

Appendix A1: Evidence of Educational Need

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

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

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

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

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

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

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

Statistics and analysis provided by the July, 2018 Economic Overview Report of the Person County Economic Development Commission support the need for the placement of a vocational / career – themed secondary school in Person County. According to the report, US and NC census figures put the median age of Person County’s population of slightly more than 39,000 at 42.8, compared to 38.3 for the state of North Carolina and 37.7 for the USA. The largest percentage of the county’s residents fall in the “under 18 years” category (21.9%); the second-largest percentage are in the “55-64 years” category (15.1%). The county is 68.7% white, 26.9% black, and 4.1% Hispanic, with all other racial groups together totaling less than 5% (and accounting for mixed-race “double reporting”). Person County’s white population percentage is very close to North Carolina’s total white population percentage. The county’s African-American population is 5.4% higher than the state, however, and its Hispanic population percentage is 4.8% lower.

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The median household income in Person County is \$43,297, compared to the state's median of \$48,256 and the nation's median of \$55,322. Person County's poverty level is nearly 19% in comparison to the state rate of 16.8% and the national rate of 15.1%. In addition, the county has higher percentages of residents with high school diplomas, some college, and two-year associate's degrees. However, Person County has a significantly lower percentage of residents with bachelor's degrees than the state or the national percentages (12.5% vs. 20.3% and 20.2%, respectively) or with post-graduate degrees (3.4% vs. 10.4% and 11.6%, respectively).

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

In April 2018, the seasonally adjusted unemployment rate for Person County was 4.0%. This rate, as has been true in the past, was higher than the national rate of 3.9%. The largest employment sectors in Person County are Manufacturing (14.8%), Retail Trade (14.4%), and Health Care and Social Assistance (12.2%). With the exception of the county's few physicians and employees in the highly-skilled careers of the Health Care sector, all three of these sectors employ high percentages of people with attained education levels lower than university bachelor's degrees.

The county's high location quotients, defined in the EDC report as "sectors in which a region has high concentrations of employment compared to the national average," are Utilities, Manufacturing, and Agriculture-Forestry-Fishing-Hunting. All of these are also major employers of those with high school diplomas or associate's degrees only. Regional sectors with the best job growth over the last five years are Utilities, Construction, and Transportation and Warehousing (*Economic Overview: Person County 60-Minute Drive Time*). The 2017 report of the same regional statistics named Accommodation and Food Services, Health Care and Social Assistance, and Retail Trade as leading job growth sectors for this area of the state. All six areas include major employers of workers with less than four-year degrees.

The largest major occupation group in Person County is Office and Administrative Support Occupations, followed by Production Occupations and Sales and Related Occupations. Over the next ten years, the *2017 Person County Economic Overview* forecast that the highest replacement demand (occupation demand due to retirements and workers moving from one occupation to another) in Person County and surrounding areas is expected in Sales and Related Occupations and in Food Preparation and Serving Related Occupations. All of these occupation groups and sectors provide employment to large numbers of workers with high school diplomas and associate's degrees as their highest levels of formal education.

In terms of Industry Clusters, defined by the EDC report as "geographic concentrations of interrelated industries or occupations," the 2018 report identifies Person County's highest relative concentration in Textile-Leather. The 2017 report named Coal-Oil-Power as the Industry Cluster with the highest relative concentration. These are also groups of occupations not requiring bachelor's degrees or higher for most employees. Expected growth rate for occupations requiring a 2-year degree or certificate in Person County over the next ten years is 0.3% per year, one of only two areas by required education and training expected to grow during this time (the other being occupations requiring a postgraduate degree, at 0.7% per year). These numbers are identical to last year's forecasted numbers.

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

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

Business and Industry Survey Results

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

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

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

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

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

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

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

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

Appendix A1: Evidence of Educational NeedCommunity Survey Results

The PCA Community Survey is being distributed through links on our website and our Facebook page and was made available at our information table set up at both the 2017 and 2018 Personality Festivals. To date, 397 people have responded as follows:

Question #1: 356 respondents indicated that they currently reside in Person County. 8 reside in Durham County, 9 in Caswell County, 6 in Granville County, 2 in Orange County, and 16 reside "Somewhere else."

Question #2: When asked, *"Are there students living in your home who will be in middle and/or high school in school year 2020-2021?"* (the year PCA is proposed to open), 171 responded "Yes," 226 responded "No."

Question #3: When asked, *"If you responded 'Yes' to question #2 above, do you believe that any of those students might NOT go to a 4-year college or university right after they graduate from high school?"*, 138 responded "Yes" or "Maybe," 33 responded "No."

Question #4: When asked if students in Person and surrounding counties *"could benefit from a middle-high school designed to prepare them for vocational training schools and immediate employment in local businesses and industries after graduation?"*, 167 of those who answered "Yes" to question #2 and 221 of those who answered "No" to question #2 responded "Yes" or "Maybe" – a **total of 388**. 4 of those who answered "Yes" to question #2 and 8 of those who answered "No" to question #2 responded "No" – a **total of 12**.

Question #5: When asked, *"Do you believe that high school students can benefit from real-world job and internship experiences while in high school?"*, 169 of those who answered "Yes" to question #2 and 221 of those who answered "No" to question #2 responded "Yes" or "Maybe" – a **total of 390**. 1 of those who responded "Yes" to question #2 and 3 of those who answered "No" to question #2 responded "No" – a **total of 5**.

Question #6: When asked, *"Do you believe that middle and high school students can benefit from designing and carrying out hands-on projects as a major part of their learning assessment experiences, in addition to – or instead of – traditional paper-and-pencil tests?"*, 168 of those who answered "Yes" to question #2 and 222 of those who answered "No" to question #2 responded "Yes" or "Maybe" – a **total of 390**. 3 of those who answered "Yes" to question #2 and 4 of those who answered "No" to question #2 responded "No" – a **total of 7**.

Question #7: When asked, *"Would you be interested in enrolling your child in such a school?"*, 163 of those who answered "Yes" to question #2 responded "Yes" or "Maybe," 8 responded "No." And even though they indicated that they had no students living in their homes who might qualify to enroll, 124 of those who answered "No" to question #2 also answered "Yes" or "Maybe," many with written-in comments such as "If I had one," or similar.

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

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

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

PCA will keep the links to both surveys active in the coming months, and will continue to distribute surveys at information sessions and community events, to allow for the possibility of a wider and greater response.

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

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

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

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

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

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

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

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

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

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

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

Appendix B2: High School Courses of Study and Graduation Requirements

<p>Academic: Social Studies</p>	<p style="text-align: center;"><u>4 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>World History</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History I</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History II</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History: The Founding Principles, Civics & Economics</td> <td style="text-align: right;">1</td> </tr> </tbody> </table>	<u>Courses Offered</u>	<u>Credit</u>	World History	1	American History I	1	American History II	1	American History: The Founding Principles, Civics & Economics	1	<p style="text-align: center;"><u>2 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>American History I*</td> <td style="text-align: right;">1</td> </tr> <tr> <td>American History II*</td> <td style="text-align: right;">1</td> </tr> </tbody> </table> <p>*OCS Pathway courses aligned with SCOS</p>	<u>Courses Offered</u>	<u>Credit</u>	American History I*	1	American History II*	1
<u>Courses Offered</u>	<u>Credit</u>																	
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American History I	1																	
American History II	1																	
American History: The Founding Principles, Civics & Economics	1																	
<u>Courses Offered</u>	<u>Credit</u>																	
American History I*	1																	
American History II*	1																	
<p>Academic: Remedial and Assistive</p>	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>Foundations of English</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Foundations of Mathematics</td> <td style="text-align: right;">1</td> </tr> </tbody> </table> <p style="text-align: center;"><i>These courses are considered Elective; credit earned is counted toward required elective totals</i></p>	<u>Courses Offered</u>	<u>Credit</u>	Foundations of English	1	Foundations of Mathematics	1	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">All Remedial / Assistive coursework is facilitated through the IEP process for OCS students</td> </tr> </tbody> </table>	<u>Courses Offered</u>	<u>Credit</u>	All Remedial / Assistive coursework is facilitated through the IEP process for OCS students							
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<p>Academic: World Languages</p>	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td>Spanish I*</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Spanish II*</td> <td style="text-align: right;">1</td> </tr> </tbody> </table> <p style="text-align: center;"><i>*Offered online in a supervised school setting</i></p> <p style="text-align: center;"><i>These courses are considered Elective; credit earned is counted toward required elective totals</i></p>	<u>Courses Offered</u>	<u>Credit</u>	Spanish I*	1	Spanish II*	1	<p style="text-align: center;"><u>0 credits required</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Courses Offered</u></th> <th style="text-align: right;"><u>Credit</u></th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Any World Language coursework offered would be facilitated through the IEP process for OCS students</td> </tr> </tbody> </table>	<u>Courses Offered</u>	<u>Credit</u>	Any World Language coursework offered would be facilitated through the IEP process for OCS students							
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Spanish II*	1																	
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Appendix B2: High School Courses of Study and Graduation Requirements

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

Appendix B2: High School Courses of Study and Graduation Requirements

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

Appendix B2: High School Courses of Study and Graduation Requirements

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

PIEDMONT CAREER ACADEMY

Appendix C: School Year Academic / Instructional Calendar

The PCA calendar will be based upon the Person County Schools LEA calendar each year in order to facilitate planned contractual bus transportation. This sample calendar is extrapolated from the Person County Schools calendar for 2018-19, the latest calendar published on the PCS website. It will be adapted and revised to fit the 2020-2021 PCS calendar once that calendar is adopted.

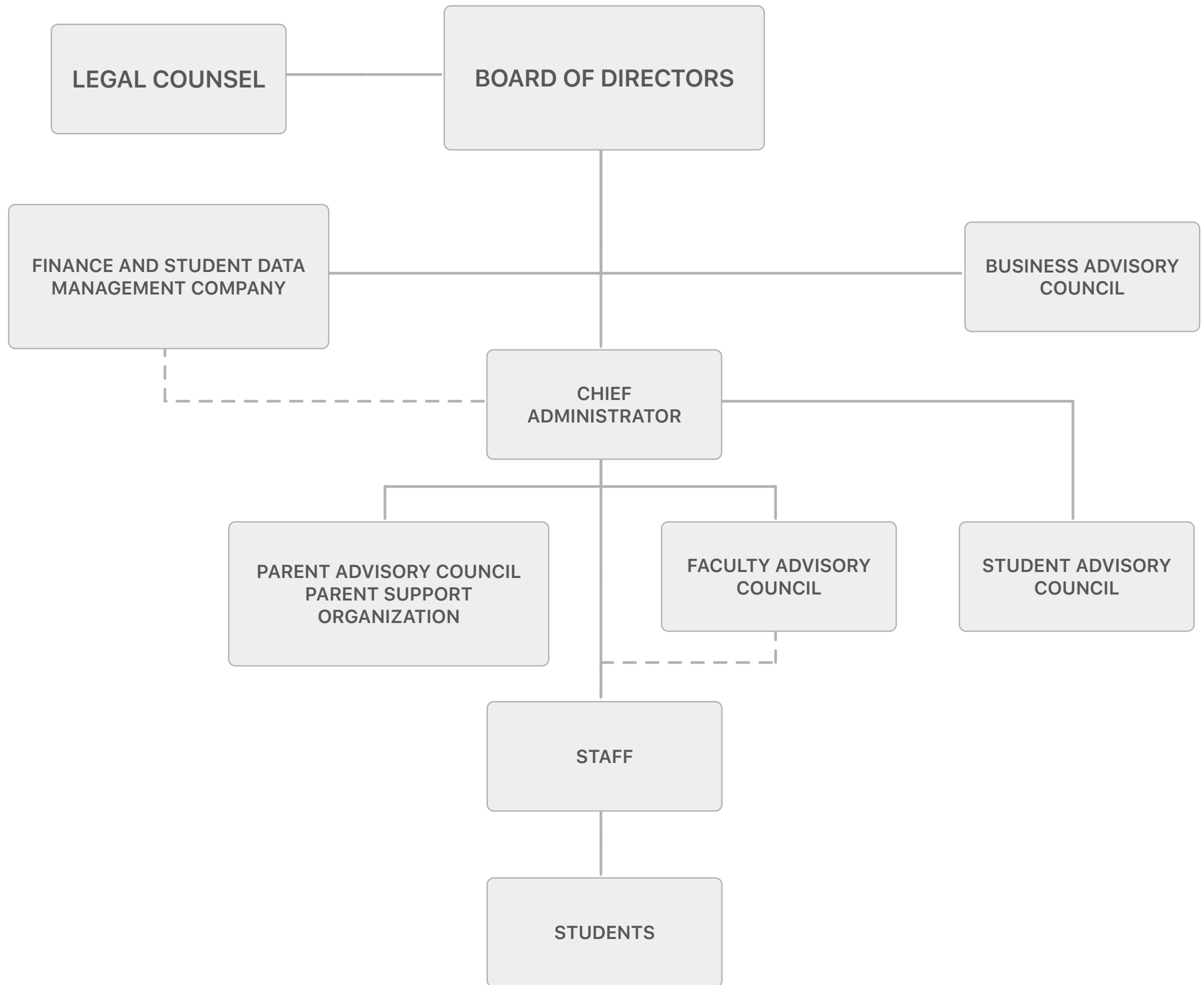
SCHOOL YEAR 2020-2021 [TOTAL INSTRUCTIONAL DAYS: 180]

<u>Day(s)</u>	<u>Date(s)</u>	<u>Event(s)</u>
Mon-Fri	Aug 10-14	Staff Professional Development (2020-2021 school year only)
Mon-Fri	Aug 17-21	Staff Week: Teacher workdays
Tue	Aug 18	Middle School (grs 6-8) Intake Open House & PSO meeting
Thu	Aug 20	High School (grs 9-10) Intake Open House & PSO meeting
Mon	Aug 24	First day for students
Mon	Sep 7	LABOR DAY HOLIDAY: school is closed
Thu	Oct 22	End first quarter grading period
Fri	Oct 23	Teacher workday
Wed	Nov 11	VETERANS' DAY HOLIDAY: school is closed
Wed	Nov 25	Teacher workday
Thu-Fri	Nov 26-27	THANKSGIVING HOLIDAYS: school is closed
Thu	Dec 17	PBL Project Demo and Student-Led Conferences
Mon-Fri, Mon-Tue	Dec 21-25, 28-Jan 1	CHRISTMAS-NEW YEAR HOLIDAY BREAK: school is closed
Mon	Jan 4	School re-opens after holiday break
Mon	Jan 18	MLK HOLIDAY: school is closed
Tue-Thu	Jan 19-21	HS: final [semester] exams
Thu	Jan 21	End second quarter grading period, end first semester
Fri	Jan 22	Teacher workday
Fri	Mar 26	End third quarter grading period
Mon-Tue	Mar 29-30	Teacher workdays, parent conferences
Wed-Fri	Mar 31, Apr 1-2	SPRING [EASTER HOLIDAY] BREAK: school is closed
Mon	Apr 5	EASTER MONDAY HOLIDAY: school is closed
Thu	May 21	PBL Project Demo and Student-Led Conferences
Mon	May 31	MEMORIAL DAY HOLIDAY: school is closed
Mon-Tue	Jun 7-8	HS: final [semester] exams / MS: EOG tests
Tue	Jun 8	Last day for students; end fourth quarter grading period, end second semester
Wed-Fri	Jun 9-11	Teacher workdays

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

PIEDMONT CAREER ACADEMY

APPENDIX E: ORGANIZATIONAL CHART



PIEDMONT CAREER ACADEMY, INC.

BY-LAWS

Adopted April 13, 2017

ARTICLE I: NAME

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

ARTICLE II: PURPOSE

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

ARTICLE III: MEMBERSHIP

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

ARTICLE IV: BOARD OF DIRECTORS

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

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

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

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

C. ELECTION OF DIRECTORS:

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

D. TERMS OF OFFICE:

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

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

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

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

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

ARTICLE V: MEETINGS OF THE BOARD

A. PLACE OF MEETINGS:

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

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

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

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

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

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

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

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

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

ARTICLE VI: ACTION BY THE BOARD

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

B. ACTIONS BY THE BOARD:

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

C. COMMITTEES:

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

D. STANDARD OF CARE:

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

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

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

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

ARTICLE VII: OFFICERS

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

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

B. ELECTION, ELIGIBILITY AND TERM OF OFFICE:

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

ARTICLE VIII: NON-LIABILITY OF DIRECTORS

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

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

ARTICLE X: CONFLICT OF INTEREST POLICY

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

ARTICLE XI: OTHER PROVISIONS

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

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

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

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

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

ARTICLE XII: AMENDMENTS

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

ARTICLE XIII: PROHIBITED ACTIVITIES

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these Articles of Incorporation. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE XIV: DISTRIBUTION UPON DISSOLUTION

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



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

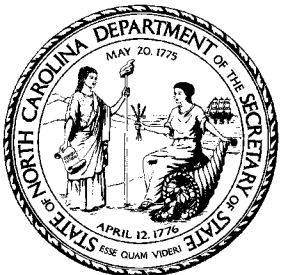
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

PIEDMONT CAREER ACADEMY, INC.

the original of which was filed in this office on the 12th day of April, 2017.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 12th day of April, 2017.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Piedmont Career Academy, Inc.

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

3. The name of the initial registered agent is: Robert E. Daniel, Jr., Ph.D.

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

Number and Street: 163 Hugh Blalock Road

City: Roxboro State: NC Zip Code: 27574 County: Person

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

Number and Street or PO Box: _____

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

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

Name	Address
<u>Robert E. Daniel, Jr., Ph.D.</u>	<u>163 Hugh Blalock Road, Roxboro, NC 27574</u>
<u>Derrick Sims</u>	<u>2409 Flat Woods Road, Timberlake, NC 27583</u>
<u>Nan Jeffers</u>	<u>104 Prestige Avenue, Roxboro, NC 27573</u>

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

a. The corporation will have members.

b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: 336-583-4230

Number and Street: 163 Hugh Blalock Road

City: Roxboro State: NC Zip Code: 27574 County: Person

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

Number and Street or PO Box: _____

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

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

Name	Address	Title
Robert E. Daniel, Jr.	163 Hugh Blalock Road, Roxboro, N	Chairman
Nan Jeffers	104 Prestige Avenue, Roxboro, NC	Secretary

Privacy Redaction

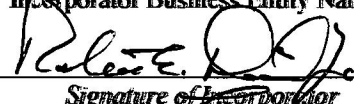
11. (Optional): Please provide a business e-mail address: _____

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

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

This is the 28th day of March, 2017.

Incorporator Business Entity Name



Signature of Incorporator

Robert E. Daniel, Jr., Ph.D., Chairman of the Corpora

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

NOTES:

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

Statement of Purpose

This Corporation is organized exclusively for the purpose of establishing and maintaining a public charter school designed to emphasize and provide middle school and high school education focused on career preparation to enrolled students residing in Person County, NC and surrounding areas.

Prohibited Activities

No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these Articles of Incorporation. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

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 in such manner to such organization or organizations organized and operated exclusively for educational purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for educational purposes, or to state and/or local governments for such purposes.

Appendix L: Insurance Quotes

INSURANCE PEOPLE

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

Property Premium Estimate **\$600**

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

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

Rating Basis:	Students	250
	Faculty	21

Limits:

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

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

Premium Estimate **\$4,277**

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

Named insured includes the insured Organization (School Entity), 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		\$7,135
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,200,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$16,450
Student Accident Coverage		\$7.00/ student

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

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

BIG PICTURE LEARNING: HOW IT WORKS

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

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

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

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

10 DISTINGUISHERS

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

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

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

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

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

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

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

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

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

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

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

START OR TRANSFORM A SCHOOL

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

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

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

What is Project Based Learning (PBL)?

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

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

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

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

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

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

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

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

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

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

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

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

OVERVIEW

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

I. ACADEMIC ADVISING

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

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

II. ADVOCACY

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

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

III. REFERRALS

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

IV. ADVISORY SESSIONS

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

V. PARENTAL SUPPORT

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

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

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



PERSON COUNTY

OFFICE of the ECONOMIC DEVELOPMENT DIRECTOR

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

August 11, 2017

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

Dear Dr. Daniel, Jr.:

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

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

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

Sincerely,

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

Cc: Heidi York, Person County Manager



PERSON COUNTY

OFFICE OF THE COUNTY MANAGER

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

May 19, 2017

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

Dear Dr. Daniel:

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

Sincerely,

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

Heidi York
County Manager



Roxboro Area Chamber of Commerce, Inc.

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

July 13, 2017

Dear Dr. Daniel,

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

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

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

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

Best regards,



Alicia Puryear
President/CEO
Roxboro Area Chamber of Commerce

Tracey Kendrick <tkendrick@personcounty.net>

To: Eddy Daniel

Apr 29 at 10:14 PM

To whom it may concern,

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

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

Appendix P: Charter School Required Signature Certification

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

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

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.
 - Name of the Selected Board Attorney: Not yet selected; will select at a later date
 - Date of Review: Not yet accomplished; will undergo at a later date
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - None: Review to be accomplished at a later date

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.
 - Name of the Selected Board Auditor: Eric Smith, Potter & Associates
 - Date of Review: : Not yet accomplished; will undergo at a later date
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - None: Review to be accomplished at a later date

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
 - Name of the Contact for Selected EMO/CMO: N/A – PCA is not contracting with a CMO/EMO

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
 - Name of the Contact: Cory Draughon, CEO
 - Name of the Selected Financial Service Provider: Charter Success Partners, Inc.
 - Date of Review: : Not yet accomplished; will undergo at a later date
 - Signature of Board Members Present (Add Signature Lines as Needed):
 - None: Review to be accomplished at a later date

Appendix P: Charter School Required Signature Certification

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

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

Certification

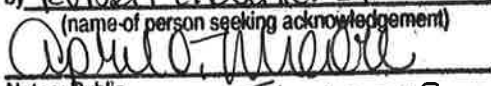
I, Robert E. Daniel, Jr., Ph.D., as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as Piedmont Career Academy Charter School is true and correct in every respect.



9-24-2018

Signature

Date

County/City of Person/Roxboro
 Commonwealth/State of North Carolina
 The foregoing instrument was acknowledged before
 me this 24th day of September, 2018
 by Robert E. Daniel Jr
 (name of person seeking acknowledgement)

 Notary Public
 My Commission Expires: July 12, 2022

<p>APRIL O MOORE Notary Public Person Co., North Carolina My Commission Expires July 12, 2022</p>
