CPI**Cumulative Progress Indicator (CPI)**

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

Unit Essential Questions

- Do materials react to temperature changes the same?

Unit Enduring Understandings

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

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

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

Content Area: Science – Grades K - 2

Learning Targets

Standards

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

Strand:

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

Content Statements:

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

CPI

Cumulative Progress Indicator (CPI)

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

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

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

Unit Essential Questions

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

Unit Enduring Understandings

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

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

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

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

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

Strand:

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

Content Statements:

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

CPI**Cumulative Progress Indicator (CPI)**

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

Unit Essential Questions

- Why do we use batteries?

Unit Enduring Understandings

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

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

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

Content Area: Science – Grades K - 2

Learning Targets

Standards

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

Strand:

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

Content Statements:

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

CPI

Cumulative Progress Indicator (CPI)

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

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

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

Unit Essential Questions

- How do objects move?

Unit Enduring Understandings

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

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

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

CSA STEM Collaboration Opportunities (Partial Listing)

National Girls Collaborative Project <http://www.ngcproject.org>

Tech Talent South www.techtalentsouth.com

Central Piedmont Community College STEM Experience <http://www.stemsummerexperience.com/>

Full and half day camps at both campuses. Themes range from "Build Your Own Bio-Mechanical Hand" to "Computer Crimes."

Engineering Camp Charlotte

<http://engineeringcampcharlotte.com/engineering-camp-program-details/>

Queens University of Charlotte will host the NC State University (NCSU) College of Engineering's Youth Summer Program at its main campus in Myers Park

Camp Invention <http://www.campinvention.org/>

Week long camps focused on creativity, innovation and problem solving. A national program, with multiple locations and dates in Charlotte.

Project Scientist <http://www.projectscientist.org>

Engaging and empowering girls with a passion, talent and aptitude for science, technology, engineering, and math (STEM).

Drive, Inc. <http://drivenminds.org/>

A non-profit helping bridge the technology skills gap with a multidimensional learning experience designed to inspire the next generation of entrepreneurs.

National Education Association

<http://www.nea.org/tools/lessons/stem-resources.html>

Resources geared mainly towards educators but downloads, ideas, and links that can be useful for parents as well.

Discover Engineering <http://www.discovere.org/>

DiscoverE's mission is to help "unite, mobilize, and support the engineering and technology volunteer communities." This website supplies activities, resources and downloads for parents and teachers.

STEM Resources from PBS <http://www-tc.pbs.org>

For grades K-12, learn how to incorporate STEM via PBS.

STEM-Works <http://stem-works.com>

Articles, activities, and interactive to get parents, teachers, and kids interested and eager to learn more about STEM and it's relevancy in the world.

Engineer Girl <http://www.engineergirl.org>

Stories, links, and contests designed to bring attention to the exciting opportunities in the engineering world for women and girls.

Discovery Education- Connect the Dots

<http://www.discoveryeducation.com/STEM/connect-the-dots.cfm?CFID=53608987&CFTOKEN=71733463>

Appendix A: Foreign Language Curriculum

Curriculum Guide K-2

Teacher: _____

Class: Arabic / Chinese / Spanish

Unit Name: Welcome

Amount Of Time Needed: _____

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

Appendix C
Instructional Calendar*

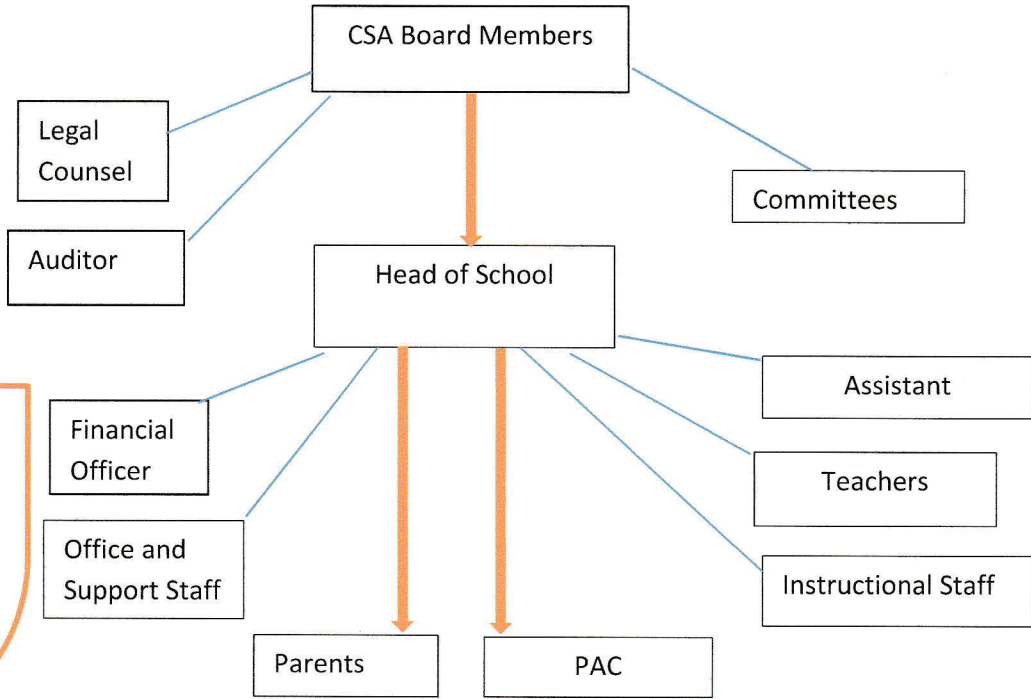
Clara Science Academy

2019-2020 School Year

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

Appendix E
Organizational Chart*

Clara Science Academy Organization Chart



This chart is subject to increasing as the school expands

Appendix F
Charter School Board Member
Response and Resume*

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Clara Science Academy Charter
2. Full name: Teresa Rene Mutakabbir

Home Address: 944 Autumnwood Lane, Charlotte, NC 28213

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

Telephone No.: 704-564-4940

E-mail address: trmutak@gmail.com

3. Brief educational and employment history.
B.S in accounting, project management certificate. Worked for IBM for 32 years. Currently a Real Estate Broker licensed in North and South Carolina.
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
No: Yes:
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was asked to serve by Omar Muhammad. I would serve to provide direction and guidance where it is needed for the advancement of the children, their education, and the school.
6. What is your understanding of the appropriate role of a public charter school board member?
A public charter school board member should have fiduciary responsibility to the school, demonstrating trust, good faith and honesty. Building upon that, he/she must be able to make objective decisions and provide good judgement.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

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

8. Describe the specific knowledge and experience that you would bring to the board.
I have successfully parented two children to become successful contributors to society. I have worked as a project manager for many years, providing direction, motivation, and instruction. I was a Girl Scout volunteer, trainer and delegate.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Clara Science Academy is to impart knowledge in a positive, inclusive, STEM learning environment of educational excellence through scientific inquiry, reasoning, and investigation.

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

2. What is your understanding of the school's proposed educational program?
It is a program that will focus on science and technology as a catalyst for students to excel.
3. What do you believe to be the characteristics of a successful school?
A successful school produces students who are thinkers, able to navigate the next level of their educational journey with the required skills and confidence.
4. How will you know that the school is succeeding (or not) in its mission?
Goals must be established and agreed upon. Progress is monitored. Results must be tracked and measured.

Governance

1. Describe the role that the board will play in the school's operation.
A board member focuses on student achievement, acts strategically, recruits an exceptional school leader, raises and uses resources wisely and fulfills all compliance expectations.
2. How will you know if the school is successful at the end of the first year of operation?
One positive indicator will be if the students and staff are eager to return for a second year. Positive outcomes would include students, parents and administration fully invested in the school.
3. How will you know at the end of five years of the schools is successful?
The school will have established a reputation for excellence in the community. The community will be eager to partner with the school, and the students who are on a waiting list to gain admission.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to be deliberate in all decisions. They must perform research, be conscious and intentional in their contributions to the management of the school.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would attempt to speak with the person to sure that I have accurately assessed the situation. I would then make my concern to the board chair and if necessary, the office of Charter Schools.

Certification

I, Teresa R. Mutekabbir, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Clary Science Charter School is true and correct in every respect.

Teresa R. Mutekabbir
Signature

9/15/18
Date

Appendix F:

Charter School Board Member Information Form

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

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

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

Background

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

2. Full name: Glenda M. Tate

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

Business Name and Address: N/A

Telephone No.: 910-523-1294

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

3. Brief educational and employment history.

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

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

No: Yes: X

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

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

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

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

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

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

School Mission and Program

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

Governance

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

*Please include the following with your Information Form

Certification

I, Glenda Tate, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Clara Science Academy Charter School is true and correct in every respect.

Glenda Tate
Signature

9-12-18
Date

Appendix F:

Charter School Board Member Information Form

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

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

Background

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

Home Address: 13106 Autumn Trace Drive

Business Name and Address:

Telephone No.: 704 953 2446

E-mail address: Varstyc@gmail.com

3. Brief educational and employment history.
BA in English, M.Ed in Counseling Education, MA in Child and Family, currently working
See Resume Attached
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Clara Science Academy evolved from the lives of gallant women and the work their lives inspired, signifying a symbol of change, an advocate for education, and leaving a legacy of excellence. Clara, Latin name "Clarus" signifies clear, bright and famous. As one of the founders, I believe all this is possible through teaching and preparation. The vision of Clara came from the inspiration of mothers, grandmothers and great grandmothers who left a rich legacy in Education – seeking knowledge above the material things in life.
6. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the role as the school board member is to work collaborative with the other members in ensure that the policies and procedures get implement during the ongoing operation of the school. Ensuring that best practices are implemented and to ensure success for the students at Clara Science Academy. Responsibilities includes but not limited to maintaining appropriate accounting procedures; complying with

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

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

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

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

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

School Mission and Program

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

I understand that the mission is to provide a Science, Technology and Mathematics focused curriculum that will build self-respect while preparing diverse students to become life-long learners, demonstrate critical-thinking and adapt to our changing technological world.

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

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

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

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

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

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

Governance

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

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

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

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

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

3. How will you know at the end of five years of the schools is successful?
Success comes from the principles as well the teaching staff and the student body through on going monitoring, teacher evaluation and classroom observations. I believe that by establishing solid internal accountability measures can help project the long-term success of the school as well as establishing interim assessments, setting clear goals and objectives, and accountability.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
By establishing excellent Leadership and a strong academic program.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
My role is in supporting the school's vision while simultaneously holding the leader accountable in regards to student outcomes and complying with local laws and regulations, thus my immediate step would be to report all concerns to the Chair Person of Board

*Please include the following with your Information Form

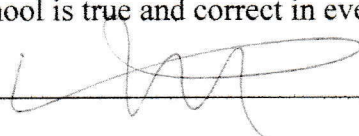
- a one page resume
- a national criminal background check

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

Certification

I, Varsty Muhammad, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Clara Science Academy Charter School is true and correct in every respect.

Signature



Date

8/17/11P

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.

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

Background

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

Home Address: 11636 Eastwind Drive, Charlotte, NC 28273

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

Telephone No.: 704.999.5132

E-mail address: aprillyakubu@hotmail.com

3. Brief educational and employment history.

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

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

No: Yes

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

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

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

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

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

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

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

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

School Mission and Program

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

Clara Science Academy recognizes the importance of STEM model of scientific structured rigor as an instrument of academic attainment and the value of a positive, diverse, student centered environment.

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

It is an inquiry based model establishing intellectual progression; promoting positive transformation, while building a legacy of scholarly refinement and distinction.

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

Through data driven instruction, the curriculum and school culture prepares students for high academic excellence; college-career readiness and success.

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

CSA will follow the North Carolina Accountability Model to ensure that students are meeting measurable achievement results. Quarterly benchmarks, fluency checks, and formative and summative assessments will also be conducted regularly to gather data to certify students are making growth and ultimately meeting and exceeding achievement goals.

Governance

1. Describe the role that the board will play in the school's operation.
Function of the Board and primary duties:
Acting effectively, ethically and proactively, the Board duties include governing while utilizing the school mission as the standard for the organizational strategic intent and baseline measure of success. The Board must also govern with knowledge of the laws and regulations to maintain fiscal integrity; sustain a high educational quality while recruiting, evaluating and supporting the lead administrator as they complete long term and short term goals.
2. How will you know if the school is successful at the end of the first year of operation?
The school is successful after the end of the first year of operations if student is at growth in testing and the school stays within budget framework.
3. How will you know at the end of five years of the schools is successful?
At three to five years of growth in student attainment.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Meet regularly, hire qualified individuals, stay within budget, stay abreast of strategies supporting organizational goal attainment and govern ethically.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Proceed within the guidelines of the law and report the incident to the authorities or state officials.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Aprill Pettigrew Yakubu, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Clara Science Academy Charter School is true and correct in every respect.

Signature

9/15/18
Date

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

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

2. Full name: James F. Cyrus

Home Address: 10710 Walnut Springs Dr.

Business Name and Address: 725 E. Trade St. Suite 120

Telephone No.: 704-200-9040

E-mail address: jcyruslaw@gmail.com

3. Brief educational and employment history.

I earned a Bachelor of Arts degree from The University of North Carolina (UNC) in the fields of Political Science and Latin American studies, I studied at the London School of Economics and Political Science in London, and enrolled in North Carolina Central University School of Law (NCCU-Law)

I was offered a position at The Law Offices of James D. Williams Jr., P.A. as an Associate Attorney.

In 2010, The Law Offices of James F. Cyrus IV PLLC., also known as The Cyrus Law Firm, was established in Charlotte, NC.

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

No: Yes: X

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

I was recruited by Omar Muhammad.

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

- Responsibility is to make sure the school performs.
- Properly manage and be accountable for the public funds allotted to the school
- Each month critically review the financial statements of the school and formally approve needed changes to line items

- Develop and Uphold charter school policies which are lawful, fair, and provide protection for all the school's constituents
 - Ensure that students are learning and meeting the academic performance criteria set by Clara Science Academy, and the school is adhering to its State Board Approved Educational Plan.
1. 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'm a current board member of the Jazz Art Initiative of Charlotte
 2. Describe the specific knowledge and experience that you would bring to the board.
I would bring my knowledge and experience of finance and legal expertise.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Clara Science Academy will increase students access to a STEM learning environment and promote high academic achievement through scientific inquiry, reasoning, and investigative learning. I understand the guiding belief is for Clara Science Academy to prepare each student to compete globally in the STEM field.
2. What is your understanding of the school's proposed educational program?
My understanding of the school's proposed educational program is that Clara Science Academy will focus on STEM through project base learning.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school is one who applies its mission, provides great teachers & curriculum, and understand their budget.
4. How will you know that the school is succeeding (or not) in its mission?
I will know that the school is succeeding in its mission when milestones are met and goals have been achieved.

Governance

1. Describe the role that the board will play in the school's operation.
Board Member
2. How will you know if the school is successful at the end of the first year of operation?
Once enrollment is met and the budget is balance.
3. How will you know at the end of five years of the schools is successful?
I will know the school success in the fifth year by the student enrollment, financial stability and the progress scores from the state.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The review of the policy & procedures along with the financial statements
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 ask the board to investigate their conduct and if they are found acting unethically, I will present a motion to dismiss the board member.

*Please include the following with your Information Form

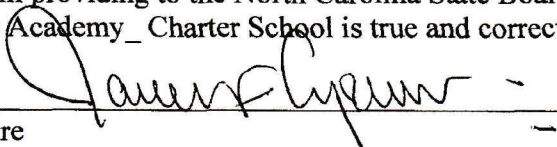
- a *one page* resume
- a national criminal background check

*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, James Cyrus, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Clara Science Academy Charter School is true and correct in every respect.

Signature



9/15/18

Date

Appendix F:

Charter School Board Member Information Form

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

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

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

Background

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

2. Full name: Jawwaad A. Rasheed

Home Address: P.O. Box 4896 Rome, NY 13442

Business Name and Address:

Telephone No.: 315 416-5550

E-mail address:

3. Brief educational and employment history.

I'm a graduate with a law degree. I'm a adjunct professor and I work for the New York State office of court administration.

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

No: Yes: X

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

I was recruited while directing Junior Frontier Organization.

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

Support the development and implementation of the school and all programs associated with 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'm a trustee of SANY (Science Academy of New York) charter school.

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

I have legal experience, I have served on many boards in the field of education. I understand education from various perspectives and I believe in the empowerment of youth.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Clara Science Academy will increase students access to a STEM learning environment and promote high academic achievement through scientific inquiry, reasoning, and investigative learning.
2. What is your understanding of the school's proposed educational program?
The founders core philosophy evolved through the life of gallant women and the work their lives inspired, signifying a symbol of change, an advocate for education, and leaving a legacy of excellence. Clara, Latin name "Clarus" signifies clear, bright and famous. The underlying purpose of The Clara Science Academy is to replicate the Clara women and men of the twenty first century by providing a strong educational environment for all children without regard to their intellectual ability, measure.
3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school are as follows: Encourages Free Thought. Promotes Inclusion, Provides Rigor, Fosters Community Building, and Nurtures the Whole Child.
4. How will you know that the school is succeeding (or not) in its mission?
I will know the school is achieving this being a active part of the school community and evaluating expected progress.

Governance

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

*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, Jawwad Rasheed, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Clara Science Academy Charter School is true and correct in every respect.

Jawwad Rasheed

Signature

9/1/18

Date

Appendix F:

Charter School Board Member Information Form

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

Background

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

2. Full name: KENNETH D.WILLIS

Home Address: 2017 Freeport Dr. Indian Trail, NC 28079

Business Name and Address:

Telephone No.: 704-668-9068

E-mail address: Kenneth.willis@cms.k12.nc.us

3. Brief educational and employment history.

I have a degree in accounting, management and business education. I worked in education and training / development for over 10 years.

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

No: Yes: X

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

I was asked at an event. Yes, I will serve on the board of the proposed charter school

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

My understanding is that the board is there to be a check and balance of all activities at the proposed charter 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 not serve on a school board however I have served on numerous non-profit and for profit boards. I have been a successfully business person and effective is marketing and Sales.

8. Describe the specific knowledge and experience that you would bring to the board.
Leadership, direction and knowledge of finance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission is: Clara Science Academy will increase students access to a STEM learning environment and promote high academic achievement through scientific inquiry, reasoning, and investigative learning..
My guiding belief is that every child has a right to be properly educated and it is our duty as Americans to ensure each child greatness.
2. What is your understanding of the school's proposed educational program?
My understanding is that the school proposed educational program will focus on STEM
3. What do you believe to be the characteristics of a successful school?
A great education program, good teachers and a keen board
4. How will you know that the school is succeeding (or not) in its mission?
Once the progress report confirms that the school reached or did not reach its goals

Governance

1. Describe the role that the board will play in the school's operation.
The board will review the all hiring staff, budgets, and policies
2. How will you know if the school is successful at the end of the first year of operation?
I will know if the school is successful at the end of the first year by all goals met.
3. How will you know at the end of five years of the schools is successful?
At the end of five years a review of the progress reports and operation report should give us a good measurement to determine the length of our success.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Marketing, funding, and teaching the children to be successful will ensure 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 bring the discussion to the floor and investigate the situation. After the findings, if the board members are found unethically, I will seek to remove them.

*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, KENNETH D. WILLIS, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Clara Science Academy Charter School is true and correct in every respect.

Signature

Kenneth Willis

Date

9-5-18

Appendix F:

Charter School Board Member Information Form

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Background

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

2. Full name: Omar Muhammad

Home Address: 13106 Autumn Trace Dr., Huntersville NC

Business Name and Address:

Telephone No.: 704-904-7180

E-mail address: omuhammad_v@yahoo.com

3. Brief educational and employment history.

I have a business degree and a master's in organizational leadership. I worked for non-profits, for profit and government agencies.

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

No: Yes: X

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

I'm one of the founders.

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

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

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

8. Describe the specific knowledge and experience that you would bring to the board.
Research, grant writing, and fundraising

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of Clara Science Academy will increase students access to a STEM learning environment and promote high academic achievement through scientific inquiry, reasoning, and investigative learning.
I believe the guiding belief is to educate young innovative minds to compete globally.
2. What is your understanding of the school's proposed educational program?
Proficiency base education program
3. What do you believe to be the characteristics of a successful school?
Great leadership
4. How will you know that the school is succeeding (or not) in its mission?
I will know when the school is succeeding in its mission when the goals are met and school leadership has produced great young minds.

Governance

1. Describe the role that the board will play in the school's operation.
The board will play a role in making sure the school is in compliance with state education laws
2. How will you know if the school is successful at the end of the first year of operation?
Once goals and milestones are accomplish
3. How will you know at the end of five years of the schools is successful?
Once goals and milestones are accomplish
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Recruitment, fundraising and a great educational curriculum
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?
Follow the by-laws and confront it.

*Please include the following with your Information Form

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

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

Certification

I, _____ Omar Muhammad _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for ___ Clara Science Academy Charter School is true and correct in every respect.

Omar Muhammad
Signature

9/16/18
Date

JAWWAAD A. RASHEED
P.O. Box 4896
Rome, New York 13442-4896
(315) 416-5550

CAREER SUMMARY

Thirty seven years of progressively responsible legal experience in private and public service. Provided judicial decisions, criminal and civil litigation, legal critiques, analyze business risk, formulate and recommend negotiation strategies, and general practice law. Have been a trier of fact and judicial decision maker for New York State Family Court for the last 26 years.

EDUCATION

L.L.M.	Georgetown University Law Center Washington, D.C. International Business	1983
J.D.	Georgetown University Law Center Washington, D.C.	1981
B.A.	Amherst College Amherst, Mass., Political Science, Middle Eastern Studies and African American History (Magna Cum Laude)	1978

EXPERIENCE

1993-Present NEW YORK STATE OFFICE OF COURT ADMINISTRATION
Oneida County Family Court Support Magistrate Utica/Rome, New York

Responsible for the adjudication of child support/spousal support petitions filed in Oneida County including initial support request modifications, enforcement and violations. Also responsible for modifications and enforcement of child and spousal support provisions of divorce and separation decrees found in Supreme Court actions.

Accomplishments Include:

- * Adjudicated over 4,000 cases per year for first four years in office.
- * Currently adjudicates an average of 2,500 or more cases per year.
- * Initiated and facilitated periodic meetings between various agencies and departments which comprises the total child support system in Oneida County Family Court.
- * Initiated periodic meetings with Family Court Judges and Chief Clerk of Family Court and Support Magistrates to help facilitate services to public.
- * Participated on a regular basis with the interviewing and selection of carious personnel under the auspices of the Office of Court Administration.
- * Selected to represent New York State Family Court Support Magistrate Program on various panels, conferences and speaking engagements on a local, national and international basis.

**2004-Present STATE UNIVERSITY OF NEW YORK; MOHAWK VALLEY
COMMUNITY COLLEGE
Adjunct Professor - Utica/Rome, New York**

Teach first and second year college courses within the Criminal Justice major. Courses include but are not limited to Law & Ethics, a study of American style democracy and morality; Juvenile Delinquency and the courts, a study of how our legal system interact with American youth.

Accomplishments Include:

- * Highly rated student reviews
- * Instituted Internship program for students with New York State Courts

**1990-1993 MONROE COUNTY LAW DEPARTMENT
Deputy County Attorney, Rochester, New York**

Responsible for Family Court representation/litigation on behalf of various county agencies and private clients who contract with the county.

Accomplishments Include:

- * Successfully litigated over 1500 paternity /support petitions a year.
- * Provide Appellate Court appeals and argument on ambiguous areas of paternity/support law.
- * Assumed supervisory responsibility for Child Support Unit of the Law Department.
- * Participated in legislative amendments to child support law via the New York State House of Representatives.

**1989-1990 ROY W. KING, P.C.
Associate Attorney, Rochester, New York**

Responsible for over 125 open files for the general law practice firm. Including but not limited to cases dealing with criminal law, corporations, family law, and real estate.

Accomplishments Include:

- * The incorporation of over ten corporations including some S. Chapter corporations and Non-for-Profit corporations.
- * Providing criminal defense representation various felony and misdemeanor charges including AI felony trials.
- * Represented the buyer of improved commercial property with a value over one million dollars and represented a contract for equipment, fixtures and inventory successfully.
- * Provided in-house legal counseling to various small corporations on a daily basis, including civil litigation.
- * Successfully litigated personal injury law suits and provided legal arguments up through appeals to New York Appellate Court.

**1987-1989 MONROE COUNTY DISTRICT ATTORNEY OFFICE
Assistant District Attorney, Rochester, New York**

Responsible for the prosecution of criminal offenses throughout various parts of Monroe County including Rochester, Henrietta, Brighton, etc.

Accomplishments Include:

- * Successful felony prosecutions.
- * Prosecution of over 1,000 criminal cases resulting in guilty pleas or trial convictions.
- * Utilized on various occasions dispute resolution mechanisms and organizations.

**1983-1987 FIRST NATIONAL WESTMINSTER GROUP OF COMPANIES
Legal Counsel, Los Angeles, California**

Perform and direct all general legal services of the corporation. Review and revise all international investment guidelines and procedures. Negotiate all client contractual relationships for domestic and internal investment opportunities. Represent the corporation's clients on various matters involving investment portfolios.

Accomplishments Include:

- * Represented client during negotiation and consummation of various purchases and development projects in the United States, Europe, and the Middle East.
- * Negotiated and monitored various types of aviation contracts involving aircraft and airline purchases.
- * Obtained and monitored various export licenses for technology products.
- * Established various subsidiaries under parent company.

**1981-1983 THE BENDIX CORPORATION, Aerospace-Electronic Group
Staff Attorney, Office of the General Counsel
Arlington, Virginia**

Reviewed and revised International and Federal government contracts. Drafted international and domestic distributor agreements. Interpreted United States Department of Commerce anti-boycott compliance regulations. Negotiated personnel EEO conciliation matters and real estate contracts. Performed negotiations tasks and general corporation legal responsibilities.

Accomplishments Include:

- * Reviewed and modified proposal between the Bendix Communications Divisions and the Dept. of Transportation. Federal Aviation Administration.
- * Analyzed letter of credit for the Rafidian Bank, Baghdad, Iraq and recommended modifications to comply with Department of Commerce anti-boycott regulations.
- * Assessed company's tax liability for doing business in the republic of Senegal, coordinated negotiations with the economic Minister of Senegal and U.S. Ambassador of Senegal located in Dakar.
- * Devised procedure guide used by the Aerospace Division handling garnishments for the States of Maryland, Virginia, and West Virginia.
- * Represented the company in Equal Employment Opportunity Commission hearing (Washington, D.C.).
- * Negotiated a ten year lease for the Company's facility in Las Vegas, Nevada.

**1980-1981 AGENCY FOR INTERNATIONAL DEVELOPMENT
STATE DEPARTMENT, UNITED STATES OF AMERICA
Legislative Specialist/Legal Clerk
Office of the General Counsel, Washington, D.C.**

Researched Foreign Assistance Act (FAA) and all related U.S. International statutory law. Drafted and amended proposed FAA legislation for the U.S. Congress. Researched and prepared legal memoranda create dot solve domestic and international procedure problems. Interfaced and support proposed Bills.

Accomplishments Include:

- * Analyzed international policy issues and recommended solutions.
- * Created system for maintaining legislative status on FAA legislation.

**1979-1980 SMALL BUSINESS ADMINISTRATION
Legal Clerk, Office of the General Counsel
Washington, D.C.**

Researched and prepared memoranda on legislative administrative law. Prepared briefs supporting the position of national small business clients in contention with government policies and practices. Lobbied on behalf of clients at Capital Hill and state government levels.

Accomplishments Include:

- * Researched and developed major government report entitled:
"Government Competition with Small Businesses."

**1979 UNITED STATES ARMY
Army Judge, General Advocate Corps (Summer Intern)
Ft. Belvior, Virginia**

Researched and prepared memoranda in criminal and administrative law. Performed various family law related tasks. Developed Army procedural and subcontract projects.

**1978-1979 LEGAL SERVICES CORPORATION
Legal Assistant, Washington, D.C.**

Improved the basic skills of new and/or less experienced paralegals. Taught basic writing, interviewing, investigation, and information presentation skills.

MEMBERSHIP ACTIVITIES

- Professional** Board of Director for National Child Support Enforcement Association 2000-2002.
 Speaker and presenter for National Child Support Enforcement Association, 1997-2015.
 Board of Director, and or speaker, lecturer for Eastern Regional Inter-state Child Support Association, 1997-2015.
 Founder and Board of Director for NY State Support Magistrate Association 2003- 2010
 Member and past board of directors for American Judges Association, 1996-2010.
 Committee member to plan, organize, present annual training for NY State Support Magistrates, 1996-Present.
 Lecturer and speaker for Oneida County Bar Association on Family Law, 1996-Present.
 Lecturer and speaker for New York State Bar Association, on Family Law 1999-Present.
 Member, Oneida County Bar Association, 1993-Present.
 Member, Rome County Bar Association, 1993-Present.
 New York State Bar Association, 1982-Present.
 National Bar Association, 1982-Present.
 American Bar Association, 1982-Present.
- Other** Trustee, SANY (Science Academy of New York) charter school, 2014-present
 Trustee, Herkimer/Oneida County Community Foundation 2015 - present
 Past Board of Directors United Way of Greater Utica, New York .
 Recipient of New York State Office of Court Administration Merit Award for Community Services, 1999.
 Board of Directors Cosmopolitan Center, Utica, New York 2000-2006.
 National Board of Directors Frontiers International, 2000- 2014.
 National Director of the Junior Frontiers o/b/o Frontiers International 2008-2013
 Founder and Board of Directors 100 Black Men of Syracuse, New York 2006-Present.
 Co-Director of Junior Frontiers of Mohawk Valley 2003-Present.
 Trustee for Science Academy of New York Charter School -2014 -Present
 Recipient of J.C.Penney Golden Ace Award for Outstanding Humanitarian Award, 1998.
 Board of Directors for Utica YMCA, 1997-2002.
 Member and Sponsor of Youth Annual Theatrical Production of "The Wiz", 1996-2004.
 Co-founder of Rome YMCA Youth Program: Saturday Night Midnight Madness, 1996-2005.
 Founder and Director of Adirondack Spirit Basketball Club, 1994-2005.
 Board of Directors, Land of Oneida Boy Scouts of America, 1994-2000.
 Board of Directors, A Better Chance Program (Clinton, NY), 1993-2000.
 Director of Mentor Program, Rochester Urban League, 1989-1993.
 Board of Directors, Boys and Girls Club Center (Rochester, NY), 1988-1993.
 Board Member, Urban-Suburban Project (Monroe County), 1986.
 Martin Luther King, Jr. Award for Outstanding Citizen, 1983.
 Outstanding Young Men in American, 1980-1981.
 Who's Who in America Colleges, 1979.

Teresa Mutakabbir

944 Autumnwood Lane ♦ Charlotte, NC 28213 ♦ (704)-564-4940 ♦ trmutak@gmail.com

PROFESSIONAL SUMMARY

A results oriented professional with experience in mostly, but not limited to, midrange computer products and services in the general business arena. Extensive installation, project management and support experience across many industries. A dependable, highly motivated worker who is innovative and communicates effectively with excellent organizational, written, oral communication and presentation skills

Additional Strengths Include:

- | | | |
|-----------------------------|------------------------------|---------------------------|
| ♦ Communication | ♦ Process Improvement | ♦ Independent Work |
| ♦ Project Management | ♦ Team Work | ♦ Self Motivated |
| ♦ Commitment | ♦ Customer Service | ♦ Leadership |

CAREER HISTORY

Weichert Realtors, Rebhan & Associates, Charlotte, NC

2014 – Present

Broker

- ♦ Licensed in North Carolina and South Carolina
- ♦ Guiding clients who are willing to navigate the risks of a real estate transaction, through the many variables and legal parameters involved, to a successful outcome.

IBM Corporation, Charlotte, NC

1997 - 2010

Transition Manager

- ♦ Part of a project management team providing transition leadership for Managed Operations outsourcing accounts. (Selected engagements referenced.)
- ♦ Successfully completed transition project management activities for a major pharmaceutical corporation. The project involved Software Distribution, Desk side Support, Procurement application implementation, performance of a wall to wall inventory and Asset Management. Responsibilities included managing a team of five tower leads and the associated team members. Coordinated the successful completion of twenty-six contracted transition deliverables.
- ♦ Successfully completed the complex, multiple tower midrange transition for a retail corporation, addressing intricate SP systems, RISC System/6000s, AS/400 systems, SUN and CISC servers. Took ownership of a problematic transition due to the lack of a clearly defined solution. Focused on the need to quickly generate quality results and developed a highly functional team comprised of veterans and new recruits with minimum impact to the client's business.

EDUCATION/PROFESSIONAL DESIGNATIONS

Project Management Professional Certification – 2005, recertified 2009, expired 2013

Project Management Institute

Masters Certificate in Project Management

George Washington University, Washington, DC

Bachelor of Science in Accounting (with Honors)

National Achievement Scholar, National Distillers Scholar

Hampton University, Hampton, VA

KENNETH D. WILLIS
2017 FREEPORT DRIVE
INDIAN TRAIL, NC 28079

EDUCATIONAL EXPERIENCE

Doctoral Candidate in Educational Leadership, Walden University, Minneapolis, MN, 2012 (*3 more classes*)

Educational Leadership Specialist, Walden University, Minneapolis, MN, 2012

Licensure in Administration (Leadership), Wingate University Metro College, Matthews, NC, 2008

Licensure in Business Education, University of North Carolina Charlotte, Charlotte, NC, 2005

Master of Science, Rensselaer at Hartford, Hartford, CT, Management, 1998

Bachelor of Science, Livingstone College, Salisbury, NC, Accounting, 1988

Academic Accomplishments: Obtained 70% passing EOC Algebra 2002-03 Anson High School, Obtained 80% passing VoCat Keyboarding 2003-04 Anson High School, Obtained 70% passing VoCat Accounting 2004-05 Anson High School, Quiz Bowl Team 2006-07 1st round advancement Anson High School, Summer School Math Tutor Algebra 80% EOC passing 2003-04, Parent follow-up 100% 2001-2007 Anson High School, Tutored After-School for Algebra East Mecklenburg High School, and the Computer Skills Competency test 2007-08, Spearheading Computer Skill Competency and Tutoring East Mecklenburg High School to increase graduation rate.

Subjects Taught: Computer Engineering I/II, Accounting II, Accounting I, Computer Applications I, Business Management/Ethics/Law, Principals of Business, Keyboarding I, Algebra I, and Technical Math I, Technical Math II.

Extra-Curricular Activities: Director of Quiz Bowl 2003-06, Advisor of Student Government (Executive Board and Senior, Junior, Sophomore, Freshman Class Officers) 2002-06, and Chairman of the Effective and Efficient Operation Committee 2004-06 a sub-committee of the School Improvement Team, Chairman Relay for Life Anson County 2004-05 raised \$90,000 plus county record. Eagle Flight Design Team 2009-Present East Mecklenburg High School.

Other Educational Activities: Junior Achievement Advisor, New Britain/Hartford, CT 1989-1994, New Beginnings Mentor, Hartford, CT 1995-97, Math Tutor Anson Middle School 2003-07, Job Ready Participant Summer 2004, Math Tutor Anson High School Summer School 2002-03, W.I.A Instructor Summer 2005-07, Director of the Anson High School After School Program 2006, and Congressional Scholar 2007.

Other Training: Three years of student-centered curriculum training (Ventures) at Anson High School 2003-2006, Classroom Instruction that works training at Anson High School 2004-06, A Framework for Understanding Poverty Workshop 2005-06, and a workshop on Differential Instruction 2005-06.

Computer Proficiency: Smart board, Computer Installation, Electronic devices, Network Set-up, Microsoft Word, Microsoft Excel, PowerPoint, Microsoft Access, Desktop Publisher.

PROFESSIONAL EXPERIENCE

Coordinator of Edgenuity Apex Learning (2010-Present)
East Mecklenburg High School, Charlotte, NC

Certified Administrator (2010)
East Mecklenburg High School, Charlotte, NC

Certified Professional Business/Information Technology Instructor (2007-Present)
East Mecklenburg High School, Charlotte, NC

Certified Professional Business Educator/Math Instructor (2001-2007)
Anson High School, Wadesboro, NC

Long term and short term lesson planner of hardware and software components for computers.
Curriculum/Instructional planner, developer, and enhancer of diagnosing, troubleshooting, and repair methods for computers.
Implementer of student-centered learning environment.
Facilitator/Supervisor of training student leaders.
Know and adhere to all state and local educator policies.
Developer of applicable activities related to life long learning.
Perform collateral duties efficiently and effectively.

Unit Manager (1998-2001)
Philip Morris U.S.A., Mansfield, MA

Prepared and presented business plans to senior management concerning unit goals, new business, undeveloped business, and a SWOT analysis. Unit sales produced \$90-plus million per year. Responsible for unit promotional budget of \$10-plus million per year to increase the sales of the unit.
Analyzed, developed, and attained an understanding of territorial business to ensure growth. Four territories produced \$55-plus million per year in sales.
Prepared and presented business plans to wholesales: Two Costco, A

G. Distributors, Manchester Wholesale, and Treisman Wholesale; concerning their wholesale business which is applied to the stores and their services and surrounding wholesale business. These four wholesales produced \$35-plus million per year in sales.

Forecast sales projections and resource needs for unit and wholesale accounts and managed budgets and resources to effectively grow volume and share.

Trained and developed individuals to ensure competencies and values of the assessment process were being strengthened and adhered to.

Coached and counseled individuals with opportunities concerning the competency and values assessment tools that was and was not being adhered to.

Sales Development Associate (1997-1998)

Philip Morris U.S.A Rocky Hill, CT

Learned how to prepare and present business plans to senior management concerning unit goals, new business, undeveloped business, and a SWOT analysis.

Learned how to analyze, develop, and attain an understanding territorial business to ensure growth. Learned how to prepare and present business plans to wholesaler: Costco, A.G. Distributors, Manchester Wholesale, and Treisman Wholesale; concerning their wholesale business as it applied to the stores they serviced and surrounding wholesale business. These four wholesales are responsible for \$35-plus million per year in sales.

Learned how to train and develop individual to ensure competencies and values of the assessment process were being adhered to.

Learned how to train and develop individuals to ensure competencies and values of the assessment process were being strengthened and adhered to.

Assisted and learned how to coach and counsel individuals with opportunities concerning the competency and values assessment process.

Territory Sales Manager (1993-1997)

Philip Morris U.S.A. Rocky Hill, CT

Prepared and presented a business plans to management concerning territory goals, new business, undeveloped business, and a SWOT analysis. Territory sales produced \$6 plus million per year. Responsible for territory promotional budget of \$100 plus million per year to increase the sales of the territory.

Analyzed, developed, and attained an understanding territorial business to ensure growth.

Prepared and present business plans to key account: Mercury Fuel; concerning their business as it applied to the stores they serviced and surrounding wholesale business. This key account was responsible for \$1-plus million per year in sales.

Forecast sales projections and resource needs for territory, key account, and managed budgets and resources to effectively grow volume and share.

Critically analyzed promotional data to ensure the alignment of sales to promotional dollars being given to prevent over/under payment of promotional dollars.

Staff Auditor II/I (1989-1993)

Shawmut Bank

Assisted in the preparation of the final audit report concerning the department being reviewed.

Analyzed and reviewed internal/financial banking controls in various departments within the bank to ensure compliance to policy and procedure.

Interviewed bank personal to determine that data integrity was in compliance with policy and procedures

Trained and developed individuals to ensure skills were being strengthened and adhere to the assessment process.

Coached and counseled individuals with developed/undeveloped skills to ensure compliance to the assessment process.

Merchandising Managep Trainee (1988-1989)

JC Penney

Determined and scheduled employees for weekly job duties for the men's department.

Evaluate weekly time sheets to ensure proper pay for each employee in the department.

Purchased and sold merchandise from a budgeted account, determined price points for profit and accounted for discounts, and markups.

Prepared a monthly profit and loss statement for the men's department.

Trained and developed individuals to ensure skills were being strengthened and adhered to the assessment process.

Coached and counseled individuals with developed/undeveloped skills to ensure compliance to the assessment process.

Aprill Pettigrew Yakubu, M.Ed.

◇ 11636 Eastwind Drive ◇ Charlotte, NC 28273 ◇ 704.999.5132 ◇ aprillyakubu@hotmail.com ◇

Education & Professional Licensure

Doctorate of Education

- Organizational Leadership & Organizational Development

Grand Canyon University, Phoenix Arizona

{Current Doctoral Candidate}

Master's in Education

- Curriculum & Supervision

*University of North Carolina at Charlotte
Charlotte, North Carolina*

December 2011

Bachelor of Arts

- History

*University of North Carolina at Charlotte
Charlotte, North Carolina*

May 1999

State of North Carolina

- Professional Educator Certification

Social Studies (Grades 6-8 & 9-12) & Chinese (K-12)

June 01, 2014– June 30, 2019

Online Teaching Certification

- Teaching Online Courses

University of North Carolina at Chapel Hill (K-12 Learn NC)

April 08, 2012

Professional Experience

Mandarin Chinese & Social Studies Teacher

*Charlotte Mecklenburg Schools
East Mecklenburg High School
Charlotte, North Carolina
August 2008- Present*

Guardian Ad Litem/Court Appointed Child Advocate

*26th District Court, Mecklenburg County
Charlotte, North Carolina
February 2014 – Present*

AP Psychology Online/Virtual Teacher

*North Carolina Virtual Public Schools
Raleigh, North Carolina
March 2014 – June 2015*

Adjunct Professor of History

*Johnson C. Smith University,
Charlotte, North Carolina
January 2014 – January 2015*

Director of Humanities Department, Head of Continuing Professional Development Coordinator & Teacher
ISCS International School,
Dubai, United Arab Emirates
October 2006 – June 2008

IB & AP Human Geography & Social Science Honors Teacher
Orange County Public Schools
Dr. Phillips High School,
Orlando, Florida
August 2004- October 2006

Social Studies 7th Grade Curriculum Department Chairperson, Supervisor & Social Studies Teacher
Duval County Public Schools
Twin Lakes Academy Middle,
Jacksonville, Florida
August 2002-May 2004

(Special Education) ESE Social Studies, Science and Math Teacher
Alfred I. DuPont Middle School,
Jacksonville, Florida
August 2001 - May 2002

Professional Expertise

- Organizational Leadership & Board Member for Several Organizations
- IB Mandarin Chinese Language/Culture Instructor Levels 1-5
- Mandarin Chinese Curriculum Designer
- Humanities Lecturer & Curriculum Designer
- Online Course Designer & Distance Learning Specialist (Adult & K-12)
- Training & Development Specialist & Seminar/Training Presenter
- Professional Development Manager & Coordinator

Special Skills

Foreign Languages:

- Chinese (Fluent)
- German (Moderate)

Selected Achievements

- FBI Citizens Academy Alumni Board of Directors – Secretary
- FBI Citizens Academy Graduate
- Clara Science Academy Charter School Board of Directors – Executive Writer
- Home Owner's Association President of Stonebridge Townhome Community of South Charlotte
- University of North Carolina at Charlotte - Commencement Speaker - December 2011
- State of North Carolina Department of Instruction (NCDPI) ETS Panel Member: Praxis II Social Studies State Teacher Assessment Scoring Committee Member
- Charlotte Mecklenburg School District Talent Effectiveness Committee Member Specializing in Professional Learning Communities (PLC) & Humanities Curriculum Writer – World History Committee

Glenda M. Tate
2013 Deer Island Lane
Wilmington, N.C. 28405
gtate.finehomes@gmail.com
(910) 523-1294

Education

Master's Degree from American University in Washington, D.C.

Professional Experiences

Retired senior executive with over 30 years of experiences
U.S. Department of Transportation in Washington, D.C

Director of Human Resources

1975 to 2004

The Federal government

Senior Associate Administrator

The Federal Aviation Administration.

- Managed multi-million-dollar budgets
- Provided leadership and oversight for human resources policies for federal agencies including over 100,000 civilian employees at the Transportation Department.
- Served on agency-related Congressional hearings and programs within the President's Office of Management and Budget.
- Help establish one of the first government "pay for performance" systems which now serves as a model for federal agencies as they transform from tenure based to productivity-based pay systems.

President/Founder

The Kairos Center

2014 to current

- Focus in economic development for low/middle income (career development, assistance in small business development)
- Assist with acquisition of housing and transportation

- Partnering with clients to purchase homes and automobiles) assist low and middle-income clients in discovering and pursuing their life purpose and destiny
- provided life coaching, mentoring, financial assistance and transformational teachings as clients pursue life goals.

Recommendations and Awards

The Presidential Distinguished Service Award, the highest government recognition for Senior Career Executives.

Boards

Board of Directors for both educational, non-profit and medical associations.

Varsty C. Muhammad

13106 Autumn Trace Drive, Huntersville, NC 28078; 704-953-2446; vcmuhammad@gmail.com

Education

Ph.D	Morgan State University, Graduate School of Leadership and Policy Higher Education Leadership and Policy	Current Doctoral Candidate
M. A.	Syracuse University, Graduate School of Education Counseling Secondary Education	2016
	Master's Paper: "Shared spaces within early childhood: Benefits of Intergenerational programs"	
M. Ed	South Carolina State University, Graduate School of Education Counseling Secondary Education	1998
B. A.	Paine College English,	1992

Relevant Experience

Research Director, CiberPoint, Inc.

2000 – Present
Charlotte, NC

- Directs and implements an organization's research and development policies, objectives, and initiatives.
- Ensures research and development activities will maintain an organization's competitive position and profitability.
- Consults with top management and research and development team and makes recommendations based on research findings and product performance.
- Manages a departmental sub-function within a broader departmental function.
- Created functional strategies and specific objectives for the sub-function and develops budgets/policies/procedures to support the functional infrastructure.
- Advise the organization on activities of fundraising in accordance with the goals established by the Board of Directors.
- Coordinate and conduct educational training, grant conferences, workshops, seminars on proposal writing, professional/personal success strategies/coaching, strategic planning and grant development program.
- Works closely with the board supporting all board functions, including assisting in recruitment and orientation of new board members; helping to plan board and committee meeting agendas; working with individual board members and committees to ensure all board members understand the mission and goals.

Lead Elementary/Middle School Counselor

Syracuse Academy of Science Charter School

January 2013 – July 2016
Syracuse, NY

- Coordinated with teachers, administrators, resource specialists and community (e.g., service clubs, courts, child protective services, etc.) provided/received requested information and made recommendations.
- Counseled students, parents, and guardians to enhance student success, academically, socially, and emotionally, in school.
- Developed a variety of special programs and classes (e.g., ...)

bullying, coping with divorce or death, social skills) providing information to assist students in the successful transition from elementary to middle school or help with life and academic skills.

- Monitored and mentored students' progress by identifying issues and taking appropriate action for increasing student success.
- Supervised assigned programs (e.g., peer counseling, special education, etc.) by monitoring performance, providing for professional growth and achieving overall curriculum objectives.

UNIVERSITY TEACHING EXPERIENCE

Instructor, *Department of Child and Family Studies*, Syracuse University, Fall 2011

Assumed sole responsibility for course design, instruction and students' assessment for the following undergraduate course: *Family Development* (CFS 201), Fall 2011. Class size 115

Teaching Assistant

Department of Child and Family Studies, Syracuse University, Spring 2011

Assisted Faculty in the course *Interpersonal Competence* (CFS 255).

Department of Child and Family Studies, Syracuse University, Fall 2010

Assisted Faculty in the course, *Work and Family in the 21st Century* (CFS-SOC-WGS 422)

Health and Wellness Department, Syracuse University, Fall 2010

-Assisted Faculty in the following courses: *Alcohol, Other Drugs, Sex, and Gambling: Dynamics of Addiction* (HTW 318) (HTW 618)

-*Health Promotion Across the Life Span* (HTW 221).

EARLY CHILDHOOD EXPERIENCE

Early Childhood Education Manager/Facilitator

February 2002 - August 2009

Bethlehem Center Head Start

Charlotte, NC

- Provided training and technical assistance to all Head Start (contained) sites, and Head Start-Charlotte Mecklenburg School Partnership sites servicing 858 children and 90 teaching staff within the Mecklenburg County
- Provided direct and immediate supervision, management, and leadership daily for 22 employees (teachers, cooks, janitorial, bus drivers, substitutes, etc.) and 150 students;
- Reviewed and restructured the Early Childhood Education Program Policies and Procedures Manual. Planned and Reviewed the Operational Procedures with the Head Start Director and the Management/Leadership Team within the agency
- Performed on-going monitoring for program compliance with the Head Start Performance Standards, Bethlehem Center Policies and Procedures, Child Outcomes Measures, North Carolina Child Care Licensing Regulations, ECER'S, and the National Reporting System; Reconstruction of the organization's Curriculum Sequence used by teachers
- Conducted staff observations, evaluations, and assessments.

Teacher

August 2009 - May 2010

Bernice Wright Laboratory Pre-School

Syracuse, NY

- Established and maintained a safe, healthy learning environment for children
- Advanced physical and intellectual competence of children
- Completed screenings, assessments, and individual monthly planning forms and anecdotal records on each child's progress utilizing the Creative Curricula
- Used centers for math, science, social studies, health, and writing to complement the child-based hands-on curriculum
- Implemented a positive discipline plan, which promoted student responsibility, problem solving

skills, and student accountability.

STUDENT AFFAIRS EXPERIENCE:

Assistant Director of Residence Life, Division of Student Affairs, Johnson C. Smith University, Charlotte, North Carolina, November 1998 – December 2001

Assisted with the recruitment, interviewing, selection, training, and evaluation of Resident Assistant and Residence Hall Coordinator candidates; provided periodic performance appraisals for Para-Professional Staff; Maintained an occupancy rate of 90% or higher and Coordinated with the Director on capital expenditures and renovation projects.

Academic Advisor/Adjunct Professor, Division of Student Affairs, Johnson C. Smith University Charlotte, North Carolina, August 2000 – December 2001

Assessed student's progress and provided early intervention when appropriate; Assisted students in developing strategies for self-assessment; Provided general academic advisement regarding course scheduling, drop-add procedures, withdrawal from the University procedures, declaration of major/changing of major procedures, etc.; Participated in the development and implementation of the Freshman Learning Course (110)

Residence Director/Academic Advisor, Division of Student Affairs, Paine College, Augusta, Georgia, August 1996 – May 1998

Provided and coordinated academic, career, and personal advising for students; Planned, evaluated and supervised the implementation of educational and cultural programming and other supportive resources that will help students to persist at and graduate from the college by collaborating with other departments, staff, faculty, and student groups; Coordinated co-curricular-related services and activities working closely with other departments and student organizations, which would include the design and delivery of study skills enrichment and workshops.

Additional Training and Certification:

Certified Grant Specialist and Consultant - Research Associates, Inc.

Counseling/Teaching Certification (NY State Provisional)

Level III Child Care Administrator's License with the North Carolina Department of Health and Human Services – Division of Child Development (2006)

MS Word, MS Excel, MS PowerPoint, Publisher, SPSS, STATA

AWARDS AND HONORS

National Head Start Leadership Fellow Finalist, 2005

Certificate of Professional Development, Muskingum College, Columbus, Ohio (2002)

Certificate of Recognition, Mentoring Institute – Johnson C. Smith University, Charlotte, North Carolina (2000-2001)

PROFESSIONAL DEVELOPMENT

American College Personnel Association Annual Conference (ACPA), March 2018

Maryland College Personnel Association Fall Conference (MCPA), October 2017

Maryland College Personnel Association Support Staff Conference (MCPA) April 2017

New York State School Counseling Association Annual Conference (NYSSC), November 2015

Early Educators Leadership Conference, October 2015

OLWEUS Bullying Prevention, May 2015

National Council of Family Relations Annual Conference, 2014

The Dignity for All Students Certification May 2014

School Violence Prevention and Intervention, 2013

Mandated Reporter Training: Identifying and Reporting Child Abuse and Maltreatment, 2013
Society for Research in Child Development, March 2011
National Head Start Regional Conference, summer, 2010
New Family Services Manager Orientation Training Institute, Denver, CO, May 2008
NCHSA 37th Annual Training Conference, Greensboro, NC, April 2007
The Child Outcomes Puzzle Training Institute, Atlanta, GA, June 2006
Head Start Region IV Association Conference Atlanta, GA, February 2006
Early Intervention and Early Childhood Summer Institute, Williamsburg, VA, June 2005

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

American College Personnel Association (ACPA)
Maryland College Personnel Association (MCPA)
Education Policy Fellowship Program (EPFP)
National Association for the Education of Young Children (NAEYC)
National Head Start Association (NHSA)
National Council of Family Relations (NCFR)
National Black Child Development Institute (NBCDI)
American Counseling Association
Girl Scouts of America Incorporated

COMMUNITY ORGANIZATIONS

International League of Muslim Women, Inc.,
Head Start Peer Reviewer (HSRC11) Fall, 2011; Fall 2013
Somali Bantu Community Saturday Tutoring Program, Syracuse, New York (2011-2012)
Dear Mother's Quality Foods, Board Member, Charlotte, North Carolina
The Koinoiah Exchange, Advisory Council, Charlotte, North Carolina (2006-2009)
Hornets' Nest Girl Scout Council, Daisy/Brown Age Level Consultant, Meck 5 District, Charlotte, North Carolina (2000-2009)
Brownies/Juniors Troop Leader, Troop 2211, Charlotte, North Carolina (2000-2009)
Muslim Women of the Carolinas (MWOC), President, Charlotte, North Carolina (2001-2004)
Education Consultant, Charlotte Islamic School (2003- 2005)
Education Board, Al-Huda Academy (2005-2006)

SELECTED PRESENTATIONS

Muhammad, V. **Immigrant Caribbean Women, and Higher Education**: Syracuse University, May 2011. (Presenter)
Muhammad, V. **Issues in Multicultural Literacies – AM TEHST Project**: Syracuse University: Summer, 2011. (Presenter)

Muhammad, V. **Gender Role Development of Children Raised by Gay and Lesbian Parents**: Syracuse University, summer 2010. (Presenter)

Muhammad, V. **Critical Race, and Multicultural Feminist Theory**: Syracuse University, November 2009. (Presenter)

Muhammad, V. **Visualizing the Future – Perfecting the Present**: Bethlehem Center Head Start of Charlotte, August 2008. (Facilitator/Trainer)

Muhammad, V. **Tune Up With the Creative Curriculum**: Bethlehem Center Head Start of Charlotte, August 2005. (Trainer)

Muhammad, V. **Bridging the Nine Systems of Head Start with Education:** Bethlehem Center Head Start of Charlotte, August 2005. (Trainer)

Muhammad, V. **Taking Anecdotal Notes:** Bethlehem Center Head Start of Charlotte Teacher Training, January 2004. (Facilitator/Trainer)

Muhammad, V. **Re-training, Re-shaping, and Re-focusing:** Johnson C. Smith University Resident Advisor Recruitment Session, February 2001. (Training Facilitator/Presenter)

Muhammad, V. **We're In the Money:** Johnson C. Smith University Resident Advisors Spring Training, April 2001. (Facilitator)

Muhammad, V. **Supervision of Resident Advisors:** Johnson C. Smith University Residence Coordinators Training, summer, 2000. (Facilitator/Presenter)

Muhammad, V. **Embracing Change to Make a Difference:** Johnson C. Smith University, July 26-31, 2000. (Facilitator/Presenter)

Muhammad, V. **A Partnership for the New Millennium:** Johnson C. Smith University Resident Advisors Exchange Program, October 1999. (Facilitator)

Muhammad, V. **The Next Generation of Professionals:** Johnson C. Smith University Resident Advisors Spring Training, April 1999. (Facilitator/Trainer)

GRANTS/Funded

2009 HSBS Play Space Grant Award. Funded by the National Association for Sports and Physical Education, and the National Center for Physical Development and Outdoor Play. Principle Investigator \$5,000

2008, Financial Literacy Boot Camp. Funded by E-Trade. I wrote this grant in its entirety and was solely responsible for the research design. Principle Investigator, 10,000

REFERENCES: Available upon request

EDUCATION

- 12/08 **North Carolina Central University School of Law** North Carolina
Juris Doctorate
- Thurgood Marshall Academic Scholarship Recipient
 - Thurgood Marshall Essay Competition Winner-
“Power of technology in a global village”
- 12/00 **University of North Carolina at Chapel Hill** North Carolina
Bachelor of Arts
Major: Political Science; Concentration: Latin America

LEGAL EXPERIENCE

- 08/06 – 12/08 **NCCU-Law School**, Office of Development, Durham, North Carolina
Research Assistant
- Developed strategy for raising funds for the NCCU-Law library endowment.
 - Raised \$110,000 in 2006
- Summer 2006 **Honorable William Webb, U.S. District Court, Eastern District of North Carolina**
Judicial Intern
- Drafted a judicial opinion for a case that involved an appeal for Disability Insurance Benefits. This required reviewing court pleadings and transcripts of the record to determine whether there was substantial evidence for the decision rendered by the Commissioner of Social Security Administration.
 - Drafted a Judicial Order in response to a Motion to Amend Answer/Reply brief. The case involved an affirmative defense pursuant to the after-acquired evidence doctrine.
 - Verified and cross-checked case law and statutes cited in briefs filed with the court, as well as observed arbitration hearings, pre-trial conferences, and trials.

PROFESSIONAL EXPERIENCE

- 06/01/2010-
Present **The Law Office of James F. Cyrus IV, PLLC**
Attorney at Law
- Criminal. Immigration. Civil.
- 09/02 -07/05 **DC Department of Health** District of Columbia
Research Investigator
- Oversaw Bioterrorism program and all activities related to surveillance and epidemiology preparedness and response.
 - Conducted educational outreach for bioterrorism related activities and other communicable diseases.
- 05/01-05/02 **Morgan Stanley** Florida
Financial Advisor
- NASD Licenses: Series 7, Series 66, and Series 3.
 - Developed investment strategies for high net worth clients that included wealth planning, asset allocation, managed accounts, and portfolio construction.
 - Managed \$3 million in assets generated through cold calling and referrals.
 - Hosted Private Wealth Management dinners as a member of the Tom Cleary group for investors with investable assets of \$5 million or more.
-

Omar Muhammad
P.O. Box 33204 Charlotte, NC 28233
Home: 704-904-7180 Email: omuhammad_v@yahoo.com

Education

8/2006 Master of Science in Organization Change and Leadership
Pfeiffer University, Charlotte North Carolina
7/2004 Certified National Grant Writer and Consultant
Research Associates, Inc., Columbia South Carolina
5/2002 Bachelors of Science, Business Management
Paine College, Augusta Georgia

Professional Development

5/2011 Fund Development for Nonprofit Boards
9/2010 Business Planning for CHDO's / Nonprofits
6/2008 Building Rural Communities through CHDO's Training
3/2008 Office for Human Research Protections (OHRP) Quality Assurance Training
11/2007 U.S Department of Housing and Urban Development Training
8/2006 IRS Training on Budgeting and file Non-profit Taxes

Technology

Microsoft Windows PowerPoint	MS Word / Excel	Adobe Photoshop
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Professional Experience

CiberPointe, Inc. (Non-Profit)
Charlotte, NC

Co-Founder - Development Manager

11/ 2007- Present

- Advised on policy, IRS compliance, and government regulations.
- Raised over \$100K for a neighborhood education plans
- Urbanized the organization activities and fundraisers in accordance with the goals established by the Board of Directors.
- Counseled members on financial planning and accounting practices as well as its relationship with lending institutions, stakeholders, and the financial department.
- Worked closely with the board chairperson to support all board functions, including recruitment and orientation of new board members; helping to plan board and committee meeting agendas; working with individual board members and committees to ensure all board members understand the mission and goals.
- Organized and conducted grant conferences, workshops, seminars on proposal writing, organizational renewal, professional/personal success strategies/coaching, strategic planning and grant development program.
- Consulted and trained educational, non-profit and for-profit institutions in organizational development (OD).
- Conducted research in education, economic and community development to improve low socioeconomic neighborhoods.
- Supervised seven part-time employees
- Coordinated and supervised approximately fifteen to twenty-five volunteers for special events, conferences and workshops

- Scoped, Planed and Delivered growth strategies, Business Process Analysis, Reengineering and Improvement initiatives
- Interviewed Business Subject Matter Experts for the purposes of mapping current Business Processes, Practices and designing new processes.

United States Department of Agriculture (USDA)

Trenton, NJ

Field Technician

06/2013- 06/2014

- Examine food in schools, centers, and parks
- Examine the duties of each site before and after food is served
- Examine sanitation procedures, location license, workers information and valid health certificates
- Evaluate, performed field investigations, and sited violations in compliance with Federal laws

UMI & Associates (Non-Profit)

Syracuse, NY

VP of Business Development

11 / 2010 – 02 / 2013

- Work with partners to develop educational and economical developmental programs
- Raised over \$250K for a neighborhood redevelopment plan
- Fundraised and planned events
- Supervised all volunteers
- Implementation of organization policies, IRS compliance and government regulations
- Worked closely with the board in support of all board functions, including recruitment, training, and orientation of board members.
- Reviewed all financial statements while improving all budget objectives
- Reviewed all written government grants, contract proposals and consulted how to manage them
- Researched and develop new funding resources
- Coordinate the activities of the organization in support of policies, goals, and objectives
- Developed new programs and activities
- Coordinate local and state meetings with government officials
- Developed a new strategic plan while managing all properties
- Restructured the organization while creating a better business & marketing team

GE Money

Charlotte, NC

Credit Analyst

9/2006 – 10/2007

- Managed accounts
- Analyzed financial data and other pertinent information to determine the financial condition and Credit-worthiness of customers
- Developed and secured arrangements on accounts not meeting standards for the extension of Credit
- Analyzed credit data and financial statements to determine the degree of risk involved in extending credit or lending money.
- Prepared reports that include the degree of risk involved in extending credit or lending money.
- Evaluated customer records and recommend payment plans based on earnings, savings data, payment history, and purchase activity.
- Conferred with credit association and other business representatives to exchange credit information.

Appendix G
**Proposed By-Laws of the Non-
Profit Organization***

Clara Science Academy Board Draft Bylaws

THE SCHOOL

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

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

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

Board of Directors

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMITTEES

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

OFFICERS

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

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

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

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

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

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

INDEMNIFICATION OF MEMBERS AND OFFICERS

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

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

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

ROBERT'S RULES

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

AMENDMENTS

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

FISCAL YEAR

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

SEAL

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

PROVISIONS FOR DISSOLUTION

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

Distributions Upon Dissolution

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

Appendix H

Articles of Incorporation*



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

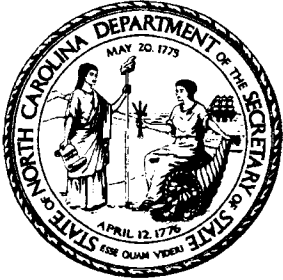
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CLARA SCIENCE ACADEMY CHARTER SCHOOL

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



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

Secretary of State
Scan to verify online.

Elaine F. Marshall

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

INSURANCE PEOPLE

Below are the estimated annual premiums: **Clara Science Academy**

Property Premium Estimate **\$450**

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

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

Rating Basis:	Students	250
	Faculty	29

Limits:

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

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

Premium Estimate **\$4,277**

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

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$6,710
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,200,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$15,880
Student Accident Coverage		\$7.00/ student

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

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

09/07/2018

Appendix O – Additional
Appendices Provided by
Applicant (10 Page Limit)



"To Dream and make it a reality"

9 / 10 / 18

Dear Clara Science Academy:

It is with great pleasure to announce that Clara Science Academy has been awarded **\$20,000**. These funds were awarded to Clara Science Academy transportation department. Clara Science Academy has provided a clear mission and vision that is aligned with the Clara's Foundation goals.

Clara's Foundation has been created to serve its community in the areas of education, research, and economic development. While our commitment to research is unwavering, we recognize that the most pressing challenges confronting young people change over time.

The foundation believes that education practices have evolved and is still impacting communities around the world. With the right research and education, Clara's foundation is convinced that society can improve economic development for low-income communities and all others.

As the foundation grows, we will continue to express to all communities that everyone should dream big, and the Clara's Foundation will help to make it a reality.

Once again, congratulations to Clara Science Academy. The foundation looks forward to working with you in the future.

Thank you,

Clara's Foundation

Clara's Foundation

P.O. Box 33204

Charlotte, NC 28233



222 SW Columbia, Ste 1750
Portland, OR 07201
(877) 272-1001
www.charterschoolcapital.org

October 01, 2018

VIA EMAIL

Omar Muhammad, Board Member
Clara Science Academy Charter School
13106 Autumn Trace Dr.
Huntersville, NC 28078

Re: Qualification for Funding - Clara Science Academy Charter School

Ladies and Gentlemen:

Please be advised that Clara Science Academy Charter School has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of \$270,000.

Funding for Clara Science Academy Charter School is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of North Carolina, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit corporation in good standing with the North Carolina Secretary of State;
5. A "Good Standing Certification" being executed by the North Carolina State Board of Education upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and North Carolina laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Dylan Smith

Dylan Smith
Inside Sales Rep

Funding Charter School Success

Appendix P
Required Signed and Notarized
Documents*

Appendix P:

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

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

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

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

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

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

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

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


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

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

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

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

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


COMMONWEALTH OF PENNSYLVANIA
NOTARIAL SEAL
IBRAHIMA SYLLA, Notary Public
City of Philadelphia, Phila. County
My Commission Expires March 25, 2018

Certification

I, Omar Muhammad, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Clara Science Academy Charter School is true and correct in every respect.


Signature

3/16/18
Date

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