

Appendix A1, Evidence of Educational Need

The Triumph Charter Academy board has collected various statistical and community data to document the need for another option for families in Robeson County to pursue educational excellence for their children. It is expected that the majority of the student population of TCA will come from Robeson County, however, based on responses to the community interest survey, there was some interest from families in the surrounding counties of Hoke and Cumberland, although those numbers were insignificant. The student population will be expanded to include surrounding LEAs as interest and availability allows. The data presented below will focus primarily on Robeson County, but also includes data on Hoke and Cumberland counties in response to the survey data.

Current Educational Options

Robeson and Hoke County currently have limited educational options for students beyond the local education agency. While both counties have large numbers of home schools, this option is not feasible for all families.

Non-District Educational Options by County Location

	Charter		Private		Home School	
	# of Schools	Student Enrollment	# of Schools	Student Enrollment	# of Schools	Student Enrollment
Robeson	2	323	7	368	882	1278
Hoke	0	0	6	115	606	972
Cumberland	2	1104	30	4652	2440	3787

Charter data from NCDPI's 2017 School Report Cards - <https://ncreportcards.ondemand.sas.com/src/>

Private school data from NC Department of Administration Division of Non-Public Education

2017-18 Directory of Non-Public Schools -

<https://files.nc.gov/ncdoa/Conventional%20School%20Directory%209-1-2018.pdf>

Homeschool data from NC Department of Administration Division of Non-Public Education 2018 North Carolina Home School Statistical Summary -

<https://files.nc.gov/ncdoa/17-18%20Home%20School%20Annual%20Report.pdf>

Academic Performance

Based on the 2016-17 Low-Performing Schools and Districts Report

(<http://www.ncpublicschools.org/accountability/reporting/>) released by the NCDPI Accountability Division, the Public Schools of Robeson County (PSRC) was designated as a low-performing district with 27 of 41 schools identified as low-performing. The 2016-17 End-of-Grade performance data in the following table demonstrates that students in Robeson County are underperforming on both grade-level proficiency (level 3) and career and college readiness (levels 4 and 5) when compared to student performance on End-of-Grade tests in the state and the neighboring counties of Hoke and Cumberland.

Percentage of students scoring level 3 or higher on

	Reading EOG	Math EOG	Science EOG
Robeson County	36.4	34.6	61
Hoke County	51	54.7	69.9
Cumberland County	57.3	50.8	75.6
North Carolina	57.5	57.5	72.8

Data from NCDPI's 2017 School Report Cards - <https://ncreportcards.ondemand.sas.com/src/>

The TCA board has identified 22 schools serving students in grades K-8 whose attendance areas are approximately 15 miles from the proposed location of the charter school. The table below includes enrollment and academic performance data on these 22 schools. Of the 22 schools, 18 had a school performance grade of D or F and 16 were designated as low-performing schools based on 2016-17 performance data. This data shows that families within the proposed attendance area of TCA do not have adequate public school options for ensuring students are on track to be grade-level proficient or career and college ready.

School Name	Grade Levels Served	Enrollment	Reading EOG % scoring 3 or higher	Math EOG % scoring 3 or higher	Science EOG % scoring 3 or higher	Read to Achieve % Promoted	16-17 School Performance Grade
Tanglewood	K-3	430	63.9	77.3	N/A	84.5	B
Piney Grove	PK-6	619	44.6	46.9	76.2	67.1	D*
Carroll Middle	4-6	692	41.9	37.6	76.2	N/A	D*
Rowland-Norment	PK-3	541	48.8	52.9	N/A	82.3	C
JC Hargrave	PK-4	247	31.6	42.8	N/A	85.2	D*
WH Knuckles	PK-4	203	26.4	29.5	N/A	48.7	F*
West Lumberton	PK-4	118	53	62.8	N/A	74.1	C
Magnolia	PK-8	797	30.7	30	53.5	39.2	D*
Lumberton Jr High	7-8	423	34	20.1	56.5	N/A	D*
East Robeson	PK-3	571	64.8	82	N/A	89.9	B
Littlefield	4-8	771	37.4	37.8	66.4	N/A	D*
Union Chapel	PK-6	583	37.3	47.9	32.9	85.3	D*
Deep Branch	PK-6	398	35.3	41.2	82.3	74	D*
Long Branch	PK-4	455	42.5	40	N/A	78.1	D*
St Pauls Middle	6-8	444	38	32.7	72.5	N/A	D
St Pauls Elementary	PK-5	989	30.8	36.2	63.9	70.9	D*
Rex Rennert	PK-5	452	22.2	17.8	58.3	43.1	F*
Pembroke Elementary	PK-5	758	32.7	33.9	73.6	59.7	D*
Pembroke Middle	6-8	622	34.9	23.5	58.9	N/A	F*
Red Springs Middle	5-8	616	39.4	27.1	70.3	N/A	D
Prospect	PK-8	956	44.4	35.3	60	73.6	D*
Peterson	PK-4	592	26.9	28.8	N/A	59.2	F*

* Identified as a low-performing school based on 2016-17 performance data

Data from NCDPI's 2017 School Report Cards - <https://ncreportcards.ondemand.sas.com/src/>

Economic and Educational Attainment Data

As noted on press releases from NCDPI, there is a correlation between school performance grades and poverty levels of the communities they serve. Robeson County is a high poverty county as demonstrated by the 2016 Economic and Educational Attainment Data from the American FactFinder presented in the following three tables. The percentage of families in Robeson County below the poverty level in the past 12 months is double the poverty rate of North Carolina and is higher than that of the neighboring counties of Hoke and Cumberland.

	Robeson	Hoke	Cumberland	NC
% of all families whose income in past 12 months was below poverty level	24.9	18	14.2	12.4

Data from American FactFinder - <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

As seen in the next table, Robeson County has a higher level of adults aged 25 and older in poverty than the state average no matter the educational attainment level. Not surprisingly, adults aged 25 and older with high school diplomas or higher are less likely to live in poverty than their counterparts without a high school diploma. This trend holds true in Robeson, Hoke, and Cumberland counties.

% of Population 25 & Over in Poverty by Educational Attainment Level	Robeson	Hoke	Cumberland	NC
Less than HS graduate	38.7	43.6	29.8	30.2
HS graduate (includes equivalency)	24.7	18.6	16.8	15.8
Some college & associate's degree	20.5	13.5	12.6	11.6
Bachelor's degree or higher	6.5	8.7	4.8	4.3

Data from American FactFinder - <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

The next table shows the percentage of adults aged 25 and higher by their highest level of education. Adults in Robeson County are less likely to have some college or college degree than other adults in North Carolina.

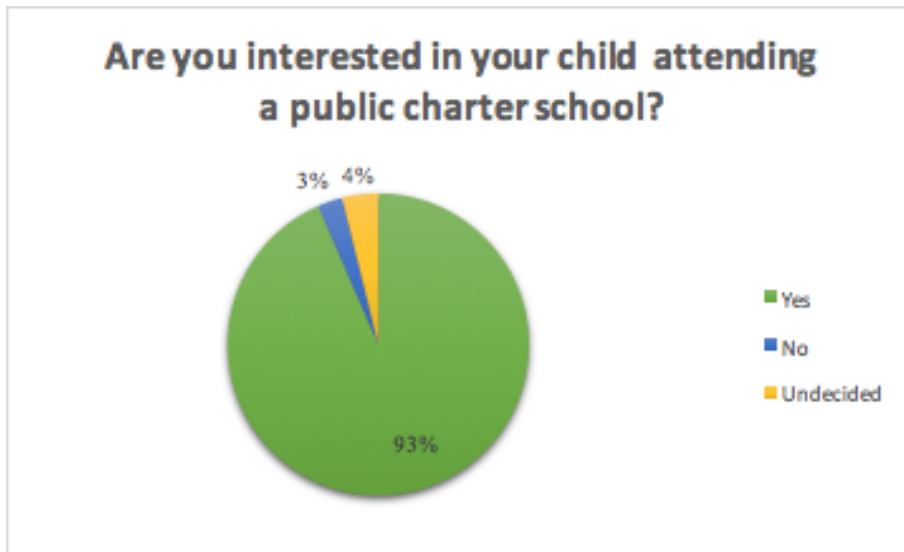
% Population 25 & Over by Educational Attainment Level	Robeson	Hoke	Cumberland	NC
less than 9th grade	8.7	5.8	3.1	5.2
9th-12th grade, no diploma	14.9	9.5	6.6	8.5
HS graduate (includes equivalency)	34.4	28.7	25.7	26.4
Some college, no degree	20.9	27.3	29.4	21.8
Associate's degree	8.5	11	11	9.1
Bachelor's degree	8.9	13.3	15.8	18.8
Graduate or Professional degree	3.8	4.5	8.4	10.2
HS graduate or higher	76.4	84.6	90.3	86.3
Bachelor's degree or higher	12.6	17.8	24.1	29

Data from American FactFinder - <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

Members of the TCA board strongly believe that a school that provides a rigorous and challenging curriculum will help produce learners who are on the path to being career and college ready upon high school graduation. The board also believes that the culture of a school in grades K-8 can be foundational in promoting the belief that all students are capable of attaining some level of post-secondary education. Ensuring that students have access to a high quality education through a public charter school like TCA may provide pathways for families in Robeson County to rise out of poverty.

Community Interest

The TCA board shared a community interest survey via social media, email, and hard copies in various public locations throughout the community. A local community member volunteered to translate the survey into Spanish and was shared in various public locations. A public interest community meeting was held on the campus of Robeson Community College on August 16, 2018. A total of 337 individuals submitted responses to the survey. The survey data supports the belief of the TCA board that families in Robeson County desire an educational option that is promotes educational excellence through a rigorous, engaging curriculum and a focus on developing leadership in students. Below are survey results demonstrating community interest in a charter school option.



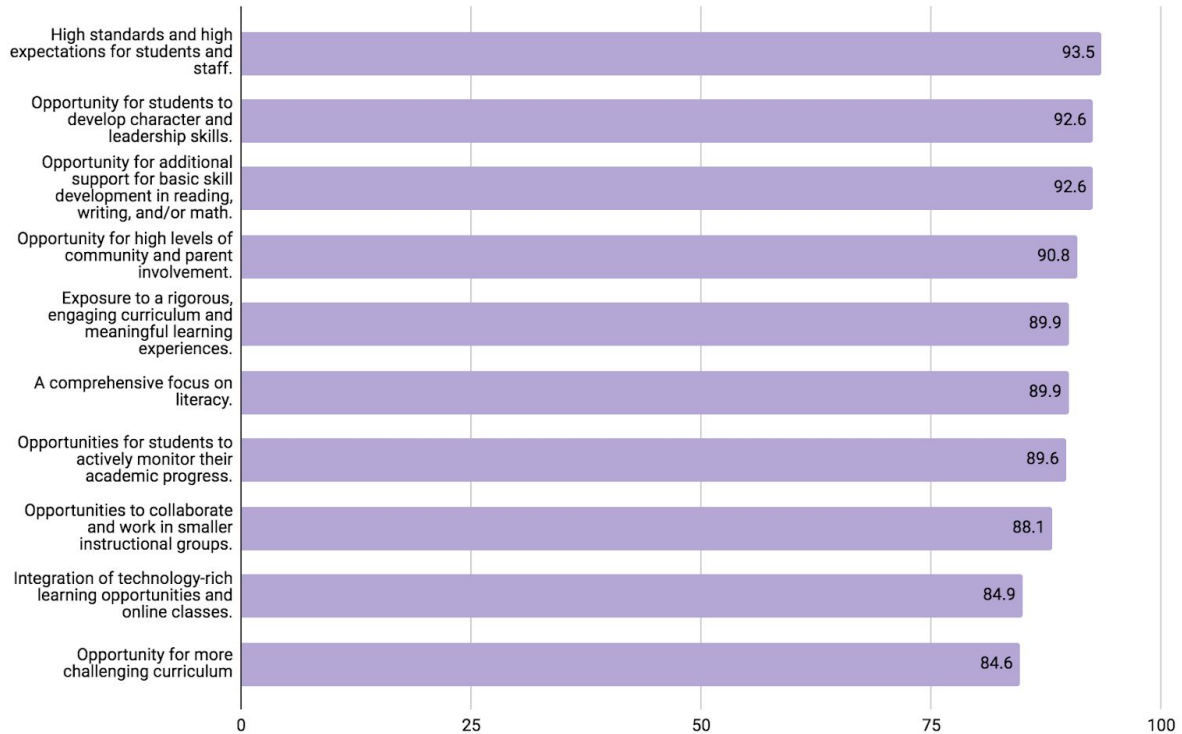
Of the nine negative responses, three of the respondents indicated that they were not interested because their children had either already graduated or would be in a higher grade than proposed for TCA.

Several of the survey respondents who indicated interest in their child attending a charter school provided written comments regarding the limited educational options in the county and the costs associated with attending private schools. These comments align with the educational options data presented earlier in this appendix. Below are a few examples of the respondents' comments:

- Not many options in this county. In need of more private/charter schools.
- Cheaper than private but same vigorous curriculum.
- The public schools are too crowded and the private schools are very expensive.
- I want my child to be able to attend a school I don't have to pay for and still have a good environment and learning to excel
- Options for high quality schools are limited in our county.
- Have begun considering private school because public school seems to be holding everyone back so that no one is left behind alone. A charter school would be a very welcome option.
- Need an alternative to public school without the cost of private school

Survey respondents were provided a list of options and asked to indicate their level of interest for their family. A response of 1 was no interest and a response of 4 was high interest. The graph below represents the top 10 educational options of highest interest to survey respondents. This data has been used to help inform decisions by the TCA board.

Top 10 Education Options Based on Percentage of Survey Response of High Interest



Another question on the survey gauged respondents interest in a technology-rich public charter school that integrates STEM education in its K-8 curriculum. As shown below, there is an overwhelming interest in a school that leverages technology for teaching and learning and integrates STEM education.

6. Would you be interested in a technology-rich public charter school that integrates STEM education (science, te...ering and math) in its K-8 curriculum?

338 responses



Public Charter School Community Interest Survey

This anonymous survey is being conducted to solicit parent and community interest in Triumph Charter Academy (TCA), a proposed tuition-free, K-8 public charter school in Robeson County, which upon approval could open in 2020. Charter schools are public, tuition-free schools that are open to all students. They are public schools of choice, meaning that families choose this option for their children. Please take a moment to complete this short survey to help create a great school for teaching and learning that is reflective of the community and the educational needs of students and families it will serve.

* Required

1. Please tell us your zip code. *

Your answer

2. Do you have children or grandchildren who will or who currently attend school? If so, please select the grade they will be entering in the 2020-21 school year. (Select all that apply if you have more than one child). *

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

My children/grandchild will not be in kindergarten yet.

3. Please indicate your child's current source of education: *

Public school

Private school

Home school

Other:

4. Check all the answers that would describe your child's school experience thus far: *

Loves school; works hard to be successful

Feels school is too easy; not challenging enough

Likes participating in activities outside the school day

Enjoys classes that use computers and other technology resources

Seems to not be "connected" to school

Enjoys school but does not work up to his/ her ability

Enjoys hands-on work more than "book work"

Loves school; does well in the current learning environment

Frustrated with school and not doing well

Likes working on assignments with other students

Attendance concerns

Does fine but seems bored

Needs more support to develop core skills in reading, writing, and math

Not interested in school

Other:

5. Do you feel that your child would benefit from a school that features a small learning environment? *

Yes

No

6. Would you be interested in a technology-rich public charter school that integrates STEM education (science, technology, engineering and math) in its K-8 curriculum? *

Yes

No

On a scale of 1 (NO INTEREST) to 4 (HIGH INTEREST), please indicate your level of interest in the following school options for YOUR student and :

7. High standards and high expectations for students and staff. *
8. Exposure to a rigorous, engaging curriculum and meaningful learning experiences. *
9. A comprehensive focus on literacy. *
10. An inclusive, supportive learning environment. *
11. Experiential, project-based learning at the elementary level. *
12. Experiential, project-based learning in middle school *
13. Opportunities to collaborate and work in smaller instructional groups. *
14. Opportunities for students to actively monitor their academic progress. *
15. Integration of technology-rich learning opportunities and online classes. *
16. Opportunity for additional support for basic skill development in reading, writing, and/or math. *
17. Opportunity for more challenging curriculum *
18. Opportunity for students to develop character and leadership skills. *
19. Opportunity for high levels of community and parent involvement. *

Please indicate any other options you may be interested in:

Your answer

20. Are you interested in your child attending a public charter school? Why or Why not? *

Your answer

21. Would you be interested in taking an active role in developing a great school, such as serving on the Board of Directors, serving on Committees or Volunteering? *

Yes

No

22. What other ideas would you like to offer to assist in the planning for the proposed public charter school?

Your answer

To receive future updates about the proposed public charter school, share your email address if you like.

Your answer

Grades K-2 EL ELA Curriculum Plan

Grades K-2 Curriculum Plan

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
Kindergarten	Topic	KM1: Toys and Play	KM2: Weather Wonders	KM3: Trees are Alive	KM4: Enjoying and Appreciating Trees
	Writing Tasks*	<ul style="list-style-type: none"> Opinion Writing: My Preferred Classroom Toy (W.1) Informational Writing: My Classmate's Preferred Classroom Toy (W.2) 	<ul style="list-style-type: none"> Narrative Writing: My Weather Story (W.3) Informational Writing: Weather Journal (W.2) 	<ul style="list-style-type: none"> Informational Writing: Living Things Research Notebook (W.K.8, W.1.7) Informational Writing: How Animals Depend On Trees (W.K.2, W.K.7) Informational Writing and Collage: Tree Experts (W.K.2, W.K.5, W.K.7) 	<ul style="list-style-type: none"> Opinion Writing: Where Would You Plant a Tree and Why? (W.K.1) Opinion Writing: Tree Appreciation Post Card (W.K.1, W.1.5, W.K.6) Informational Writing: Enjoying Trees Journal (W.K.8)
	Required Trade Books**	RL- <i>Llama Llama Time to Share</i> , Anna Dewdney RL- <i>Have Fun Molly Lou Melon</i> , Patty Lovell RI- <i>Toys Galore</i> , Peter Stein RI- <i>Playing with Friends</i> , Rebecca Rissman	RI- <i>Weather Words and What They Mean</i> , Gail Gibbons RI- <i>Weather</i> (National Geographic Readers Series), Kristin Rattini RI- <i>On the Same Day in March</i> , Marilyn Singer RL- <i>Come On, Rain!</i> , Karen Hesse RL- <i>Umbrella</i> , Taro Yashima RL- <i>One Hot Summer Day</i> , Nina Crews RL- <i>Brave Irene</i> , William Steig RL- <i>The Snowy Day</i> , Ezra Jack Keats	RI- <i>What's Alive?</i> Kathleen Weidner Zoehfeld RI- <i>Be a Friend to Trees</i> , Patricia Lauber RL- <i>Are Trees Alive?</i> Debbie Miller RL- <i>The Tree in the Ancient Forest</i> , Carol Reed-Jones	RI- <i>A Tree is Nice</i> , Janice May Udry RI- <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> , Donna Jo Napoli RI- <i>We Planted a Tree</i> , Diane Muldrow RL- <i>A Tree for Emmy</i> , Mary Ann Rodman RL- <i>Gus is a Tree</i> , Claire Babin RL- <i>Oliver's Tree</i> , Kit Chase

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
GRADE 1	Topic	1M1: Tools and Work	1M2: The Sun, Moon, and Stars	1M3: Birds' Amazing Bodies	1M4: Caring for Birds
	Writing Tasks*	<ul style="list-style-type: none"> • Informational Writing: Writing About Habits of Character (W.2) • Informational Writing: Creating a Magnificent Thing (W.2) 	<ul style="list-style-type: none"> • Narrative Writing: The Sun Sees Narrative Poem (W.3) • Informational Writing: Sky Journal (W.2) 	<ul style="list-style-type: none"> • Informational Writing: Birds Research Notebook (W.1.8, W.1.7) • Informative Writing: Birds' Body Parts Help Them Survive (W.1.2, W.1.7) 	<ul style="list-style-type: none"> • Opinion Writing: Leave the Nest Up (W.1.1, W.1.7, W.1.8) • Informational Writing: Stories of Bird Helpers response journal (W1.8) • Informational Writing: Feathered Friend Savers (W.1.2, W.1.5, W.1.6)
	Required Trade Books**	RL- <i>The Most Magnificent Thing</i> , Ashley Spires RL- <i>The Little Red Pen</i> , Janet Stevens and Susan Stevens Crummel RI- <i>My Math Toolbox</i> , Nancy Kelly Allen RI- <i>I Use Science Tools</i> , Kelli L. Hicks RI- <i>Tools</i> , Ann Morris RI- <i>A Chef's Tools</i> , Holden Strauss	RL- <i>Summer Sun Risin'</i> , W. Nikola-Lisa RL- <i>Why the Sun and the Moon Live in the Sky</i> , Elphinstone Dayrell RL- <i>Sun and Moon</i> , Lindsey Yankey RL- <i>Papa, Please Get the Moon for Me</i> , Eric Carle RL- <i>Kitten's First Full Moon</i> , Kevin Henkes RL- <i>What the Sun Sees, What the Moon Sees</i> , Nancy Tafuri RI- <i>What Makes Day and Night</i> , Franklyn M. Branley RI- <i>Does the Sun Sleep?: Noticing Sun, Moon, and Star Patterns</i> , Martha E.H. Rustad	RI- <i>Birds</i> , Kevin Henkes RI- <i>Birds</i> (Scholastic Discover More), Penelope Arlon RI- <i>Feathers: Not Just for Flying</i> , Melissa Stewart RI- <i>Beaks!</i> Sneed Collard RI- <i>Little Kids First Big Book of Birds</i> (National Geographic), Catherine Hughes RL- <i>Just Ducks</i> , Nicola Davis RL- <i>Flight School</i> , Lita Judge	RI- <i>A Place for Birds</i> , Melissa Stewart RI- <i>Olivia's Birds: Saving the Gulf</i> , Olivia Boulter RL- <i>City Hawk: The Story of Pale Male</i> , Meghan McCarthy RL- <i>Lost and Found</i> , Oliver Jeffers RL- <i>Pierre the Penguin: A True Story</i> , Jean Marzollo RL- <i>Maggie the One-Eyed Peregrine Falcon: A True Story of Rescue and Rehabilitation</i> , Christie Gove-Berg RL- <i>The Lion and the Bird</i> , Marianne Dubuc

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
GRADE 2	Topic	2M1: Schools and Community	2M2: Fossils Tell of Earth's Changes	2M3: The Secret World of Pollination	2M4: Providing for Pollinators
	Writing Tasks*	<ul style="list-style-type: none"> • Informational Writing: Writing about Schools around the World (W.2) • Informational Writing: The Most Important Think about Schools Book (W.2) 	<ul style="list-style-type: none"> • Narrative Writing: The Stories of Paleontologists (W.3) • Informational Writing: Paleontologist Notebook (W.2.8) 	<ul style="list-style-type: none"> • Informational Writing: Plants and Pollinator's Research Notebooks, Parts I and II (W.2.8, W.2.7) • Informative Writing: How Pollinators Help Plants (W.2.2, W.2.5, W.1.7) 	<ul style="list-style-type: none"> • Opinion Writing: My Opinion Writing Booklet (W.2.1) • Opinion Writing: Butterfly Seed Packet (W.2.1, W.2.5, W.2.7, W.2.8) • Informational Writing: Central Message Writing Routine (W.2.2)
	Required Trade Books**	RL- <i>The Invisible Boy</i> , Trudy Ludwig RL- <i>The Dot</i> , Peter H. Reynolds RI - <i>The Important Book</i> , Margaret Wise Brown RI- <i>Off to Class: Incredible and Unusual Schools around the World</i> , Susan Hughes	RL- <i>Stone Girl, Bone Girl</i> , Laurence Anholt RL- <i>The Dog That Dug for Dinosaurs</i> , Shirley Raye Redmond RI- <i>Paleontology: The Study of Prehistoric Life</i> , Susan Heinrichs Gray RI- <i>Curious about Fossils</i> , Kate Waters RI- <i>Fossils Tell of Long Ago</i> , Alike RI- <i>Fossils</i> , Ann O. Squire RI- <i>The Big Dinosaur Dig</i> , Esther Ripley	RI- <i>Plant Secrets</i> , Emily Goodman RI- <i>Seed to Plant</i> , Kristin Baird Rattini RI- <i>From Seed to Plant</i> , Gail Gibbons RI- <i>What Is Pollination?</i> , Bobbie Kalman	RI- <i>A Place for Bats</i> , Melissa Stewart RI- <i>A Place for Butterflies</i> , Melissa Stewart RL- <i>Hey Little Ant</i> , Philip & Hannah Hoose RL- <i>The Little Hummingbird</i> , Michael Yahgulanaas RL- <i>The Lizard and the Sun</i> , Alma Flor Ada RL- <i>The Ant and the Grasshopper</i> , Diane Marwood

GRADES 3–5 CURRICULUM PLAN

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 3	Topic	3M1: Overcoming Learning Challenges Near and Far	3M2: Adaptations and the Wide World of Frogs	3M3: Exploring Literary Classics	3M4: Water Conservation
	Writing Tasks*	<ul style="list-style-type: none"> Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10) Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5) 	<ul style="list-style-type: none"> Narrative Writing: A Pourquoi Tale (W.3.3, W.3.4 W.3.10) Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6) 	<ul style="list-style-type: none"> Presenting a Revised Scene from <i>Peter Pan</i> (RF.3.4b, SL.3.4, and SL.3.6) Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W3.3, W.3.4, W.3.6, W.3.10) 	<ul style="list-style-type: none"> Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b) Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)
	Required Trade Books**	RL - <i>More Than Anything Else</i> , Marie Bradby RL - <i>Waiting for the Biblioburro</i> , Monica Brown RL - <i>Thank You, Mr. Falker</i> , Patricia Polacco RL - <i>Rain School</i> , James Rumford RL - <i>Nasreen's Secret School</i> , Jeanette Winter RI - <i>My Librarian Is a Camel</i> , Margriet Ruurs	RL - <i>Bullfrog at Magnolia Circle</i> , Deborah Dennard RL - <i>Lizards, Frogs, and Polliwogs</i> , Douglas Florian RI - <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL - <i>Peter Pan</i> , J.M.Barrie	RI - <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss RL - <i>Water Dance</i> , Thomas Locker RL - <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba

Grade 4	Topic	4M1: Poetry, Poets and Becoming Writers	4M2: Animal Defense Mechanisms	4M3: The American Revolution	4M4: Responding to Inequality: Ratifying the 19th Amendment
	Writing Tasks*	<ul style="list-style-type: none"> Revising a Literary Essay (W.4.2a, W.4.5, L.4.1f, and L.4.2b) Poetry Presentation+ (SL.4.4 and SL.4.5) 	<ul style="list-style-type: none"> Informative Essay: Pufferfish Defense Mechanisms (RI.4.9, W.4.2, W.4.4, W.4.7, W.4.8, and W.4.10) Narrative Writing: Animal Defenses Choose-Your-Own- Adventure (RI.4.9, W.4.2, W.4.3, and W.4.10) 	<ul style="list-style-type: none"> Text-Based Discussion: American Revolution (RI.4.9 and SL.4.1) Opinion Writing: Loyalist Broadside (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10) 	<ul style="list-style-type: none"> Opinion Writing: PSA Script (W.4.1, W.4.4, W.4.10) Taking Action Project Press Release (W.4.2, W.4.4, W.4.10)
	Required Trade Books**	RL - <i>Love That Dog</i> , Sharon Creech RI - <i>A River of Words</i> , Jen Bryant	RI - <i>Can You Survive the Wilderness?</i> , Matt Doeden RI - <i>Venom</i> , Marilyn Singer RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wilsdon	RL - <i>Colonial Voices Hear Them Speak</i> , Kay Winters RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson	RL - <i>The Hope Chest</i> , Karen Schwabach
Grade 5	Topic	5M1: Stories of Human Rights	5M2: Biodiversity in the Rainforest	5M3: Athlete Leaders of Social Change	5M4: The Impact of Natural Disasters
	Writing Tasks*	<ul style="list-style-type: none"> Revising an Analytical Essay: Comparing Character Responses to An Event in <i>Esperanza Rising</i> (W.5.4, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6) Monologue Performance and Program (RF.5.4, W.5.4, W.5.5, W.5.8, W.5.10) 	<ul style="list-style-type: none"> Informative Essay: Literary Analysis of Concrete Language and Sensory Detail in <i>The Most Beautiful Roof in the World</i> (RL.5.1, RF.5.4, W.5.2, W.5.9, and W.5.10) Rainforest Adventures EBook (W.5.3, W.5.4, W.5.6, W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Factors of Jackie Robinson's Success (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10) Poster: Personal Qualities to be an Effective Leader of Change (RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b, and W.5.10) 	<ul style="list-style-type: none"> Opinion Essay: Personal Items for My Emergency Preparedness Kit (W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, and L.5.2e) Presentation: Preparing for a Natural Disaster (SL.5.4, SL.5.5, SL.5.6)
	Required Trade Books**	RL - <i>Esperanza Rising</i> , Pam Muñoz Ryan RI - <i>A Life Like Mine</i> , DK Publishing RI - <i>Universal Declaration of Human Rights</i> , United Nations (excerpts; no purchase necessary)	RL - <i>The Great Kapok Tree</i> , Lynne Cherry RL - <i>Seeds of Change</i> , Jen Cullerton Johnson RI - <i>The Most Beautiful Roof in the World</i> , Kathryn Lasky	RI - <i>Promises to Keep</i> , Sharon Robinson	RL - <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat

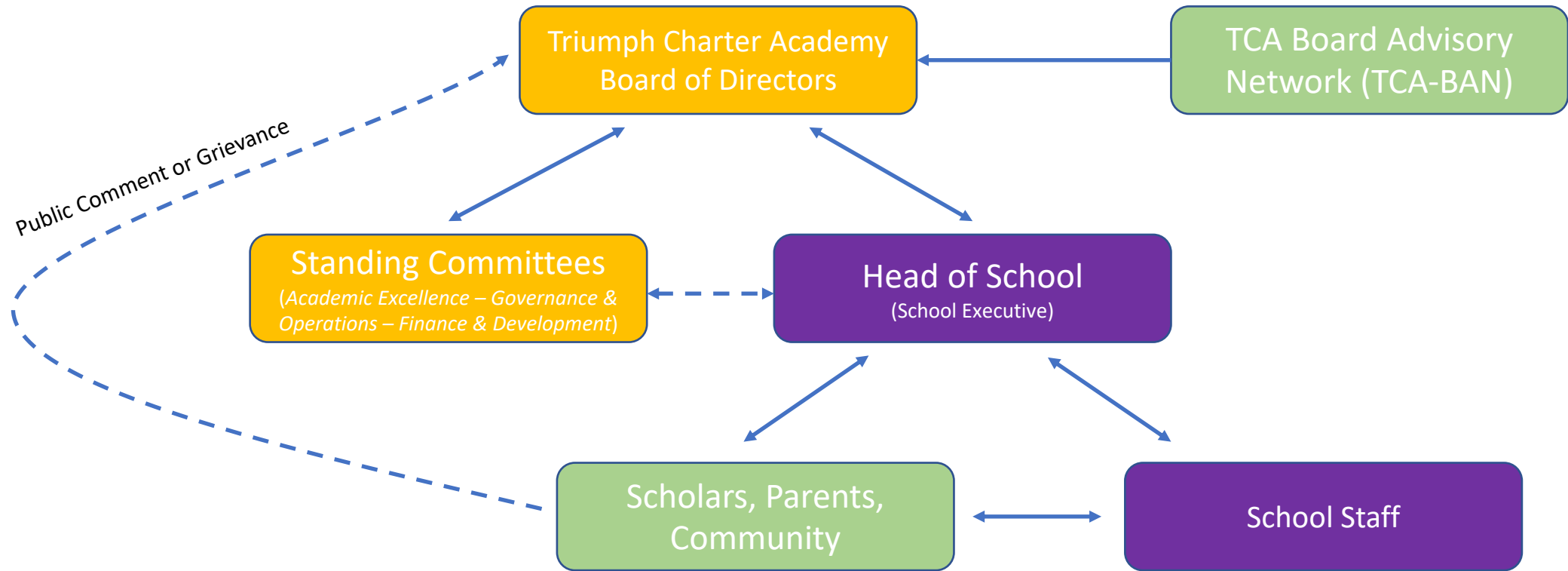
		Module 1: Close Reading and Writing to Learn	Module 2A: Working with Evidence	Module 3A: Understanding Perspectives	Module 4: Research, Decision Making, and Forming Positions
GRADE 6	Topic	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain	Insecticides: Costs vs. Benefits
	Central Texts*	RL— <i>The Lightning Thief</i> , Rick Riordan	RL— <i>Bud, Not Buddy</i> , Christopher Paul Curtis RI—“Stanford University Commencement Address,” Steve Jobs	RL— <i>Dragonwings</i> , Laurence Yep RI—“Comprehending the Calamity,” Emma M. Burke	RL— <i>Frightful’s Mountain</i> , Jean Craighead George RI—“The Exterminator,” Kristen Weir
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.2, W.6.2, 6.9) My Hero’s Journey Narrative (RL.6.3, W.6.3) 	<ul style="list-style-type: none"> Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) Research/Inform: “My Rule to Live By” (RL.6.3, W.6.2) 	<ul style="list-style-type: none"> Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View? (W.6.2, 6.9) Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7) 	<ul style="list-style-type: none"> Research Simulation (W.6.7, 6.8, 6.9) Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)
GRADE 7	Topic	Journeys and Survival	Working Conditions	Slavery: The People Could Fly	Screen Time and the Developing Brain
	Central Texts*	RL— <i>A Long Walk to Water</i> , Linda Sue Park RI—“Sudanese Tribes Confront Modern War,” Karl Vick	RL— <i>Lyddie</i> , Katherine Patterson RI—“Commonwealth Club Address,” César Chávez	RI— <i>Narrative of the Life of Frederick Douglass</i> (excerpts)	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9) 	<ul style="list-style-type: none"> Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) Consumer’s Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7) 	<ul style="list-style-type: none"> Literary Nonfiction Analysis: Analyzing Douglass’s Position in the <i>Narrative</i> (RI.7.2, 7.6, W.7.2, 7.9) Children’s Book to Retell an Episode from the <i>Narrative</i> (W.7.3, 7.9) 	<ul style="list-style-type: none"> Research Simulation (W.7.7, 7.8, 7.9) Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)
GRADE 8	Topic	Finding Home: Refugees	Working with Evidence: Taking a Stand	Japanese American Relations in WWII	Sustainability of World’s Food Supply
	Central Texts*	RL— <i>Inside Out & Back Again</i> , Thanhha Lai* RI—“The Vietnam Wars,” Tod Olson	RL— <i>To Kill a Mockingbird</i> , Harper Lee RI—“Equal Rights for Women,” Chisholm RI—“Ain’t I a Woman?” Sojourner Truth	RI— <i>Unbroken: A World War II Story of Survival, Resilience, and Redemption</i> , Laura Hillenbrand	RI— <i>The Omnivore’s Dilemma: The Secrets Behind What You Eat</i> , Michael Pollan (Young Readers’ Edition)
	Writing Tasks**	<ul style="list-style-type: none"> Literary Analysis: Explain the Significance of the Novel’s Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) Research-based Free Verse Narrative Poems: “Inside Out” and “Back Again” (RI.8.1, 8.2, W.8.3, 8.9) 	<ul style="list-style-type: none"> Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1) Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11) 	<ul style="list-style-type: none"> Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3) 	<ul style="list-style-type: none"> Research Simulation (W.8.7, 8.8, 8.9) Position Paper: Which of Michael Pollan’s Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)

Triumph Charter Academy 2020/21 School Calendar

Month	Su	Mo	Tu	We	Th	Fr	Sa	Term	Wk	Federal holidays / notes
	26	27	28	29	30	31	1			
Aug 2020	2	3	4	5	6	7	8			3 – 7 Teacher Workdays (WD)
	9	10	11	12	13	14	15			10 Students 1 st Day
	16	17	18	19	20	21	22			
	23	24	25	26	27	28	29			
	30	31	1	2	3	4	5			4 End of Month
Sep	6	7	8	9	10	11	12			7 Labor Day (closed)
	13	14	15	16	17	18	19			8 Teacher Professional Development (PD), 9 Begin Month 2
	20	21	22	23	24	25	26			
	27	28	29	30	1	2	3			6 End of Month
Oct	4	5	6	7	8	9	10			7 Teacher WD, 8 Begin Month 3
	11	12	13	14	15	16	17			12 Columbus Day
	18	19	20	21	22	23	24			
	25	26	27	28	29	30	31			4 End of Month
Nov	1	2	3	4	5	6	7			5 Teacher PD, 6 Begin Month 4
	8	9	10	11	12	13	14			11 Veterans Day (closed)
	15	16	17	18	19	20	21			
	22	23	24	25	26	27	28			23 – 27 Thanksgiving Break (closed)
	29	30	1	2	3	4	5			
Dec	6	7	8	9	10	11	12			11 End of Month
	13	14	15	16	17	18	19			14 Begin Month 5
	20	21	22	23	24	25	26			21 – 31 Christmas Break (closed)
	27	28	29	30	31	1	2			1 New Year's Day (closed)
Jan 2021	3	4	5	6	7	8	9			8 End of 1 st Semester
	10	11	12	13	14	15	16			
	17	18	19	20	21	22	23			18 Martin Luther King Day (closed)
	24	25	26	27	28	29	30			25 End of Month, 26 Begin Month 6
	31	1	2	3	4	5	6			
Feb	7	8	9	10	11	12	13			
	14	15	16	17	18	19	20			Presidents' Day
	21	22	23	24	25	26	27			22 End of Month, 23 Teacher WD
	28	1	2	3	4	5	6			24 Begin Month 7
Mar	7	8	9	10	11	12	13			
	14	15	16	17	18	19	20			23 End of Month, 24 Teacher PD
	21	22	23	24	25	26	27			25 Begin Month 8
	28	29	30	31	1	2	3			29 – 2 Easter Break (closed)
Apr	4	5	6	7	8	9	10			4 Easter
	11	12	13	14	15	16	17			5 Students return to class
	18	19	20	21	22	23	24			
	25	26	27	28	29	30	1			28 End of Month, 29 Teacher WD
May	2	3	4	5	6	7	8			30 Begin Month 9
	9	10	11	12	13	14	15			
	16	17	18	19	20	21	22			20 – 26 EOG/Exams
	23	24	25	26	27	28	29			27 Last Day of School, 28 -Teacher WD

	30	31	1	2	3	4	5			31	Memorial Day (closed)
Jun	6	7	8	9	10	11	12			1-3	Teacher WD
	13	14	15	16	17	18	19				
	20	21	22	23	24	25	26				
	27	28	29	30	1	2	3				
Jul	4	5	6	7	8	9	10				Independence Day, Independence Day (observed)
	11	12	13	14	15	16	17				
	18	19	20	21	22	23	24				
	25	26	27	28	29	30	31				

Appendix E – Triumph Charter Academy Organizational Chart



Direct line of Communication (—>)

Indirect line of Communication (<- ->)

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Triumph Charter Academy
2. Full name: Toby Vince Carter

Home Address: 1880 Buies Mill Road Red Springs, NC 28377

Business Name and Address:

Telephone No.: 910.740.1477

E-mail address: tcarter@robeson.edu or toby.v.carter@gmail.com

3. Brief educational and employment history.

After graduating from Lumberton High School in 2001 – I enrolled at UNCP, studying Music and Biology (2008). I taught at Fairmont High School for 3 years, afterward – affording me the opportunity to see the day-to-day operations and share my passion for content delivery and growing students. I, then, transitioned into a managerial role in EMS – after having worked part-time throughout undergraduate and my teaching stint. This gave me insight into the world of private business and how to navigate through closeout/shut-down and start-up, new market entry. I came back home to work at the local hospital as a Critical Care Provider in the Emergency Department and have since combined my two passions (teaching and EMS) in my current role as faculty at Robeson Community College, where I'm responsible for the Associate's Degree in Emergency Medical Science.

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

No: Yes:

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

After hearing of the school's public information session – I expressed my interest in assisting in the planning and implementation of Triumph Charter Academy.

6. What is your understanding of the appropriate role of a public charter school board member?
It is the responsibility of each Board Member to provide general oversight and governance for the Head Administrator via direct communication – and general support for the school by serving as an advocate for the school – politically, socially, professional, financially, etc.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Although not having served on a board previously, I feel that I may bring a unique perspective to the Triumph Charter School BOD as I have had specific opportunities to view the particular challenges our local students face and may be able to provide insight as to possible solutions for these. Further, through my ability to relate to a widely varied demographic – I hope to make connections with fellow board members to key players in the community to further the Mission, Vision and Goals of the charter school – for the betterment of the student, the community, region, state, and society – for our future depends on our actions today.
8. Describe the specific knowledge and experience that you would bring to the board.
As a member of the board – I feel that the opportunities I've had throughout my career to this point can be beneficial to the governance of the Triumph Charter Academy. Having, to this point, served in public education at the high school and community college level - public healthcare business (for-profit and not-for-profit) as well as the private sector – I may be able to make connections with the needs of the community and the opportunities we have to offer meaningful education and life training to our generally underserved population. I have assisted with an agency shut-down/transfer due to contract change – coupled with a new market entry. The general concepts and knowledge gained through these experiences are universal across many facets – and I see value in applying these to TCA.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide accessible education to all students with innovation, collaboration, and excellence in mind. The particular focus on the nurturing of growth for the whole child will become a hallmark of TCA – and will change the dynamic of our community.
2. What is your understanding of the school's proposed educational program?
Administrators will seek to ensure that student learning outcomes and goals are met, student performance is kept at a high level through academic rigor, and that faculty and staff show perpetual professional development.
3. What do you believe to be the characteristics of a successful school?
A successful school will not only impact its students, but the community in which it serves as well. TCA is hoped to be a progressive, technology-centered, student-focused institution. These characteristics along with the enthusiasm and creativity of good faculty and staff members prove to thrust education into the forefront of the students' lives – and therefore, leading to success both in the classroom and in life.
4. How will you know that the school is succeeding (or not) in its mission?
It is the responsibility of the Board to ensure success on all fronts, and in order to monitor this – meticulous institutional and programmatic assessment tools should be utilized on a regular basis. Data is imperative to drive the decisions of the administration regarding academic growth and personnel placement.

Governance

1. Describe the role that the board will play in the school's operation.
The Triumph Charter Academy Board of Directors will have an indirect role in the school's operation. Through communication with the Administration, the board will make necessary suggestions and provide general guidance to the administrator(s) as it pertains to matters affecting the stakeholders.
2. How will you know if the school is successful at the end of the first year of operation?
At the completion of the first year – a comprehensive report is to be compiled and reported. This would include specific information about the operation of the institution as well as the overall performance of the students, faculty, staff, and administration.
3. How will you know at the end of five years if the school is successful?
At the five-year mark, the Board of Directors should have a firm grasp on the needs of the students, school as well as the community – and should have already been viewed as an institution committed to excellence. As with the accredited programs at the community college level – a mandatory fifth year report is prepared which delves into the various performance indicators for success of both short and long-term strategies.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Robust planning, recruiting, community involvement, and networking with area businesses, institutions and leaders will be an integral part of ensuring overall success of the charter school.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
It is the responsibility of the Board of Directors to uphold the integrity of the board itself as well as the institution. These actions would not be acceptable – and immediate action must be taken to rectify the issue(s). In instances where ethics are concerned – a committee may look into these actions to devise a recommendation for the board.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Toby V. Carter, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Triumph Charter School is true and correct in every respect.

Signature

Toby V. Carter

9/10/18
Date

Toby Vince Carter

1880 Buies Mill Road

Red Springs, NC 28377

910-740-1477

carter35@southeasternhealth.org

tcarter@robeson.edu

EDUCATION:

Bachelor of Arts, May 2008

University of North Carolina at Pembroke, Pembroke, NC

Music – Biology

EMT-Basic, May 2005 Robeson Community College

EMT-Intermediate, September 2008 Robeson Community College

EMT-Paramedic, August 2011 Lenoir Community College

CCEMT-P, December 2012 University of Maryland – Baltimore County

Coursework completed includes:

Foundations of Education

Patient Assessment

Human Development

Advanced Airway Management

Educational Psychology

Anatomy & Physiology I&II

Cardiology Anatomy Lab

Pharmacology

Special Education

Graduate coursework begun

Educational Leadership

Policy and Regulation

ACHIEVEMENTS:

Robeson Community College – 1st Year Faculty Award

John Cage Musical Excellence Award 2006-2007

UNCP Music Faculty Recognition Scholarship 2005-2006

AISES National Science Fair Winner 1998 and 2000

National Teen Talent Percussion Champion 2000 and 2002

EXPERIENCE: EMS Faculty (Clinical Coordinator) – January 2015 to present

Robeson Community College

Responsible for both Curriculum and Continuing Education courses.

Attained Accreditation status and National Registry Testing Site designation during tenure.

Restructured the curriculum to align with state, national standards and incorporated best practices in medicine.

Fastest growing EMS program in the NC Community College System for the second consecutive year

Critical Care Paramedic, February 2013 to present

Southeastern|Health – MedCare Critical Care Transport

Operate ambulance and provide patient care – including Critical Care procedures –

Fully functional CCT Paramedic with expanded Scope of Practice, with functional privileges in the PreHospital, Emergency Department, and Inter-facility settings. Coordinates Critical Care Training, including lecture/demonstration by attending and resident physicians

Emergency Medical Technician – Paramedic, August 2005 to present

Robeson County Emergency Medical Services

Operate ambulance and provide patient care – including Advanced Life Support procedures –

Began as EMT – progressed as EMT-Intermediate, then Paramedic

Documentation QA Specialist – Operations Manager, September 2005 to March 2012

American Medical Response of North Carolina – Tennessee

Ensure proper medical documentation for patient transports

Serve as liaison for information pertaining to patient billing

Develop and implement techniques to monitor and maintain documentation accuracy

Transitioned to AMR-Nashville as Operations Manager, supervised 75+ employees

Teacher, August 2008 to January 2011

Public Schools of Robeson County – Fairmont High School

Educate grades 9 through 12 in the areas of Applied Music, Band,
Choir, Jazz Band, Percussion Ensemble, Music History, and Music Appreciation
Plan and manage Athletic Bands - Marching and Pep Bands
Coordinate with area musicians to provide relevance to the student through artists

Emergency Medical Technician, September 2005 to present
American Medical Response, Lumberton, North Carolina
and Robeson County Emergency Medical Services

Operate ambulance and provide patient care – including Advanced Life Support procedures – under protocols set forth by the system’s medical director.

Reception/Scheduling/Accounts Payable, September 2002 to January 2006
Lumberton Children’s Clinic, Lumberton, North Carolina

Patient Relations, appointment scheduling, insurance and billing
Created new and updated existing patient accounts

SKILLS:

Highly proficient in computer operation, software manipulation and resource management
Familiar with curriculum development and lesson plan implementation
Comfortable in various instructional settings
Budget set-up and maintenance
Firm grasp of NC Community College System procedures regarding EMS Education
Experienced in Program Start-up and growth
Connected with NC Office of EMS
Lead member of Protocol Update team – in conjunction with System Medical Director

ORGANIZATIONS:

NEA - National Educator’s Association
RAE - Robeson Association of Educators
NCMEA - North Carolina Music Educators Association
IAFCCP – International Association of Flight and Critical Care Paramedic

CERTIFICATIONS:

NCOEMS Level II EMS Paramedic Instructor
NC TEACHING LICENSURE K-12
CCEMTP – Critical Care EMTP
EMT – Paramedic, NCOEMS, NC Department of Health and Human Services
NRP – Neonatal Resuscitation Provider
CPR – Cardiopulmonary Resuscitation, American Heart Association
ACLS – Advanced Cardiac Life Support, American Heart Association
PALS – Pediatric Advanced Life Support, American Heart Association
PHTLS – Prehospital Trauma Life Support, Continuing Education Board for EMS
AMLS – Advanced Medical Life Support, National Association of EMTs

Appendix F:

Charter School Board Member Information Form

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Triumph Charter Academy (TCA)

2. Full name: Tanya S. Head

Home Address: 4935 Pinedale Blvd. Lumberton, NC 28358

Business Name and Address: N/A

Telephone No.: 910-876-5319

E-mail address: tanyahead61@gmail.com

3. Brief educational and employment history.

- Former classroom teacher and school administrator in Public Schools of Robeson County- 24 years; Other roles include testing coordinator, literacy coach, and evening instructor at Robeson Community College; Served as Assistant Principal and Principal in Robeson and Columbus County school districts.
- Served as NCDPI Assistance Team Reviewer for 4 years to support identified low performing schools, working in Cumberland, Hoke, and Bladen Counties
- Retired Assistant Superintendent of Bladen County Schools - 7 years (August 2018)

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

No:

Yes:

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

The initial conversation about opening a charter school was proposed more than a year ago among residents that desired to have school choice in the community. I was contacted as part of these conversations and several months later, board members were selected and/or invited to support the application process, further engage the community, and to determine levels of support for the opening of a charter school.

Being a resident of Robeson County and a former educator and administrator, I have a strong and vested interest in the quality education for students. I am also a product of the school system, graduating in 1979. I was asked to serve on the Board of Directors by Dr. Priscilla Maynor and the planning team as an academic/curricular support to the charter school program. Serving on the board of directors is a great honor, as I believe that the opening of a charter school in the county will have the great potential to offer families and students a choice in meeting their education needs. Additionally, a model school of success is greatly needed in Robeson County and will serve as a catalyst for creating a needed transformation. Most importantly, students and families should be offered opportunities that will offer an educational climate driven by 21st Century practices.

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

Board members of a public school or charter organization serve as governance and oversight in helping the school achieve its goals and mission. The board members should represent the diverse population of the community, the students, and families. It is critical that board members serve in a capacity that is within the parameters of statutory or regulatory policies, ensure compliance in all areas of fiscal and operational efforts, and monitor the academic performance and standing of the school. Board members should also engage in consistent communication to ensure that strategic decision making and problem solving efforts meet the highest level of integrity and professionalism. Finally, the board should assume full responsibility in selecting a high quality leader that will serve all stakeholders, provide feedback and information in a timely manner, and implement the board's strategic, continuous improvement plan with fidelity and success.

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

I have served as a public educator for 34+ years in several different capacities to include varied leadership capacities and organizations. These opportunities will serve to support my level of expertise as needed on the board to advise and offer professional networking supports. I also feel that my knowledge regarding policies, new federal regulations, finance oversight, leading partnership efforts, and a deep understanding of pedagogy,

instruction, and assessment will serve as an asset to the board's purpose and goals.

5. Describe the specific knowledge and experience that you would bring to the board.
 - Curriculum and standards Grades PK-12
 - Research based instructional strategies
 - NC assessment program and current measures of performance
 - ESSA Legislation- Every Student Succeeds Act
 - Policies and legislation that govern school operations
 - Federal program options, plans and fiscal governance
 - Grant writing experience
 - Delivery of professional development
 - Developing, monitoring, and implementation of school improvement process
 - Analyzing and evaluation of data to drive decision making
 - Working with families, students, and stakeholders
 - Leadership experience
 - Professionalism and high expectations of self and others

School Mission and Program

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

The mission of this charter school is to bring an additional educational opportunity and choice to the families in Robeson and surrounding communities that will offer a rich culture for learning and offering a whole child approach to teaching and learning. The school's mission will focus on excellence, innovation, collaboration and nurturing the whole child, so every scholar is inspired to reach their true potential, as learners, engaged citizens and contributors to the well-being of a global society.
2. What is your understanding of the school's proposed educational program?

The board has developed pillars that are the essence of the school's mission and will serve as the foundation for decision-making practices regarding educational program selection, classroom materials, and instructional practices. The educational program will be grounded on research-based practices and effective instructional strategies that will model these philosophies as students prepare to be socially and emotionally ready for a global world. The mission is driven by a commitment to: Excellence, Innovation, Nurturing the Whole Child and Collaboration.
3. What do you believe to be the characteristics of a successful school?

Successful schools do not just happen. According to much research and years of study, there are defined attributes common to highly successful schools. In this section, I will share several attributes that I believe must be present to ensure success for every school, and ultimately the students it serves. Everyone in our efforts must understand where TCA is going, why we are going there, and how we are contributing to a greater cause, as Collins refers to as setting and enacting clear mission and vision. (Collins, 2001). Our entire team must enforce high standards and expectations for the students. According to Langer, highly effective schools do offer all students ambitious, rigorous courses of study regardless of the barriers and obstacles individual students face (Langer, 2004). Our board must also ensure that we select a strong administrative leader, knowledgeable of

instructional and administrative leadership strategies to identify, strategically target, and understands the importance of research based, evidence-based practices. The entire school team will share in both goal development and implementation, ensuring that curriculum and instruction is aligned to state standards. The administrative and leadership team will be critical to engaging the community and parents to garner participation and support, as this is one of the pillars that we believe will make TCA sustainable, responsive, and successful as the student enrollment grows to 800 students by the end of year five. According to Elmore, effective and successful schools “leverage effective instructional and administrative leadership strategies to identify, address, and reform schools. Additionally, instructional leadership helps to foster communities of development for faculty and students.” (Elmore, 2000)

Professional development and training of teachers in areas most identified as high priority will be offered throughout the school year. A priority focus will include instructional materials, curriculum/standards alignment, instructional delivery and standards, and community outreach. According to the research of Mc Laughlin, professional learning should be “extensive and ongoing and aligned to the school’s overarching mission and vision.” (McLaughlin, 2006).

TCA will establish and maintain a learning culture that will intellectually stimulate learning for students with high levels of engagement. We believe that when students feel engaged in classroom learning, they are highly invested in school. (Marzano, 2003). Families and community engagement will support the learning process and TCA will promote and engage families in ways that will make them feel respected and connected with the school. TCA also plans to offer a high level of technology resources and devices that will support school wide goals, offer a twenty-four hour learning environment, and allow families and community to engage in partnership with teachers, the school, and curriculum content.

REFERENCES:

- Collins, J. (2001). *Good to great: Why some companies make the leap--and others don't*. New York, NY: HarperBusiness
- Langer, J.A. (2004). *Getting to Excellent: How to Create Better Schools*. New York: Teachers College Press.
- Marzano, R.J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: ASCD.
- McLaughlin, M.W. & Talbert, J.E. (2006). *Building School-Based Teacher Learning Communities: Professional Strategies to Improve Student Achievement*. New York: Teachers College Press.

4. How will you know that the school is succeeding (or not) in its mission?
Measuring the success of a school may well be one of the most challenging tasks of any state. As in most states, North Carolina measures the success of schools using quantitative data sets from end of year assessments, thus “calculating” school performance and student success through a numeric formula and final grade. This summative assessment may or may not be a true measure, based on the school’s mission. A TCA student will be measured in several ways to determine success. Our team will use value added methodologies such as pre/post academic measures of content that will determine the growth of intellectual content after a student has been taught content and allowed to apply this learning in real world applications. TCA will use period, formative

assessments to identify the differentiated, tiered needs of students and will use intervention strategies to ensure success. Because our school will also be grounded with the significant development and display of “soft skills,” (the hidden curriculum), TCA will seek to measure attributes of engagement, resilience, motivation, social intelligence, and the overall well-being of students. As a final strategy to measure TCA’s success with students, we will track students for three consecutive years after leaving our school to determine their high school performance when data is available.

Governance

- Describe the role that the board will play in the school’s operation.
Board members will meet regularly to provide oversight of school performance, operational compliance and financial management. The Board will evaluate the school principal who will manage the daily operations and progress towards performance goals set by the Board.
- How will you know if the school is successful at the end of the first year of operation?
The TCA Board and staff will conduct an annual review the following:
 - all financial reports
 - available student data (grades, attendance, academic performance, etc)
 - staff evaluations/status of personnel
 - community surveys/feedback
 - use of facilities evaluation/needs
 - safety status and needs of school
- How will you know at the end of five years of the schools is successful?
 - The TCA Board and staff will conduct a five year comparative review the following:
 - all financial reports
 - available student data (grades, attendance, academic performance, etc)
 - staff evaluations/status of personnel
 - community surveys/feedback
 - use of facilities evaluation/needs
 - safety status and needs of school
 - growth of school /student population
 - determine need for expansion *Year 4
- What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Board members will be involved in appropriate levels of decision making with a fair and equitable mindset in educating students. The TCA board will not engage in political affiliations and will remain committed to offering families a quality education, high levels of student stewardship, and will seek to improve the quality of life for students and their level of success after leaving TCA.
- How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

- TCA will stand firm on ethical business practices of the school. With appropriate documentation and evidence of unethical or illegal practices of any board members, the board attorney will review the information with board members, and advise appropriately to determine if a board member should be placed on a probationary status term of service, or if necessary, dismissal from the board. In all situations, due process protocols would be implemented.

*Please include the following with your Information Form

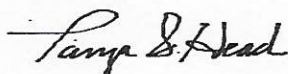
- a **one page** resume
- criminal background check

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

Certification

I, Tanya S. Head, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Triumph Charter School is true and correct in every respect.

Signature:



Date: Aug. 1, 2018

TANYA S. HEAD

4935 Pinedale Blvd.

Lumberton, NC 28358

910-207-3523 or 910-876-5319

EDUCATION

Ed. D EDUCATIONAL LEADERSHIP, Wingate University, 2016

Ed. S. EDUCATIONAL SPECIALIST and SUPERINTENDENT LICENSE, Wingate University, 2014

M.A. EDUCATIONAL ADMINISTRATION, University of North Carolina Pembroke, 1993

M.A. ELEMENTARY EDUCATION, University of North Carolina Pembroke, 1986

B.S. ELEMENTARY EDUCATION, University of North Carolina Pembroke, 1983

UNDERGRADUATE - East Carolina University, 1979-80

PROFESSIONAL PROFILE

- Strategic Leadership - School leadership experience in managing, coordinating, coaching, facilitating, coordinating, and planning for effectively creating systems and protocols for creating organizational success
- Team Building /Interpersonal Skills - Successful experience in collaborating with team members, faculty, administration, central office personnel, board members, and constituents to provide positive support and impact to organization and the total school program. Create collaborative working environments to support growth.
- Evaluation - Broad knowledge in conducting school wide needs assessment, analyzing data, developing long and short term organizational goals, and evaluating programs, personnel, and use of data analysis tools such as EVAAS, Reading 3D, PowerSchool, NC Testing Software.
- Supervision - Extensive experience in monitoring curriculum and instruction, student achievement, program development, curriculum implementation, and instructional strategies and practices.
- Communication - Ability to create positive rapport and productive relationships with colleagues, faculty, and staff at all levels. Coordinated and presented staff development programs consistent with needs of organization.
- Technology - Expertise in computer software programs to include Microsoft Works, Microsoft Office, PowerPoint, Google Apps, PowerSchool and Home Base School net. Broad knowledge of computer software and programs designed to enhance instruction. Ability to utilize technology in presentations.
- Training/Presentation- Extensive work in providing and coordinating professional development and training aligned to identified needs, goals, and school improvement planning within the organization. staff to promote increased student achievement, teamwork, and researched-based strategies for effective schools.
- Research Data / Analysis –Extensive experience in program and assessment data, relevancy to policy and guidelines costa analysis, evaluation of quantitative and qualitative data sets, program cost analysis and impact to organizational goals.
- Educational Certification in North Carolina and South Carolina
- Thirty-three (33) years experience: teacher, assistant principal, principal, NC Department of Public Instruction, Assistant Superintendent, Robeson Community College adjunct evening instructor

WORK HISTORY/EXPERIENCE

2011-2018

Assistant Superintendent of Curriculum and Instruction, Bladen County Schools, Elizabethtown, NC

This position includes direct report to the Superintendent. Serve as administrative leadership cabinet member for school system and Board of Education. Specific responsibilities include working with district directors, department leads, principals, teachers, and other staff in collaborative efforts to implement K-12 curriculum standards, instructional best practices, formative and summative assessments, leadership development at all levels within the organization, and oversight of instructional support programs and initiatives. Oversight district level supervision, planning, program implementation, and budgeting for High School 1:1 Laptop Initiative, Professional Development, Title I, Title II, RLIS, K-12 Curriculum, Pre-K Program, Administrative Leadership and Development Program, New Schools, College and Career Promise, and other instructional support initiatives to organizational growth. Direct reports to this position include: Department of Exceptional Children, Migrant, ESL, Title I, Title II,

and NC Pre-K, Curriculum Specialist and Support Program Leads, Career Tech Education, Testing and Accountability, Digital Learning, Technology, Academically Gifted Program, District wide Professional Development, and 21st Century Learning. Also provide support to instructional support staff to include Instructional Technology and New Schools College Liaison staff, counselors, media specialists, and arts resources teachers. Direct program reports and monitoring responsibilities include Accelerated Reader, Literacy Design Collaborative, Making Middle Grades Work, NC New Schools Project, NC Virtual Public Schools, Bladen Community College and Career Promise Program Partnership, Read to Achieve, Reading 3D and Reading Wonders, First in Math Program, Discovery Education, School Improvement Planning in all schools, Professional Development Design Team (PD Design), North Carolina Learning Technologies Planning Team (NCLTI), 21st Century Program Facilities Sub-committee, K-12 content /curriculum planning, and management of My Learning Plan program. Additional responsibilities include approval of all purchase orders in the district, professional development activities for employees, and direct management of funding, planning, reporting, and audits in categorical budgets to include Title II, Race to the Top, Rural Low Income Schools Grant, Digital Learning, New Schools Project, and other content specific grant programs. Support and participate in interviewing and hiring selection process, program specific and district-level budgeting, and overall strategic planning initiatives and goal development in the school district.

2004-2011

Principal, Cerro Gordo Elementary School (2008-2011) Columbus County Schools, NC
Principal, Rowland Middle School (2007-2008), Public Schools of Robeson County, NC
Principal, Long Branch Elementary School (2004-2007), Public Schools of Robeson County, NC

2002-2004

Assistant Principal, Rosenwald Elementary School, Public Schools of Robeson County

2001-2002

Fairmont Middle School, Grades 5-8 Literacy Facilitator/Testing Coordinator/Staff Development, Public Schools of Robeson County

1997-2001

North Carolina Department of Public Instruction, Assistance Team Reviewer in Hoke, Bladen, and Cumberland Counties

1997-1983

Union Chapel Elementary School / Rowland-Norment Elementary School, Classroom Teacher, Grades K-4, Public Schools of Robeson County

PROFESSIONAL ORGANIZATIONS/ MEMBERSHIPS / HONORS

North Carolina Association of School Administrators

North Carolina Association of Office Professionals

North Carolina Association of Teacher Assistants

North Carolina Association of Elementary Educators Lifetime Member (NCAEE)

NCAEE (North Carolina Association of Elementary Educators) State President, 1 year; President Elect, 1 year; Regional Director, 2 years; Member-lifetime

Columbus County Schools Athletic Director – 1 year

NC PAPA (Principal/Assistant Principal Association) Member and Vice- President – Robeson County Principal/Assistant Principal Association

Named Bladen County Schools Administrator of the Year 2014 – Bladen County Association of Teacher Assistants (BCATA)

Named Bladen County Schools Administrator of the Year 2013-14 – Bladen County Association of Office Professionals (BCAEOOP)

Named North Carolina Administrator of the Year 2014-15 – (BCAEOOP organization)

Recognized with published recognition as Meet an Innovator Awardee (2015) – NC New Schools Initiative

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Triumph Charter Academy
2. Full name: Joy L. Hunt

Home Address: 906 Old Baker Road Maxton, N.C. 28364

Business Name and Address:

Telephone No.: 910.258.1900

E-mail address: mytruck10@yahoo.com

3. Brief educational and employment history.
B.S in Mass Communication, B.S. in Early Elementary Education, School Administration and Supervision
Teacher and administrator with the Public Schools of Robeson County
Reporter with Laurinburg Exchange
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was asked to serve on board by Ron Barnes. I chose to serve because of my passion for and dedication to education and because I have a grandson who attends the Public Schools of Robeson County. I desire for him to be a student at Triumph Charter Academy.
6. What is your understanding of the appropriate role of a public charter school board member?
The role of the board member is to provide the strategic vision for the school, hire leaders to run the school, and hold those leaders accountable for academic success.

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

As a former school administrator, I was held accountable for the academic success of a public school. I have served as board member for the Center for Community Action.

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

As stated previously, my experience as a former administrator provides experience and knowledge of many issues that may arise in the charter school setting.

School Mission and Program

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

The mission of TCA makes clear that dedication to excellence in every way and to educate the whole child is of paramount importance.

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

The curriculum is one chosen for its exploratory and discovery nature as well as its rigor. It is a curriculum that encourages students to be leaders who are highly engaged in their learning process.

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

Quality leadership, high expectations for students and staff, ongoing assessment, clear strategic direction, highly organized.

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

By commitment to the 4 Pillars of TCA's mission one will know that the school is succeeding or not. This is the core of what TCA hopes to accomplish.

Governance

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

To hire and continuously support highly effective teachers, provide staff development that is in alignment with the core values of TCA, ensure an innovative curriculum is in place and being taught, evaluate school and leader, set goals and create metrics for measurement, approve budget, create school policies, know local and state charter laws and fundraise for the school

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

Student- and school-level achievement test data are the most widely available measures and the measures used for accountability purposes, therefore, they are the measures most commonly used to gauge success, regardless of the goals of a particular school or program.

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

If there has been a significant and positive impact on all of the following goals, then I believe that TCA will be a successful school: academic achievement, physical and mental health, social-emotional development, creativity and innovation, citizenship and democracy, school climate, which can be a condition that improves students' chances for success.

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

Adhere to the mission and vision statements.

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

Approach the member personally and discuss any concerns or questions that I may have. If, at the end of that conversation, I felt that deliberate behaviors were confirmed, I would speak with entire board about my concerns.

*Please include the following with your Information Form

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

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

Certification

I, Joy L. Hunt certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Triumph Charter School is true and correct in every respect.

Joy L. Hunt
Signature

August 20, 2018
Date

Joy Hunt

906 Old Baker Road
Maxton, North Carolina, 28364
910-521-4591
mytruck10@yahoo.com

WORK EXPERIENCE

PUBLIC SCHOOLS OF ROBESON COUNTY, Lumberton, North Carolina

Teacher, Aug 2012 – Present

- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.

Assistant Principal, Aug 2009 – Jun 2012

Teacher, Jan 1994 – Jun 2009

Reporter, Sep 1990 – Jul 1992

EDUCATION

Pembroke Senior High School, Pembroke, North Carolina

Pembroke State University, Pembroke, North Carolina

Mass Communications, May 1988

University of North Carolina @ Pembroke, Pembroke, North Carolina

Early Education, Dec 1992

University of North Carolina @ Pembroke, Pembroke, North Carolina

Educational Supervision and Administration

ADDITIONAL SKILLS/ASSIGNMENTS

- Mentor teacher
- Lead teacher
- Staff development coordinator
- Teacher of the Year two years
- Credit recovery teacher
- Homebound teacher
- School Improvement Team Chair-7 years
- Center for Community Action Board Member
- Principal's Executive Program
- Aspiring Leaders Program
- Web Master
- Testing Coordinator
- Staff development coordinator
- Budget/finance committee member
- County textbook adoption committee

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

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

2. Full name: Priscilla J. Maynor

Home Address: 308 Elam Street, Holly Springs, NC 27540

Business Name and Address: ImaginED Partners LLC, 308 Elam Street, Holly Springs, NC 27540

Telephone No.: 919-215-5809

E-mail address: priscilla.maynor@gmail.com

3. Brief educational and employment history.

Education includes B.A. in Special Education, UNC-Pembroke; M.A. degrees in Special Education and School Administration and Supervision, Fayetteville State University and UNC-Pembroke; and a doctorate in Educational Leadership from UNC-Chapel Hill. Professional career began as a teacher and progressed to serving in a number of leadership roles at the state, regional, district levels. Roles have included teacher, principal and exceptional children district supervisor, Senior Advisor to the State Superintendent, director of communications, executive director for agency operations and information management and SBE regional lead. In the private sector, I served as the Executive Vice President for Shared Learning Systems and Leadership Development with the Center for Educational Leadership & Technology. Currently, the principal lead for imaginED Partners, LLC.

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

Yes:

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

For more than fifteen years, I have been approached by community leaders, educators, parents including my own family soliciting help and solutioning to various issues pertaining to the schools in my home county.

More the most part, since I transitioned from my employment in Public Schools of Robeson County, I have remained indirectly and directly involved with education initiatives supporting the school board and superintendents over the years. Although my participation was more informal and advisory in nature, conversations and strategic planning for starting a school among leaders in Robeson County has been in play for five years. Last year, after founding a new charter school in North Carolina, I was recruited by a prominent community leader to join an effort in the county to initiate formal planning for TCA.

6. What is your understanding of the appropriate role of a public charter school board member? The school board is totally responsible for making sure the school is abiding by the NC Charter School legislation and the commitments of the charter agreement with the State Board of Education. School board members are to be actively engaged at making sure the school's mission is achieved. It is the Board's responsibility to ensure that all students receive a high quality education and the necessary supports to excel academically and socially. Board members are also responsible for ensuring that school operations are solid and sustainable and that required policies and measures of success are achieved. This includes serving as a fiduciary agent and ensuring that appropriate funding for the school as well as financial management practices are in place.

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

I served as the founding Chairwoman for the Board of Directors of Pine Springs Preparatory Academy: CFA, a public charter school in Wake County, which opened its doors to students in 2017-18 school year. Currently, serving as Vice-Chair and Chair of the Curriculum and Performance Committee. In addition, I have served on several advisory boards and non-profits boards charged with fulfilling specific missions for public good. In a prior role within the State Superintendent's Office at the NCDPI, one of my responsibilities was to help support the operations of the State Board of Education, i.e., strategic planning, performance management and new board member orientation; therefore, I am very knowledgeable of board relation and operations, organizational governance, policy development and legal aspects such as the open meetings laws.

8. Describe the specific knowledge and experience that you would bring to the board.
First and foremost, I am native to Robeson County. It is my home, so I understand intimately the culture, politics and demographics of the community – its strengths, treasures and talents, and the challenges. Secondly, the largest population of students in the proposed area are American Indian, I am a member of the local tribe and bring experience working with indigenous communities in NC and across the nation to improve education. Lastly, I bring more than 28 years of valuable expertise as a practitioner, school-based and district level administrator, state leader, education consultant and a charter school board member. For the past 8 years, I've had the honor to work with a number of the largest foundations and school reform leaders in the nation. Therefore, I can offer valuable insights and a thorough understanding of the future of teaching and learning and the ecosystem of evidence-based practices for creating effective schools. In addition, I bring access to a broad national network of education reformers and experts, particularly those interested creating model schools for underserved students in rural and from diverse communities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Triumph Charter Academy will offer an educational alternative to meet a growing demand for high quality school options of choice for families in rural areas. The school is all about building a culture of excellence that has a clear focus on the well-being of its students, which includes addressing their social and emotional needs, personal discovery and character development, their academic and intellectual growth and compassion to serve their community. The primary guiding belief for the school is that all

children can learn and reach their full potential when exposed to authentic learning opportunities designed to be culturally-responsive and tailored to their unique learning needs.

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

The proposed educational program leverages an evidence-based program for instruction that is standards-aligned and proven to be effective with diverse populations of students. The program promotes deep engagement of learning and support students in achieving their full potential, particularly in literacy. In the delivery, the program leverages emerging technologies and a variety of innovative teaching practices to help students succeed in reading, math, problem-solving, critical thinking, collaboration, creativity, and their resiliency to master the knowledge and skills that will prepare them for success in high school, college, their career of interest and life.

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

To be successful, a school must have a clear vision and goals for what it expects to accomplish as well as aligned measures for success. The educational program is informed and continuously improved based on research-based pedagogy and best practices for individualized and student-focused learning. Research reflects consistently the following characteristics for high performing schools.

- A clear and shared focus
- High standards and expectations for all students
- Effective school leadership
- High levels of collaboration and communication
- Curriculum, instruction and assessments aligned with state standards
- Frequent monitoring of learning and teaching; using proven continuous improvement principles
- Focused professional development
- A supportive learning environment
- High levels of family and community involvement

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

In general, student performance both formative and summative assessment results, leadership and teacher evaluations, results from student, parental and community surveys and reported levels of satisfaction will provide evidence. In addition, demand for enrollment slots as determined by volume of applications annually and the number of students on a waitlist. From the operations perspective, the school is financially sound and sustainable and all programs follow federal and state regulations and requirements. One critical factor will be evidence that students and teachers are engaged and motivated about the teaching and learning taking place and demonstrated pride in being a part of a school community characterized by excellence.

Governance

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

The Board as the governing body is ultimately responsible for providing students' a high quality education. This does not include the day-to-day operations but does involve establishing the strategic direction and goals for the school leader to accomplish and implementing effective oversight of student performance, financial and school operations.

2. How will you know if the school is successful at the end of the first year of operation?
Solid financial governance practices and school operations infrastructure are in place, all staff are well versed in the school's mission and are implementing the education program with fidelity as evidenced by meeting all the year one performance targets related to student performance, operations and financials.

3. How will you know at the end of five years of the schools is successful?
TCA is rated as an "A" school and a recognized breakthrough model school in the southeast region, the state and nation – and the most sought after educational option for families. Low attrition for administration and teachers, student performance has increased consistently, parents and families are active participants and contributors, and the school operations, infrastructure and financials are solid and sustainable.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Be present and engaged in the providing direction, oversight and evaluation of the charter school's school leader, fiscal matters, student performance, and school operations. Be prepared to address issues and make sound decisions based on data, board policy and educator, student, parent and community input.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Governing policies and procedures related to ethical expectations and consequences for violation should be clearly articulated as part of the Board's bylaws and policies. I firmly believe that operations of a Board representing a public entity should be transparent and adhere to proper codes of conduct in order to protect the public's education investment and sustain public trust. It is each board member's responsibility to protect the best interest of the students, parents, faculty and the community; primarily the investment of taxpayers. Any issues and violations of this responsibility should be surfaced and addressed by the board's chairperson, the full board and/or legal counsel, when appropriate.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Priscilla J. Maynor, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Triumph Charter School is true and correct in every respect.

Signature Priscilla J. Maynor

Date 8/25/18

Priscilla J. Maynor, Ed.D.
308 Elam Street
Holly Springs, NC 27540
T 919 215 5809
priscilla.maynor@gmail.com

EXECUTIVE PROFILE

Priscilla is a systems-focused education strategist, generalist and collaborator recognized in many circles for her broad knowledge in public education, and her business acumen and forward-thinking leadership. Priscilla's experience spans across the K-12 public education sector – from the classroom, school, district, regional, state and national levels. Her unique set of perspectives on culture, learning, equity and the power of the community fuels her passion to catalyze leadership and innovation in schools serving diverse communities. Priscilla is the Founder and Principal of imaginED Partners, which specializes in school improvement, collaborative engagement and leadership development. Priscilla has worked extensively on numerous projects aimed at advancing student achievement – by developing the capacity of school leaders to implement new learning models and effective systems that are community-centered and grounded in cultural knowledge, rigorous standards and high-quality teaching, learning and management practices. She has extensive experience working with schools, government agencies, tribes, foundations, nonprofits and for-profit organizations. For the last eight years, she has supported Next Generation Learning grantees for the Bill & Melinda Gates Foundation.

PROFESSIONAL CAREER PROGRESSION

LEADERSHIP AND ADMINISTRATION

FOUNDER AND LEAD PRINCIPAL. imaginED Partners, LLC, March 2014- Present
EXECUTIVE VICE PRESIDENT. SHARED LEARNING SYSTEMS & LEADERSHIP DEVELOPMENT. Center for Educational Leadership & Technology, August 2011-March 2014
REGIONAL LEAD DIRECTOR. North Carolina Department of Public Instruction, October 2008-August 2011
STATE LEAD, STATE ADVISORY COUNCIL FOR INDIAN EDUCATION. North Carolina State Board of Education, July 1998-October 2010
EXECUTIVE DIRECTOR. Agency Operations and Information Management, North Carolina Department of Public Instruction. October 2003-October 2008
SENIOR ADVISOR TO THE STATE SUPERINTENDENT. Office of the State Superintendent. July 1998-October 2003
EDUCATION CONSULTANT. North Carolina Department of Public Instruction, Exceptional Children Division. January 1995-July 1998

UNIVERSITY TEACHING

ADJUNCT FACULTY. University of North Carolina at Chapel Hill, School of Education, Educational Leadership, January 2014-May 2017: Courses: Curriculum Leadership and The Social Context of Public Education.
ADJUNCT FACULTY. University of North Carolina at Pembroke, School of Education, Special Education, May 2001-December 2005: Course: Introduction to Special Education

EXPERIENCE AS A PRACTITIONER

DISTRICT ADMINISTRATOR. Public Schools of Robeson County, Supervisor for Special Education Services
PRINCIPAL/DIRECTOR. Bryan Learning Center and Preschool Program for Children with Disabilities, Public Schools of Robeson County
TEACHER. Pembroke Elementary School, Public Schools of Robeson County

EDUCATION

University of North Carolina at Chapel Hill, Chapel Hill, NC
Doctorate of Education: Educational Leadership (2011)
University of North Carolina at Pembroke, Pembroke, NC
Masters of Arts Certification: Educational Administration and Supervision (1994)
Fayetteville State University, Fayetteville, NC

Masters of Arts: Special Education (1989)
Pembroke State University, Pembroke, NC
Bachelor of Science: Special Education (1985)

CERTIFICATIONS

North Carolina: Superintendency, School Administrator (Grades K-12), Exceptional Children Program Administrator (K-12), Mentally Handicapped (K-12), Specific Learning Disabilities (K-12), Preschool Handicapped and Teacher Mentor

CURRENT BOARDS AND COMMUNITY SERVICE

Board Member, UNC Board of Visitors
Board Member, UNC American Indian Center
Board Member, UNC Advisory Committee on Racial and Ethnic Diversity
Founding Board Chair & current Board Member, Pine Springs Preparatory Academy Public Charter School
Advisory Board Member, NC State Employees' Credit Union, Holly Springs Branch
Alpha Pi Omega, Alpha Pi Chapter, Vice Chair

FELLOWSHIPS AND HONORS

Barbara Jackson Scholar, University Council for Education Administration, 2007-10
William C. Friday Fellow, Wildacres Leadership Initiative, Class of 2001-03
President's Honoree for Leadership, National Indian Education Association, 2003
Education Policy Fellow, Institute for Educational Leadership, 1998-99
Young Executive Fellow, NC Citizens for Business and Industry, 1999-2003

PUBLICATIONS

Brownyn, F., Maynor, P., White, N., English, F., and Ehrich, L. (2013). International Handbook of Educational Leadership and Social [In]justice, Volume II., *Living with the legacy of conquest and culture: Social justice leadership for the Indigenous peoples of Australia and America*, Chapter 33, Springer Publishing.

Maynor, P. (2011). *Bourdieu's Habitus and the Educational Achievement of North Carolina's American Indian Students: An Empirical Investigation*. Doctoral Dissertation, University of North Carolina at Chapel Hill.

RECENT PRESENTATIONS

"Resilience thru Action: partnering to strengthen native identity & persistence through policy, practice, and advocacy." World Indigenous Peoples Conference on Education. Toronto CA. July 2017

PRESENT AND PAST AFFILIATIONS

- National Indian Education Association (NIEA)
- International Association for K-12 Online Learning (iNACOL)
- University Council for Education Administration (UCEA)
- American Educational Research Association (AERA)
- State Advisory Council on Indian Education (SACIE)
- NC Interagency Council for Early Intervention, Member
- Education Committee; NC Commission of Indian Affairs, Member
- Bill and Melinda Gates Foundation Technology Partnerships Network, Member
- Data Quality Campaign (DQC), Advisory Board Member

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Triumph Charter Academy
2. Full name: Rachel Ann McBroom

Home Address: 206 Sandstone Drive, Red Springs, NC 28377

Business Name and Address: NC Virtual Public School, 1017 Main Campus Drive, Partners I Bldg. Suite 3900, Raleigh, NC 27606

Telephone No.: 910-978-0704

E-mail address: raruss@hotmail.com

3. Brief educational and employment history.
 - Ph.D. in Science Education, M.Ed. Science Education, B.S. in Chemistry and Science Education
 - Classroom teacher and district curriculum specialist in Cumberland County - 5 years
 - STEM Curriculum Developer at NC State - 1 year
 - UNC Pembroke faculty member in educator preparation program and Biology Department - 9 years
 - Regional professional development consultant at DPI - 2 years
 - Director of Educator Preparation at DPI - 2 years
 - Currently serving as Chief Operations Officer at NC Virtual Public School/DPI ~4 years
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

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

I was asked to serve on the Board of Directors by Dr. Priscilla Maynor. I have been a resident of Robeson County for the past 9 years and have two young children – one a preschooler and the other enrolled in the Public Schools of Robeson County (PSRC). Since returning to UNC Pembroke as a faculty member and becoming a resident, I have sought opportunities to improve educational opportunities in Robeson County. I

interact daily with members of our community who share their desire to have high quality educational options for their children and grandchildren. It is my wish to work with other members of the board to create a successful charter school that will serve as a model for transforming the current performance of PSRC.

6. What is your understanding of the appropriate role of a public charter school board member?
Board members are responsible for ensuring all policies are compliant with state and federal regulations, setting and monitoring academic performance metrics, ensuring the school fulfills the mission as stated in the charter, ensuring the school is financially solvent, and hiring staff to carry out the operational plan.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My experiences as a district administrator, university faculty member, and staff member at the NC Department of Public Instruction have allowed me to interact with various policy making boards and committees. I have also completed the Educational Policy Fellowship Program which allowed me to deepen my knowledge and build a professional network with others involved in setting educational policy at the local, state, and national levels. My professional experiences have led to an in-depth understanding of curriculum, instruction, assessment, professional development, human resources, financial oversight, and various external partnerships and external funding opportunities.

8. Describe the specific knowledge and experience that you would bring to the board.
I bring experience in curriculum, instruction, technology, educator preparation and professional development, budget management, and educational policy to the board. My experience has been gained in my roles at local and state K-12 levels and the university level and has allowed me to deeply understand what students need to be successful throughout their entire academic career.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Triumph Charter Academy's (TCA) mission is to inspire every scholar to reach their true potential through a commitment to excellence, innovation, collaboration, and nurturing the whole child. TCA will elevate student performance and inspire the next generation of leaders through a well-rounded foundation steeped in our four guiding beliefs of academic excellence, innovative learning opportunities, collaboration between the school and community, and nurturing the whole child.

2. What is your understanding of the school's proposed educational program?
TCA will emphasize strong literacy skills through the implementation of the EL Education curriculum which provides supports for a diverse range of students through a combination of a structured phonics program and content-based literacy. TCA will use technology to support innovative instructional strategies. As such, TCA will incorporate digital citizenship curricular materials from Common Sense K-12 into the overall curriculum to prepare young learners to be digitally literate. TCA will incorporate positive personal habits from "The Leader in Me" as a way to develop student agency, student character, and a positive school culture. Additionally, the TCA calendar will incorporate dedicated times at which the students will be able to put into action what they are learning in the community.

3. What do you believe to be the characteristics of a successful school?
A successful school is one in which all stakeholders put the interests of the students first. An engaging and relevant curriculum with high academic standards is essential, but even more important is a qualified staff who are equipped with the resources to ensure all students successfully master the curriculum and nurture

the whole child. A successful school also builds strong school, family, and community partnerships to ensure student success.

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

The board will review multiple measures including academic performance measures and survey results of various stakeholder groups as a way to assess whether the school is succeeding in its mission.

Governance

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

After hiring the school leader, the board will provide oversight of the operational program including the academic program and finances. The board will be responsible for evaluating annually academic performance, the performance of the school leader, the performance of the board and progress towards charter agreement renewal.

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

Measures of success for the first year will include academic performance measures, stakeholder feedback (student, teachers, families, etc), and increased community interest in terms of increased enrollment applications, and compliance reports related to state and federal regulations.

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

After five years a successful school will be meeting the needs of the community as evidenced by a school at or approaching capacity (increased enrollment demand) and continued improvement on academic performance measures, strong stakeholder relationships as evidenced through stakeholder feedback, and continued positive staff feedback, and a history of strong financial audits and compliance with state and federal regulations.

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

The first step is the hiring of a dynamic school leader who believes in the mission of the school. Beyond that, the board should be prepared to create policies that support the mission of the school and empower staff to make decisions daily in the best interest of the students. The board needs to develop sound financial plans and processes and review academic performance measures regularly. The board needs to be prepared to communicate the mission and vision of the school to various community stakeholders and assess how the school is achieving the mission through various performance measures.

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

I would approach the member(s) individually and discuss the situation. During the discussion, I would express my concern and reasons for believing the actions are unethical or not in the best interest of the school. If the situation cannot be resolved with the individual, I will elevate my concerns along with any data and supporting documentation to the board for review and further action.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

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

Rachel Ann McBroom

Signature

8/30/18

Date

Rachel Ann McBroom, Ph.D.

raruss@hotmail.com

910-978-0704 (cell)

910-843-2352 (home)

Education

Ph.D., Science Education, May 2011, NC State University

M.Ed., Science Education, May 2000, NC State University

B.S., Science Education and Chemistry, May 1997, UNC Pembroke

Professional Experience

North Carolina Department of Public Instruction, Raleigh, NC

11/14-present Chief Operations Officer, North Carolina Virtual Public School, Academic Services

2/13-10/14 Director, Educator Preparation, Academic Services and Instructional Support

2/11-1/13 Education Consultant, Region 4 Professional Development Lead and Interim Director, Educator Preparation, Educator Recruitment and Development Division,

The University of North Carolina at Pembroke, Pembroke, NC

8/03-2/11 Science Education Program Coordinator, Instructor/Lecturer and Professional Affiliate Graduate Faculty Member, Biology Department

Cumberland County Schools, Fayetteville, NC

5/97-6/02 Classroom Teacher, Science Department Chair, and K-5 Science Curriculum Specialist,

Professional Licensure

Science (9-12)

Middle Grades Science (6-9)

Curriculum Instructional Specialist K-12 (Administrator/Supervisor)

Grants

Principal Investigator or co-Principal Investigator on grants (~\$1.7 million) funded through the National Science Foundation, the U.S. Department of Education/NC Department of Public Instruction Math-Science Partnership, and the UNC General Administration/U.S. Department of Education NC Quest program

Awards and Honors

Education Policy Fellowship Program through the NC Public School Forum and Institute for Education Leadership, 2016-17

North Carolina Science Teachers Association's Outstanding Student Teacher of the Year, 1997

Appendix F:

Charter School Board Member Information Form

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

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

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

Background

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

2. Full name: Taylor Nicole Pevia

Home Address: 502 Post Oak Court Lumberton, NC 28358

Business Name and Address: Peterson Toyota 4381 Fayetteville Rd. Lumberton, NC 28358

Telephone No.: (910) 736-3411

E-mail address: tpevia@greaterhopeic.com

3. Brief educational and employment history.

I enrolled at North Carolina State University in the Fall of 2010 and completed my studies in the Spring of 2014 with a Bachelor of Arts Degree in Psychology. I have recently been accepted into the Master of Education program in Clinical Mental Health Counseling at The University of North Carolina at Pembroke. I began working at Peterson Toyota in August of 2008 as the receptionist and have since then grown and flourished into the position of a Sales Manager.

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

Yes:

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

I have served as an Executive Administrator for Greater Hope International Church as well as Five Porches Community Outreach Organization. I have an attitude and drive to perform with the spirit of excellence. I was involved in the birth of the vision of TCA. I have always been an advocate, especially for children. I serve

as a Guardian Ad Litem volunteer and I am currently in the process of adopting a 10-year-old girl because I believe in making a difference in the lives of children. Every child deserves an extraordinary educational experience with educators, staff and an institution that is concerned about every facet of their life. I desire to give my time and support to ensure the highest level of academic achievement and a quality educational experience regardless of socioeconomic standing, race, religious views or any other factors.

6. What is your understanding of the appropriate role of a public charter school board member?
Someone who desires to serve as a charter school board member must first be able to commit the time and energy required to ensure the functioning of the school. There must be a high level of accountability. We must see that we carry out our mission, make wise decisions, and always keep the best interest of the children before us. We must strive for excellence, quality and unquestionable results.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have the time and dedication that this role requires. I am currently serving on the board of a local church. I have gone above and beyond on my responsibilities and duties required of me. I have a desire to advocate for those in need. The children in our community are in desperate need of an academic awakening.
8. Describe the specific knowledge and experience that you would bring to the board.
I bring the knowledge of innovative ideas in learning that were gleaned during my studies at North Carolina State University. I also bring a fresh and new millennial approach to education. I do believe I bring a unique perspective as a result of my Guardian Ad Litem volunteer work. I have a concept of many of the issues that children in these difficult family dynamics are facing.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I understand the mission of Triumph Charter Academy is to provide an educational adventure that will nourish the whole child. For far too long, we have compartmentalized every area of our children's lives and we have limited their educational experience to strictly learning a preset curriculum.
2. What is your understanding of the school's proposed educational program?
We will provide a curriculum and experience that will promote and encourage excellence, innovation and the building of strong relationships within the school as well as the surrounding community. We will encourage high academic achievement and hold our children to a standard that is equal to or above the state educational standards.
3. What do you believe to be the characteristics of a successful school?
I believe that children crave community. They need to have a relationship with their peers, teachers and staff. Trust is an important guiding factor. We must share in the responsibility of ensuring the needs of every child are met. It is important that we do not gauge the success of TCA or diminish the purpose to something we can measure. We will not encourage teaching with the sole purpose of high testing results, but also the development of character in which we prepare our students to be beneficial members of society.
4. How will you know that the school is succeeding (or not) in its mission?
We will be able to look at the academic achievement of the school as a whole. We will also be able to include teacher, staff and parent feedback as we closely monitor the progress of the students.

Governance

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

The board will be responsible for strategic planning, educational programs, marketing and recruitment of students and a great school leader, and management of finances and school operations. We will also ensure that the school is abiding by state laws.

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

We will know if the school is successful at the end of the first year if we meet or exceed the state educational requirements, especially with the 1st and 2nd grade students. This will be a marker that our approach to education is having the desired effect. Secondly, we will have an idea of success if the enrolled student's parents desire them to continue to study at TCA.

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

I would consider TCA an overwhelming success at the end of the 5th year if our mandatory testing level exceeds state requirements by 20% or more. I would also consider a success if we have properly handled fundraising, budgeting and financial matters. Also, if the request for continued education in this forum was high enough that the application for a Charter High School would be approved.

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

We must be sure we follow all state required laws, maintain and abide by our budget, and we will ensure our teachers and staff are meeting all requirements we clearly and distinctively lay out during the hiring process and appropriate training. We must also be ready to address and resolve any issues that may arise. We will do constant evaluations to make sure our goals, mission and vision are being expressed and actively pursued. We will maintain enrollment and employment.

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

I believe it would be necessary to bring it to the attention of the board chairman. The incident(s) should be properly investigated and appropriate evidence must be compiled and immediate action must be taken. We must ensure that all board member operate ethically.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

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

Taylor Pevia
Signature

8/29/18
Date

TAYLOR PEVIA
4890 Independence Dr.
Lumberton, NC 28358
(910) 736-3411
tnpevia@ncsu.edu

EDUCATION

University of North Carolina at Chapel Hill
Sociocultural Anthropology and Ethnography:
Coursework

Chapel Hill, NC
Spring 2010

University of North Carolina at Pembroke
Physical Education and Spanish as a second language
Coursework

Pembroke, NC
Spring 2014

North Carolina State University
Bachelor of Arts in Psychology
Graduated Cum Laude

Raleigh, NC
August 2010 - May 2014

PROFESSIONAL EXPERIENCE

Peterson Toyota
Sales Manager

Lumberton, NC
August 2008 - Present

- Supervise a team of automotive salespeople
- Hiring and monitoring performance
- Training and Evaluations
- Assuring customer satisfaction
- Being aware of cultural differences and maintaining a diverse, respectful atmosphere
- Ensuring we meet our monthly sales goals
- Design and implement sale strategies

VOLUNTEER EXPERIENCE

Greater Hope International Church
Youth Leader

Lumberton, NC
September 2016 – Present

- Teach middle school and high school adolescence
- One on one counseling sessions
- Group counseling
- Mentoring

Greater Hope International Church
Outreach Director

Lumberton, NC
August 2014 – Present

- Assisting the homeless
- Assisting women who have, either now or at some point, lost custody of their children
- Organizing an annual feeding for 3,000 individuals in need
- Organizing an annual food box giveaway to feed 300 families of four for two weeks

North Carolina Guardian Ad Litem
Child Advocate

Robeson County, NC
May 2017-Present

- Advocate for an abused and/or neglected child
- Monitor the child's best interests throughout the judicial proceeding
- Maintain confidentiality of information related to the case

ADDITIONAL SKILLS

- **Communication**
- **Analyzing data**
- **Efficiency**
- **Culturally competent**
- **Social media expert**
- **Creating highly engaging marketing campaigns**
- **Gaining and maintaining support of customers**
- **Negotiation**
- **Building relationships**
- **Managing processes**
- **Executing marketing strategies and plans**

Appendix G: Proposed Bylaws for the Non-Profit Organization

**BYLAWS OF
EMPOWERED ED GROUP INC.,
dba/ TRIUMPH CHARTER ACADEMY
Approved May ___ 2018**

ARTICLE I – NAME AND OFFICES

- Section 1. Name
- Section 2. Principal Office
- Section 3. Registered Office
- Section 4. Other Offices

ARTICLE II - PURPOSES

ARTICLE III - MEMBERSHIP

ARTICLE IV - BOARD OF DIRECTORS

- Section 1. General Powers and Functions
- Section 2. Number, Voting Rights and Terms
- Section 3. Nominations
- Section 4. Elections
- Section 5. Resignation and Removal
- Section 6. Ex-Officio Members

ARTICLE V - BOARD OF DIRECTORS MEETINGS

- Section 1. Annual Meeting
- Section 2. Quorum
- Section 3. Regular Meetings
- Section 4. Attendance by Remote Communication
- Section 5. Special Meetings
- Section 6. Actions Without Meetings
- Section 7. Open Meetings and Public Records Laws
- Section 8. Attendance
- Section 9. Manner of Acting
- Section 10. Presumption of Assent
- Section 11. Conduct of Meetings

ARTICLE VI - OFFICERS

- Section 1. Officers
- Section 2. Nominations
- Section 3. Elections
- Section 4. Chairman
- Section 5. Vice Chairman
- Section 6. Treasurer
- Section 7. Secretary

- Section 8. Assistant Officers
- Section 9. Resignation and Removal of Officers

ARTICLE VII – COMMITTEES

- Section 1. General Provisions
- Section 2. Standing Committees
- Section 3. Nominating Committee
- Section 4. Executive Committee
- Section 5. Finance Committee

ARTICLE VIII – CONDUCT STANDARDS

ARTICLE IX - CONFLICT OF INTEREST

- Section 1. General Provisions
- Section 2. Statutory Requirements
- Section 3. Definitions
- Section 4. Procedures
- Section 5. Records of Proceedings
- Section 6. Compensation
- Section 7. Annual Statements
- Section 8. Periodic Reviews
- Section 9. Use of Outside Expertise

ARTICLE X – MANAGEMENT AND FINANCES

- Section 1. Funds
- Section 2. Administration
- Section 3. Investments
- Section 4. Rejection of Gifts
- Section 5. Other Powers

ARTICLE XI – CONTRACTS, LOANS AND DEPOSITS

- Section 1. Contracts
- Section 2. Loans
- Section 3. Checks and Drafts
- Section 4. Deposits
- Section 5. No State Indebtedness by Contract

ARTICLE XII - INDEMNIFICATION

- Section 1. Definitions
- Section 2. Statement of Intent
- Section 3. Indemnification
- Section 4. Determination
- Section 5. Advances for Expenses
- Section 6. Reliance and Consideration
- Section 7. Insurance
- Section 8. Savings Clause

Section 9. Emergency Bylaws

ARTICLE XIII - AMENDMENTS

ARTICLE XIV – DISSOLUTION AND DISTRIBUTION

ARTICLE XV - MISCELLANEOUS

Section 1 Fiscal Year and Audits

Section 2. Net Earnings

**ARTICLE I
NAME AND OFFICES**

SECTION 1. **NAME.** The name of the corporation shall be EMPOWERED ED GROUP, INC., d/b/a TRIUMPH CHARTER ACADEMY (hereafter, the “Corporation” or “School”.)

SECTION 2. **PRINCIPAL OFFICE.** The principal office shall be at 502 Post Oak Ct., Lumberton, North Carolina, Robeson County, NC 28358.

SECTION 3. **REGISTERED OFFICE.** The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical to the principal office of the Corporation. The address of the registered office may be changed from time to time by the Board of Directors.

SECTION 4. **OTHER OFFICES.** The Corporation may, from time to time, have offices at such places, either within or outside the State of North Carolina, as the Board of Directors may designate or as the business of the Corporation may require.

**ARTICLE II
PURPOSES**

The purposes for which the Corporation is organized are to engage in all lawful activities in which nonprofit Corporations may engage under the North Carolina Nonprofit Corporation Act (as it may be amended from time to time), including, but not limited to, the following:

- (a) To seek, and if approved, to operate the Corporation as a North Carolina charter school, to be chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the “North Carolina Charter School Act”); and
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

ARTICLE III: MEMBERSHIP

The Corporation shall have no members.

**ARTICLE IV
BOARD OF DIRECTORS**

SECTION 1. **GENERAL POWERS AND FUNCTIONS.** Except as otherwise provided in the Articles of Incorporation or in these Bylaws, all the corporate powers shall be and are hereby

vested in and shall be exercised by the Board of Directors. The Board of Directors may by general resolution delegate to committees of their own number such powers as they may see fit. The Board of Directors shall appoint such additional employees of the Corporation, as distinguished from the Chairman and officers of the Corporation, as they may desire. The primary function of the Board of Directors is to set policy and provide general oversight of the School's operations, rather than manage its day-to-day operations. Specifically, this includes the following:

- (a) To provide general leadership and direction;
- (b) To formulate policies that promote the School's mission, objectives, operations and performance;
- (c) To govern the School in accordance with federal and state laws;
- (d) To facilitate communication with the community;
- (e) To ensure that the School is effectively managed and staffed;
- (f) To oversee and assure proper financial and operational practices;
- (g) To ensure that sufficient funds and other support are sought and secured to provide for short- and long-term needs;
- (h) To retain necessary expertise, consulting, and contractor services and training.

SECTION 2. NUMBER, VOTING RIGHTS, AND TERMS. The number of Directors of the Corporation shall be as determined from time to time by resolution of the Directors, with a minimum number of five (5) Directors and no more than seven (7) except in cases of emergency or short-term exigencies. Each Director is authorized to vote on all matters, subject to the restrictions established by law, the Corporation's Articles of Incorporation, or these Bylaws. Each Director shall serve a three (3) year term, except to the extent necessary to implement a system of staggered Directorships, in which case Directors may serve terms of less than three (3) years. Each Director may serve up to three successive terms (i.e., up to nine total consecutive years) upon approval by a majority vote of the Board of Directors at its next meeting following the expiration of such Director's current term of office.

SECTION 3. NOMINATIONS. At least thirty (30) days prior to the Annual Meeting of the Board of Directors, the Nominating Committee shall present to the Board of Directors a slate of nominees to be elected to serve on the Board of Directors at the Annual Meeting. Other candidates may be nominated by the Directors of the Corporation from the floor to be added to those selected by the Nominating Committee provided that the nominee's willingness to serve has been determined in advance of the nomination.

SECTION 4. ELECTIONS. Voting Directors shall be elected at the Annual Meeting by

a majority vote of the Directors present, provided, however, the voting members of the Board of Directors of this Corporation and/or its duly appointed Nominating Committee shall annually recommend the names of persons for election to the Board of Directors. In the event of the death, resignation, retirement, removal or disqualification of a member of the Board of Directors during their appointed term of office, their successor shall be elected and serve only until the expiration of the term of their predecessor provided, however, any Parent Director vacancy must be filled by a parent of a student enrolled in the School. The Board of Directors shall have the power to temporarily fill, at its discretion, vacancies occurring on the Board of Directors by appointment.

SECTION 5. RESIGNATION AND REMOVAL. Any director may resign but, as feasible, should provide reasonable advanced written notice of at least thirty 30 days of such resignation. Any director may be removed at any time for just cause by a majority vote of the directors then in office at a duly called meeting. Just cause shall include, without limitation, conduct such as neglect of duty, failure to fulfill the duties of a board member, failure to comply with Corporate requirements or policies, conduct unbecoming of a board member or that substantially threatens the integrity or reputation of the Corporation, acts of immorality, conviction of a crime, or charges of criminal behavior or other conduct for which there is substantial evidence of wrongdoing. Any director may be removed at any time without cause by a two-thirds vote of the directors then in office at a duly called meeting. If any Director resigns or is removed, a new Director may be elected to fill the remaining term at the same meeting of the Board of Directors.

SECTION 6. EXOFFICIO MEMBERS AND NON-VOTING MEMBERS. There may be exofficio and non-voting members of the Board of Directors as are elected by a majority vote of the Board of Directors at any meeting of such Board. The participating in board matters and meetings by such members shall be determined by majority of voting Board members.

ARTICLE V BOARD OF DIRECTORS MEETINGS

SECTION 1. ANNUAL MEETING. An annual meeting of the Board of Directors of this Corporation shall normally take place in July and no later one hundred twenty (120) days after the end of each fiscal year of the Corporation on a date determined by the Board of Directors, at a place designated by the Chairman of the Board of Directors. Notice of the time and place of such meeting shall be given in writing at least two (2) weeks in advance, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 2. QUORUM. Except as otherwise provided by law, the Articles of Incorporation of the Corporation or these Bylaws, a quorum of the Board of Directors consists of a majority of the Directors in office immediately before a meeting begins. In no event may these Bylaws or any resolution adopted pursuant to these Bylaws authorize a quorum of fewer than one-third of the number of Directors then in office, except in emergencies requiring action by a majority of the available Board members for the good of the School, only after reasonable efforts to notify and convene all Board members.

SECTION 3. REGULAR MEETINGS. The Board of Directors shall meet at least eight times each year and hold regular meetings at such times as the Chairman or his designee determines. At least ten (10) days advance written notice shall be given for each meeting, unless such actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at such meeting.

SECTION 4. ATTENDANCE BY REMOTE COMMUNICATION. Any or all Directors may participate in a meeting by, or conduct the meeting through the use of, any reasonable and legal means of communication by which all Directors participating in the meeting may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed present in person at the meeting unless otherwise determined by the Board or required by law.

SECTION 5. SPECIAL MEETINGS. Special meetings of the Board of Directors for a specific purpose may be called at any time by its Chairman or by the request of at least two (2) members of the Board of Directors. The specific purpose must be stated in the notice and no other business shall be transacted at the special meeting. Unless actual notice is not required by the laws of the State of North Carolina or these Bylaws for the validity of the Directors' actions at any such special meeting, notice must be given not less than forty-eight (48) hours prior to any special meeting. Such notice may be given by any usual means of communication. Meetings shall be held at a place and at such time as shall be fixed by the Chairman or Board of Directors members calling the meeting.

SECTION 6. ACTIONS WITHOUT MEETINGS. No action may be taken without a meeting of the Board of Directors.

SECTION 7. OPEN MEETINGS AND PUBLIC RECORDS LAWS. All meetings of the Board shall at all times comply with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes.

SECTION 8. ATTENDANCE. All Directors are expected to attend all meetings. Failure to regularly attend meetings may subject a Director to removal.

SECTION 9. MANNER OF ACTING. Except as otherwise provided in these Bylaws, the act of the majority of the members of the Board of Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. No action may be taken without a quorum present.

SECTION 10. PRESUMPTION OF ASSENT. A member of the Board of Directors of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his contrary vote is recorded or his dissent is otherwise entered in the minutes of the meeting or unless he shall file his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the

Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

SECTION 11. CONDUCT OF MEETINGS. The Chairman shall cause to be prepared and forwarded to the members of the Board, prior to any regular meeting of the Board, an agenda containing the items to be voted upon at the regular meeting. Neither failure of the Chairman to prepare nor the failure of a member of the Board to receive a copy of the proposed agenda shall affect the validity of any vote taken at such meeting. The Board may consider at any meeting such business as may properly come before it notwithstanding the fact that the subject was not listed on the agenda.

ARTICLE VI

SECTION 1. OFFICERS. Officers of the Corporation shall consist of a Chairman, a Vice Chairman, a Secretary, and a Treasurer and other officers as the Board of Directors may from time to time elect. The Board shall have the right to create such additional offices as it deems beneficial to the Corporation. Except for Chairman and Vice Chairman, the Board has the right to combine offices into one, such as Secretary and Treasurer. No person may hold more than one office at the same time, except as noted above with Secretary/Treasurer.

SECTION 2. NOMINATIONS. In the event the Board of Directors has appointed a nominating committee to act, such committee shall present a slate of candidates for each office to be filled at least thirty (30) days prior to the Annual Meeting. Other candidates may be nominated by the Board of Directors from the floor to be added to those selected by the Nominating Committee provided that the nominee's willingness to serve has been determined in advance of the nomination.

SECTION 3. ELECTIONS. Officers shall be elected at the Annual Meeting of the Board of Directors by a majority in number of the members of the Board of Directors present. Officers shall assume their duties immediately after the Annual Meeting and shall serve for a one (1) year term and until their successors are duly elected and qualified, unless such terms are otherwise designated by separate resolution of the Board of Directors.

SECTION 4. CHAIRMAN. The Chairman shall be a Director and preside at all meetings, shall make reports to the Board of Directors and shall perform all such other duties as are incident to his/her office or may properly be required of him/her by the Board of Directors. He/She shall be, ex officio, a member of all committees.

SECTION 5. VICE CHAIRMAN. In the absence of the Chairman of the Board of Directors or in the event of his or her death, inability or refusal to act, the Vice Chairman of the Board of Directors shall perform the duties of the Chairman of the Board of Directors, and when so acting shall have all the powers of and be subject to all the restrictions, as may be applicable, upon the Chairman of the Board of Directors. However, in the event of the death or incapacity of the Chairman, a new Chairman shall be elected as soon as possible by the Board of Directors.

SECTION 6. TREASURER. The Treasurer shall:

- (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for monies due and payable to the Corporation from any source whatsoever; and deposit all such monies in the name of the Corporation in such depositories as shall be selected in accordance with the provisions of these Bylaws;
- (b) prepare, or cause to be prepared, a true statement of the Corporation's assets and liabilities as of the close of each fiscal year, and a statement of the Corporation's gross receipts and all expenses for such fiscal year, all in reasonable detail, which statements shall be made and filed at the Corporation's registered office or principal place of business in the State of North Carolina within three (3) months after the end of such fiscal year and thereat kept available for a period of at least ten (10) years; and
- (c) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her by the Chairman or by the Board of Directors, or by these Bylaws.

SECTION 7. SECRETARY. The Secretary shall:

- (a) keep the minutes of the meetings of the Board of Directors and of all Board of Directors in one or more books provided for that purpose;
- (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law;
- (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; and
- (d) in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the Chairman or by the Board of Directors.

SECTION 8. ASSISTANT OFFICERS. Assistant Secretaries or Assistant Treasurers, as may be elected by the Board of Directors, shall perform the duties and exercise the powers of the Secretary or the Treasurer, respectively, in their absence, and shall perform such other duties incident to their office as may properly be required by the Board of Directors.

SECTION 9. RESIGNATION AND REMOVAL. Any officer may resign his position but, as feasible, should provide reasonable advanced written notice of at least thirty 30 days of such resignation. Any officer may be removed from serving as an officer at any time for just cause by a majority vote of the directors then in office at a duly called meeting. Just cause shall include, without limitation, conduct such as neglect of duty, failure to fulfill the duties of a board member, failure to comply with Corporate requirements or policies, conduct unbecoming of a board member or that substantially threatens the integrity or reputation of the Corporation, acts

of immorality, conviction of a crime, or charges of criminal behavior or other conduct for which there is substantial evidence of wrongdoing. Any officer may be removed at any time for his office without cause by a two-thirds vote of the directors then in office at a duly called meeting. If any officer resigns or is removed from his office, a new officer may be elected to fill the remaining term at the same meeting of the Board of Directors

ARTICLE VII COMMITTEES

SECTION 1. GENERAL PROVISIONS. In accordance with G.S. §55A-8-25, The Board may create one or more committees and appoint members to serve on them. Each committee shall have two or more members, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be approved by a majority of all the Directors in office when the action is taken. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility or liability imposed upon it or him/her by law. The Chairman shall be a non-voting member of all committees. No committee may be comprised of Board members, the total of which equals or exceeds a quorum of the entire Board.

SECTION 2. STANDING COMMITTEES. The Board may appoint standing committees. These may, but are not required to include a Nominating Committee, Executive Committee, Finance Committee, Education Committee, Planning and Development Committee, and the Facilities and Grounds Committee. The terms of all members of any standing committees shall expire at the time of the first monthly meeting following the annual meeting or until their successors are appointed or elected and qualified. Standing committee members shall include at least one Board member. The Chairman shall be an “ex-officio” non-voting member of all committees. All standing committees shall report their activities to the Board of Directors as requested by the Chairman and shall make recommendations directly to the Board on matters referred to them or falling within their respective fields of responsibility. All standing committees shall keep a record of their business and submit them to the Board when requested.

SECTION 3. NOMINATING COMMITTEE. The Nominating Committee shall propose and submit to the Board of Directors names of persons nominated for election as Directors, as officers of the Corporation, and as members of the Executive Committee.

SECTION 4. EXECUTIVE COMMITTEE.

(a) **Membership.** The Executive Committee may consist of three (3) to four (4) members, including the Board Chairman and Vice Chairman and any other Board Members and non- Board members who shall be elected by the Board. The number of Board members on the Executive Committee shall not equal or exceed a quorum of the entire Board. The Board may, by resolution, change the number of members on the Executive Committee. The names of nominees to fill any vacancy on the Executive Committee shall be published at least thirty (30) days prior to the meeting at which the election is conducted. Any Director shall be entitled to nominate a number of persons equal to the number of vacancies on the Executive Committee.

(b) **Officers.** The Chairman of the Board shall be Chairman of the Executive Committee and preside at all meetings. The Vice Chairman of the Board shall be Vice Chairman of the Executive Committee and preside in the absence of the Chairman.

(c) **Meetings.** Meetings of the Executive Committee shall be held at the call of the Chairman, or at the call of the Vice Chairman and one other member of the Executive Committee. Notice of the time and place of any meeting of the Executive Committee shall, whenever practical, be provided by telephone, e-mail or telefax to all members at least twenty-four (24) hours prior to the time of the meeting. If notice is mailed, the notice must be mailed at least seventy-two (72) hours prior to the time of the meeting. Any member of the Executive Committee may provide written notice that he or she waives the notice requirements hereinabove set forth. Attendance by a member at any meeting of the Executive Committee shall constitute a waiver of notice of such meeting, except where such member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

(d) **Quorum.** A quorum of the Executive Committee shall consist of a majority of its members.

(e) **Powers.** The Executive Committee shall have such powers and authorities as are expressly delegated to it by the Board of Directors, and those powers that are incidental to the expressly conferred powers, and necessary to enable the Executive Committee to exercise such expressly delegated powers and authorities.

(f) **Report of Activities.** The Executive Committee shall maintain minutes of its meetings and records of all actions taken by it and shall promptly provide copies of such minutes to the Corporation's Secretary, who shall forward copies to all Directors.

SECTION 5. FINANCE COMMITTEE. The Treasurer shall serve as Chair of the Finance Committee, which shall be made up of not more than five (5) members of which at least two shall be Board members who shall be duly elected members of the Board of Directors.

The Committee shall:

- (a) Review major financial or property transactions.
- (b) Have charge of invested funds of the school.
 - (1) Have authority to direct changes in investment by custodians of funds.
 - (2) Recommend a change in investment counsel.
- (c) Report at each regular meeting of the Board and as needed to the Executive Committee.
 - (1) Recommend action to the Board in subsections (a) and (c)(2) above.

- (2) Recommend action to the Executive Committee on subsection (b) above.
- (d) Perform other duties reasonably necessary to carry out its functions.

ARTICLE VIII CONDUCT STANDARDS

Directors shall conduct themselves and the performance of their Board duties in accordance with G.S. 55A-8-30 and as otherwise regulated by law or Board policy or action.

(a) A Director shall discharge his duties as a Director, including his duties as a member of a committee:

- (1) In good faith;
- (2) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (3) In a manner the Director reasonably believes to be in the best interests of the Corporation.

(b) In discharging his duties, a Director is entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

- (1) One or more officers or employees of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented;
- (2) Legal counsel, public accountants, or other persons as to matters the Director reasonably believes are within their professional or expert competence; or
- (3) A committee of the Board of which he is not a member if the Director reasonably believes the committee merits confidence.

(c) A Director is not entitled to the benefit of subsection (b) of this section if he has actual knowledge concerning the matter in question that makes reliance otherwise permitted by subsection (b) of this section unwarranted.

(d) A Director is not liable for any action taken as a Director, or any failure to take any action, if he performed the duties of his office in compliance with this section.

(e) A Director's personal liability for monetary damages for breach of a duty as a Director may be limited or eliminated only to the extent provided in G.S. 55A860 or permitted in G.S. 55A202(b)(4), and a Director may be entitled to indemnification against liability and expenses pursuant to Part 5 of Article 8 of Chapter 55A of the General Statutes

(f) A Director shall not be deemed to be a trustee with respect to the Corporation or with respect to any property held or administered by the Corporation, including without limit, property that may be subject to restrictions imposed by the donor or transferor of such property.

ARTICLE IX CONFLICT OF INTEREST

SECTION 1. GENERAL PROVISIONS. Directors shall avoid improper conduct arising from conflicts of interest and shall abide by all legal requirements governing conflicts of interests, including G.S. 55A-8-31. If any Director has or may have a conflict of interest in a matter pending before the Board, such member shall fully disclose to the Board the nature of the conflict or potential conflict. No transaction may be approved if it would constitute self-dealing.

SECTION 2. STATUTORY REQUIREMENTS. Board practice regarding conflicts of interest shall be governed ultimately by G.S. 55A-8-31, as amended or replaced at any time subsequent to the adoption of these Bylaws. Specific statutory requirements include the following.

(a) A conflict of interest transaction is a transaction with the Corporation in which a Director of the Corporation has a direct or indirect interest. A conflict of interest transaction is not voidable by the Corporation solely because of the Director's interest in the transaction if any one of the following is true:

- (1) The material facts of the transaction and the Director's interest were disclosed or known to the Board of Directors or a committee of the Board and the Board or committee authorized, approved, or ratified the transaction;
- (2) The material facts of the transaction and the Director's interest were disclosed or known to the members entitled to vote and they authorized, approved, or ratified the transaction; or
- (3) The transaction was fair to the Corporation.

(b) A Director of the Corporation has an indirect interest in a transaction if:

- (1) Another entity in which he has a material financial interest or in which he is a general partner is a party to the transaction; or
- (2) Another entity of which he is a Director, officer, or trustee is a party to the transaction and the transaction is or should be considered by the Board of Directors of the Corporation.

(c) For purposes of subdivision (a)(1) of this section, a conflict of interest transaction is authorized, approved, or ratified if it receives the affirmative vote of a majority of the

Directors on the Board of Directors (or on the committee) who have no direct or indirect interest in the transaction, but a transaction shall not be authorized, approved, or ratified under this section by a single Director. If a majority of the Directors who have no direct or indirect interest in the transaction vote to authorize, approve, or ratify the transaction, a quorum is present for the purpose of any taking action under this section. The presence of, or a vote cast by, a Director with a direct or indirect interest in the transaction does not affect the validity of any action taken under subdivision (a)(1) of this section if the transaction is otherwise authorized, approved, or ratified as provided in that subdivision.

(d) For purposes of subdivision (a)(2) of this section, a conflict of interest transaction is authorized, approved, or ratified by the members if it receives a majority of the votes entitled to be counted under this subsection. Votes cast by or voted under the control of a Director who has a direct or indirect interest in the transaction, and votes cast by or voted under the control of an entity described in subdivision (b)(1) of this section, shall not be counted in a vote of members to determine whether to authorize, approve, or ratify a conflict of interest transaction under subdivision (a)(2) of this section. The vote of these members, however, is counted in determining whether the transaction is approved under other sections of this Chapter. A majority of the votes, whether or not present, that are entitled to be cast in a vote on the transaction under this subsection constitutes a quorum for the purpose of taking any action under this section.

(e) The Articles of Incorporation, Bylaws, or a resolution of the Board may impose additional requirements on conflict of interest transactions.

SECTION 3. DEFINITIONS.

(a) **Interested Person.** Any Director, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

(1) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,

(2) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

SECTION 4. PROCEDURES.

(a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

(c) **Procedures for Addressing the Conflict of Interest.**

(1) An interested person may make a presentation to the Board of Directors or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

(2) The Chairman of the Board of Directors, or the chair of the committee if a committee meeting is appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board or committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(d) **Violations of the Conflicts of Interest Policy.**

(1) If the Board of Directors or one of its committees has reasonable cause to believe a member has failed to disclose actual or any foreseeable conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary or corrective action.

SECTION 4. RECORDS OF PROCEEDINGS. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board or committee as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

SECTION 6. COMPENSATION.

(a) Board members shall receive no compensation for serving on the board and may not receive compensation from the Corporation for any services provided to the Corporation.

(b) Board members may be reimbursed for travel, accommodations, and meals when traveling on behalf of the School.

SECTION 7. ANNUAL STATEMENTS. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person

(a) has received a copy of the conflicts of interest policy,

(b) has read and understands the policy,

(c) has agreed to comply with the policy, and

(d) understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

SECTION 8. PERIODIC REVIEWS. To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

(b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect

reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

SECTION 9. USE OF OUTSIDE EXPERTISE. When conducting the periodic reviews as provided for in this Article, the Corporation may choose to employ outside experts. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE X MANAGEMENT AND FINANCES

SECTION 1. FUNDS. The Board of Directors shall establish such funds as the Board, in its discretion, shall consider desirable to further the purposes of the Corporation. The Board of Directors may adopt such rules and policies for the establishment and maintenance of such funds as the Board of Directors may determine necessary, subject to the provisions of the Articles of Incorporation and these Bylaws.

SECTION 2. ADMINISTRATION. The Board of Directors shall manage and administer in all respects the properties and funds of the Corporation in accordance with the terms of the Articles of Incorporation creating the Corporation, the provisions of the Bylaws, and all applicable laws, obtaining and securing for such purposes such assistance, office space, force, equipment, and supplies and other aids and facilities, upon such terms as the Directors may deem necessary from time to time.

SECTION 3. INVESTMENTS. The Board of Directors shall hold, use, manage, administer, and, at their discretion, dispose of the properties of the Corporation, and shall collect all incomes, revenues and profits arising there from. The funds of the Corporation arising through the receipt and collection of incomes, revenues and profits, sale of properties or otherwise, shall be invested in such properties and investments as may be determined by the Board of Directors from time to time to be fit investments for assets of the Corporation, and in the making of any investment, the Board of Directors shall not be limited to such investments as may be legal investments for fiduciaries under any present or future statute, decision, or rule of law, but the Board of Directors shall have absolute discretion in the determination of what properties constitute a suitable investment for any assets of the Corporation, subject to applicable law.

SECTION 4. REJECTION OF GIFTS. Any person, firm, or Corporation shall have the privilege of making grants to the Corporation at any time by way of gift, devise, bequest, condition, or otherwise, and such additions shall be received, used and disposed of by the Board of Directors in accordance with the terms of the Articles of Incorporation and any other conditions of the gift; provided, however, that the Board of Directors shall have the power to reject any donation, grant, bequest, or devise which in the opinion of the Board of Directors is inconsistent with the charitable purposes for which the Corporation was formed or for any other reason it deems sufficient.

SECTION 5. **OTHER POWERS.** The Board of Directors shall have and may exercise any and all other powers which are necessary or desirable in order to manage and administer the Corporation and the properties and funds thereof and carry out and perform in all respects the charitable purposes of the Corporation according to the true intent thereof.

ARTICLE XI CONTRACTS, LOANS, AND DEPOSITS

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

SECTION 2. **LOANS.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. In accordance with G.S. 55A-8-32, no loan, guaranty, or other form of security shall be made or provided by the Corporation to or for the benefit of its Directors or officers.

SECTION 3. **CHECKS AND DRAFTS.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall be determined by resolution of the Board. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Treasurer or by any officer or agent who may be authorized by the Board to do so.

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

SECTION 5. **NO STATE INDEBTEDNESS BY CONTRACT.** As long as required by state law, no indebtedness of any kind incurred or created by the Corporation on behalf of a North Carolina Chartered School operated by the Corporation shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Corporation shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

ARTICLE XII

INDEMNIFICATION OF DIRECTORS, OFFICERS AND OTHERS

SECTION 1. **DEFINITIONS.** For purposes of this Article, the following definitions shall apply:

- (a) "Act" means the North Carolina Nonprofit Corporation Act, effective July 1, 1994, and all amendments and additions thereto.

(b) “Corporation” means the School as a Corporation, as such term is defined in Section 55A-8-50(b)(1) of the Act.

(c) “Director” means an individual who is or was a Director of the Corporation or an individual who, while a Director of the Corporation, is or was serving at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan, or other enterprise. A Director is considered to be serving as a Director, officer, manager, partner, trustee, employee or agent of an employee benefit plan at the Corporation’s request if such Director’s duties to the Corporation also impose duties on, or otherwise involve services by, the Director to the plan or to participants in or beneficiaries of the plan. “Director” includes, unless the context requires otherwise, the estate or personal representative of a Director.

(d) “Expenses” means expenses of every kind incurred in defending a Proceeding, including, but not limited to, legal, accounting, expert and investigatory fees and expenses.

(e) “Indemnified Officer” means an individual who is or was an officer of the Corporation appointed by the Board of Directors. An Indemnified Officer shall be entitled to indemnification hereunder to the same extent as a Director, including, without limitation, indemnification with respect to service by the Indemnified Officer at the Corporation’s request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise. “Indemnified Officer” includes, unless the context requires otherwise, the estate or personal representative of an Indemnified Officer.

(f) “Liabilities” means any obligation to pay any or all of the following: a judgment, a settlement, a penalty, a fine (including an excise tax assessed with respect to an employee benefit plan) and expenses, including, but not limited to, attorneys’ fees of opposing parties incurred with respect to a Proceeding.

(g) “Proceeding” means any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, whether formal or informal, and any appeal therein (and any inquiry or investigation that could lead to such a proceeding).

SECTION 2. STATEMENT OF INTENT. The Corporation shall indemnify the Directors and the Indemnified Officers to the maximum extent permitted by the Act.

SECTION 3. INDEMNIFICATION. In addition to, and not in any way in limitation of, all indemnification rights and obligations otherwise provided by law, the Corporation shall indemnify and hold harmless its Directors and Indemnified Officers against all Liabilities and Expenses in any Proceeding (including, without limitation, a Proceeding brought by or on behalf

of the Corporation itself) arising out of their status as Directors or officers, or their service at the Corporation's request as a Director, officer, manager, partner, trustee, employee or agent of another foreign or domestic Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise, or their activities in any such capacity. The Corporation shall also indemnify each Director and Indemnified Officer for his or her costs, expenses and attorneys' fees incurred in connection with the enforcement of the rights to indemnification granted herein, if it is determined in accordance with Section 4 of this Article that the Director or Indemnified Officer is entitled to indemnification hereunder.

The Corporation shall not indemnify a Director or an Indemnified Officer against Liabilities or Expenses that such person may incur on account of activities of such person which at the time taken substantially involve any of the following:

- (a) Acts that are known or should have reasonably been known to be in conflict with the best interests of the Corporation;
- (b) Acts of bad faith;
- (c) Acts of willful or grossly negligent misconduct in the performance of duty;
- (d) Acts involving receipt of an improper personal benefit; or
- (e) Acts in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.

The Board of Directors shall have the authority to adopt such resolutions pertaining to the implementation of this Article, Section 3 as it may from time to time determine, and such resolutions shall be given full effect, even though they supplement, amplify or go beyond the provisions of this Article, Section 3 provided and to the extent that such resolution does not violate any provision of the Act or the Articles of Incorporation. This Article, Section 3 shall be construed in a manner to fully effect the purpose and intent of the resolution of the Board of Directors approving and adopting this provision.

SECTION 4. DETERMINATION. The Corporation shall pay any indemnification under Section 3 of this Article in a specific case only after a determination that the Director or Indemnified Officer has met the standard of conduct set forth in Section 3 of this Article. Such determination shall be made:

- (a) by the Board of Directors by a majority vote of a quorum consisting of the members thereof not at the time parties to the Proceeding;
- (b) if a quorum cannot be obtained under Section 4(a), by a majority vote of a committee duly designated by the Board of Directors (in which designation members of the Board of Directors who are parties to the Proceeding may

participate), consisting solely of two or more members of the Board of Directors not at the time parties to the Proceeding; or

- (c) by special legal counsel (i) selected by the Board of Directors or a committee thereof in the manner prescribed in Section 4(a) or (b), or (ii) if a quorum of the Board of Directors cannot be obtained under Section 4(a) and a committee cannot be designated under Section 4(b), selected by a majority vote of the full Board of Directors (in which selection members thereof who are parties in the Proceeding may participate).

The Board of Directors shall take all such action as may be necessary and appropriate to enable the Corporation to pay the indemnification required by this Article.

SECTION 5. ADVANCES FOR EXPENSES. The Expenses incurred by a Director or an Indemnified Officer in defending a Proceeding may be paid by the Corporation in advance of the final disposition of such Proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director or Indemnified Officer to repay such amount unless it shall ultimately be determined that such person is entitled to be indemnified by the Corporation against such Expenses. Subject to receipt of such undertaking, the Corporation shall make reasonable periodic advances for Expenses pursuant to this Section 5 unless the Board of Directors shall determine, in the manner provided in Section 4 of this Article and based on the facts then known, that indemnification under this Article is or will be precluded.

SECTION 6. RELIANCE AND CONSIDERATION. Any Director or Indemnified Officer who at any time after the adoption of this Article serves or has served in any of the aforesaid capacities for or on behalf of the Corporation shall be deemed to be doing or to have done so in reliance upon, and as consideration for, the right of indemnification provided herein. Such right, however, shall not be exclusive of any other rights to which such person may be entitled apart from the provisions of this Article. No amendment, modification or repeal of this Article IX shall adversely affect the right of any Director or Indemnified Officer to indemnification hereunder with respect to any activities occurring prior to the time of such amendment, modification or repeal.

SECTION 7. INSURANCE. The Corporation shall, as required by law, and may, beyond the requirements of the law, purchase and maintain insurance on behalf of its Directors, officers, employees and agents and those persons who were or are serving at the request of the Corporation in any capacity with another Corporation (whether a business or nonprofit Corporation), limited liability company, partnership, joint venture, trust, employee benefit plan or other enterprise against any liability asserted against or incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of this Article or otherwise. Any full or partial payment made by an insurance company under any insurance policy covering any Director, officer, employee, agent or other person identified above made to or on behalf of a person entitled to indemnification under this Article shall relieve the Corporation of its liability for indemnification provided for in this Article or otherwise to the

extent of such payment, and no insurer shall have a right of subrogation against the Corporation with respect to such payment.

SECTION 8. SAVINGS CLAUSE. If this Article or any portion hereof shall be invalidated on any ground by any court or agency of competent jurisdiction, then the Corporation shall nevertheless indemnify each person indemnified hereunder to the fullest extent permitted by the portion of this Article that is not invalidated and also to the fullest extent permitted or required by applicable law.

SECTION 9. EMERGENCY BYLAWS. In accordance with G.S. 55A-2-07,

(a) The Board may adopt, amend, or repeal Bylaws to be effective only in an emergency defined in subsection (d) of this section. The emergency Bylaws, which are subject to amendment or repeal by the members, may make all provisions necessary for managing the Corporation during the emergency, including:

- (1) Procedures for calling a meeting of the Board of Directors;
- (2) Quorum requirements for the meeting; and
- (3) Designation of additional or substitute Directors.

(b) All provisions of the regular Bylaws consistent with the emergency Bylaws remain effective during the emergency. The emergency Bylaws are not effective after the emergency ends.

(c) Board action taken in good faith in accordance with the emergency Bylaws binds the School, and the fact that the action was taken pursuant to emergency Bylaws shall not be used to impose liability on a Director, officer, employee, or agent.

(d) An emergency exists for purposes of this section if a quorum of the Corporation's Directors cannot readily be assembled because of some catastrophic event.

ARTICLE XIII AMENDMENTS

Amendments to these Bylaws can be made by the Board of Directors, in regular meeting assembled, either annual or special, with advance notice of at least thirty (30) days, and if special, then the purpose of the meeting with the proposed amendment or amendments must be stated in the call; provided, however, the vote of two-thirds (2/3rds) of the members of the Board of Directors then in office shall be required to amend these Bylaws unless otherwise herein expressly specified or required by law.

ARTICLE XIV DISSOLUTION AND DISTRIBUTION

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 as required by North Carolina law. Specifically, and only as long as required by state law pursuant to N.C.G.S. §115C-238.29E (f), all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located.

To the extent otherwise allowed by law, all assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XV MISCELLANEOUS

SECTION 1. FISCAL YEAR AND AUDITS.

- (a) The fiscal year of the Corporation shall be set by the Board of Directors.
- (b) The books of the Corporation and of its fiscal agent shall be professionally audited annually as directed by the Board of Directors.

SECTION 1. NET EARNINGS. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, 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 the purposes set forth in the purpose clause of the Corporation's Articles of Incorporation, as may be amended from time to time. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

The undersigned persons certify the foregoing Bylaws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

Dated: May __, 2018

APPROVED BY THE BOARD OF DIRECTORS FOR
EMPOWERED ED GROUP INC.



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

EMPOWERED ED GROUP INC

the original of which was filed in this office on the 21st day of August, 2018.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 21st day of August, 2018.

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: Empowered Ed Group 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: Ronald Barnes

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

Number and Street: 502 Post Oak Ct

City: Lumberton State: NC Zip Code: 28358 County: Robeson

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>Ronald Barnes</u>	<u>502 Post Oak Ct. Lumberton, NC 28358</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: 9107363411

Number and Street: 502 Post Oak Ct

City: Lumberton State: NC Zip Code: 28358 County: Robeson

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

Number and Street or PO Box: _____

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

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

Name	Address	Title

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

Privacy Redaction

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

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

This is the 20 day of August, 2018.

6
Incorporator/Business Entity Name

Ronald Barnes
Signature of Incorporator

Ronald Barnes, Incorporator

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

NOTES:

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

BUSINESS REGISTRATION DIVISION
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

3-H

Empowered Ed Group Inc

Item 7: After all liabilities and debts have been satisfied, any remaining assets shall be distributed to another state approved non-profit in the are of education in accordance with N.C.G.S 55A-14-03.

**ARTICLES OF INCORPORATION:
EMPOWERED ED GROUP, INC.,**

Pursuant to N.C. Gen. Stat. § 55A-2-02, the undersigned corporation submits these Articles of Incorporation (the "Articles") for the purpose of forming a nonprofit corporation under the laws of the State of North Carolina.

ARTICLE I

The name of the corporation is EMPOWERED ED GROUP, INC., (the "Corporation").

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

The Corporation is organized as a charitable corporation, as defined in N.C. Gen. Stat. § 55A-1-40(4), exclusively for charitable, educational, scientific or literary purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code (the "Code"). As used in these Articles, references to the Code shall mean the Internal Revenue Code of 1986, as the same may be amended from time to time, and references to a particular Code section shall include the corresponding provisions of any future United States internal revenue law.

The purposes for which the Corporation is organized are:

- (a) To establish and operate a North Carolina charter school, chartered under Section 115C-238.29A *et seq.* of the North Carolina General Statutes (the "North Carolina Charter School Act").
- (b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes; and
- (c) To carry out the purposes herein above set forth in any state of the United States to the extent that such purposes are permitted by the law of such state.

The foregoing clauses shall be construed as both objects and powers, and such enumeration of specific purposes, objects, and powers shall not be deemed to limit or restrict in any manner the general powers of the Corporation and the Corporation shall have and may exercise all powers conferred on a nonprofit corporation by the laws of the State of North Carolina, now or hereafter in effect.

In furtherance of its purposes, the Corporation shall have the power to receive and allocate contributions, funds, property, or other benefits within the discretion of its Board of Directors to any organization that qualifies as an exempt organization under Section 501(c)(3) of the Code, or the corresponding provisions of any subsequent federal tax laws.

ARTICLE IV

The street address and county of the initial registered office of the Corporation is as follows:

EMPOWERED ED GROUP, INC.,

c/o Ronald Barnes, Incorporator

502 Post Oak Court
Lumberton, NC 28358
Robeson County

The mailing address of the initial registered office is

EMPOWERED ED GROUP, INC.,

c/o Ronald Barnes, Incorporator

502 Post Oak Court
Lumberton, NC 28358
Robeson County

The name of the initial registered agent of the Corporation at such address is Ronald Barnes.

ARTICLE V

The name and the address of the incorporator and address, county, and phone number of the Corporation's Principal Place of Business are as follows (incorporator indicated in "c/o" line):

EMPOWERED ED GROUP,
INC.
c/o Ronald Barnes, Incorporator
502 Post Oak Court
Lumberton, NC 28358

Robeson County / Ph: (910) 736-3411

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as a tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its trustees, 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 the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision 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 VIII

Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all the liabilities of the Corporation, the Corporation's remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with the provisions of N.C. Gen. Stat. § 55A-14-03, the North Carolina Charter School Act, and other applicable laws or any successor provisions thereto. 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 organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

ARTICLE IX

The number, manner of election or appointment, the qualifications and the term of the

directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act, the North Carolina Business Corporation Act to the extent that it applies (as they now exist or may hereafter be amended), and the North Carolina Charter School Act, no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article, shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repeal or adoption (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision 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 XI

In addition to the powers granted to corporations under the laws of the State of North Carolina, the Corporation shall have full authority to adopt bylaws, policies and programs for the regulation of its internal affairs and the conduct of its business in such form and method as are not in conflict with or in violation of such laws, except as prohibited by the provisions of these Articles.

ARTICLE XII

These Articles shall be effective upon filing.

This is the 7th day of May, 2018.



Ronald Barnes,
Incorporator

Empowered Ed Group Inc

Item 7: After all liabilities and debts have been satisfied, any remaining assets shall be distributed to another state approved non-profit in the are of education in accordance with N.C.G.S 55A-14-03.

PROPOSAL OF RISK & INSURANCE SERVICES

Prepared For:

Triumph Charter Academy Empowered Education Group

For informational purposes provided to:

North Carolina State Board of Education

301 North Wilmington St. Room 212
6302 Mail Service Center
Raleigh, NC 27699-6302

Policy Effective Dates: TBD

Presented By:



Will Hendricks, VP, CIC
800 Beverly Hanks Centre
Hendersonville, NC 28791

Innovative Solutions

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Executive Summary

We appreciate Triumph Charter Academy's consideration of having Morrow Insurance Agency provide an **estimated budget proposal** for the proposed charter school.

Considering that the anticipated "opening" date of this school is greater than 60 days from the creation of this budget, it is important for all parties to note these figures are **estimated** based on current insurance market conditions and **could vary drastically at the time of issuance**. The insurance market is subject to change and can experience cyclical fluctuations which have the potential to impact rates year to year, and even month to month.

Morrow Insurance Agency has specialized in insuring youth serving organizations such as private schools, charter schools and summer camps for over 40 years. Our book of business within this niche market spans across 15 states.

We understand the insurance coverage, risk management, and service needs of the Charter School Industry. A Charter School requires specialized coverage to protect the needs to the children and families, the administrators and employees, its board of directors, and the organization's property.

The property and casualty coverage that is addressed within this proposed insurance budget includes:

- General Liability
- School Board Legal Liability
- Educators Professional
- Sexual Abuse & Molestation
- Cyber Liability
- Crime Coverage
- Property & Business Income
- Commercial Auto
- Commercial Umbrella
- Workers Compensation

The limits for each of these coverages included within the budget meet the requirements of the NC State Board of Education, and they are the limits carried by the average Charter School. At the time of issuance, these limits will likely vary depending on the individual school's needs or requirements.

Once issued, this package policy would include an additional status for the following entity:

**North Carolina State Board of Education
301 North Wilmington St., Room 212
6302 Mail Service Center
Raleigh, NC 27699-6302**

Insurance Coverage Specifications

Additional Insured: **North Carolina State Board of Education**

General Liability – Insurance Carrier TBD

Premises Operations and Products/Completed Operations

Occurrence Limit:.....	\$1,000,000
General Aggregate:.....	\$3,000,000
Products Aggregate Limit:.....	\$3,000,000
Personal and Advertising Injury Limit:.....	\$1,000,000
Damage to Premises Rented to You:.....	\$ 100,000
Medical Expense Limit:.....	\$ 10,000
Sexual Abuse & Molestation Occurrence.....	\$1,000,000
Sexual Abuse & Molestation Occurrence.....	\$3,000,000

Educators Legal Liability - Insurance Carrier TBD

Professional Liability for Directors & Officers, School Administrators, Teaching Professionals. Typical claims include wrongful termination, wrongful dismissal, failure to grant tenure, failure to educate.

Occurrence / Aggregate:.....	\$1,000,000
Additional Defense Limit of Insurance.....	\$1,000,000
Employment Practices Liability.....	\$1,000,000
Deductible:	\$ 5,000

❖Liability Coverage Premium Basis:
SCHOOLS – PUBLIC-ELEM, KINDERGARTEN, JR. HIGH
EXPOSURE: 500 Students

Crime Coverage - Insurance Carrier TBD

Deductible:.....	\$ 5,000
Employee Theft :.....	\$ 250,000
Forgery or Alteration:.....	\$ 100,000
Money & Securities Inside Premises:.....	\$ 100,000
Money & Securities Outside Premises.....	\$ 100,000
Funds Transfer Fraud:.....	\$ 100,000
Money Orders & Counterfeit Money:.....	\$ 100,000
Social Engineering Fraud:.....	\$ 50,000

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Insurance Coverage Specifications

Continued....

Property Coverage – Insurance Carrier TBD

Premises Location: TBD

Business Personal Property (Contents) :.....	\$500,000
Deductible:.....	\$ 1,000
Valuation:.....	Replacement Cost
Agreed Value:.....	Yes
Equipment Breakdown:.....	Included
Business Income Coverage:.....	Actual Loss Sustained
Number of Months:.....	12 Months
Extra Expense Coverage:.....	Included
Waiting Period Deductible:.....	Zero

Crisis Event Expense Coverage – Keeps your organization running after a crisis event at your premises by providing public relations communication expenses, post-event services and business income coverage

Crisis Event Response Communication:.....	\$100,000
Post Event Crisis Event Expense:.....	\$100,000
Crisis Event Business Income and Extra Expense:.....	\$100,000

Commercial Auto Coverage – Insurance Carrier TBD

Hired & Non-Owned Liability Coverage:.....	\$1,000,000
Hired/Leased Car Physical Damage Coverage:.....	\$ 35,000
Comp and Collision Included:.....	Yes
Deductibles:.....	\$500 comp/collision

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Insurance Coverage Specifications

Continued....

Additional Insured: **North Carolina State Board of Education**

Commercial Umbrella Coverage– Insurance Carrier TBD

Commercial Umbrella Limit per Occurrence:..... **\$5,000,000**

Commercial Umbrella Aggregate Limit:..... **\$5,000,000**

Underlying umbrella coverage includes the following:

Commercial General Liability:..... \$1,000,000 Each Occurrence
\$3,000,000 General Aggregate
\$3,000,000 Products/Completed Ops
\$1,000,000 Personal / Advertising Injury

Sexual Abuse & Molestation:..... \$1,000,000 Each Occurrence
\$3,000,000 General Aggregate

Commercial Auto Liability:..... \$1,000,000 Combined Single Limit

Employers Liability:..... \$ 500,000 Bodily Injury - Each Accident
\$ 500,000 By Disease – Each Employee
\$ 500,000 By Disease – Policy Limit

Workers Compensation – Insurance Carrier TBD

Work Comp Certificate Holder: **North Carolina State Board of Education**

Each Accident:.....\$500,000
Disease Policy Limit:..... \$500,000
Disease – Each Employee:.....\$500,000

WC Class Code:

8868 – Schools Professional Employees & Clerical
9101 – School All Other Employees

Estimated Payroll:	
\$1,500,000	
\$ 20,000	

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Five Porches Community Development Corp
4890 Independence Dr. Lumberton, NC 28358

September 24, 2018

Ronald Barnes
4890 Independence Dr #7
Lumberton, NC 28358

Re: Start-Up Funding and Resources to Support Proposed Public Charter School

Dear Dr. Head:

The purpose of this letter is to confirm our commitment of financial support and resources for Triumph Charter Academy, a proposed public charter school in Robeson County.

Five Porches Community Development Corp is a 501 (c)(3) non-profit formed to support education, combat homelessness and poverty, provide food and clothing to those in need, support reintegration for those coming out of prison and support women and children who have been abused.

Five Porches Community Corp will provide in-kind financial support and resources to Empowered ED Group Inc. to assist with the start-up and operational expenses for Triumph Charter Academy for a minimum period of three (3) years to build a solid foundation for long-term sustainability. Through our national network, and in partnership with the governing board and their local community partners, our organization will also assist in efforts to secure additional grants and donation support. It is our goal to sustain this commitment in order to ensure all families in Robeson County have an opportunity to access to high quality educational options for their children.

Our organization commits to the following:


- Provide \$25,000 for start-up costs for the period of July 1, 2019 – June 30, 2020.
- Pay one-year salary, benefits, taxes and travel for Head of School to be hired to work with the governing board during the Ready to Open planning year. The Head of School will be hired by July 1, 2019.
- Provide a computer devices through a lease agreement with Apple (I-Pads for K-2 laptops for grades 3-6 starting year 1 plus teachers)
- Provide transportation by contract- (4) buses, all handicapped accessible, including the cost for maintenance, fuel and insurance, drivers- Years 1-5.
- Provide funding to cover the cost of meals for qualifying students based on need; Years 1-3 of the school's operation or until eligibility for federal school lunch program can be determined.
- Provide funding to cover the cost of three (3) uniforms for qualifying students based on need.

- Provide funding for purchases of curriculum materials and instructional resources- Years 1-3
- Provide support for professional development of staff and Board of Directors.

Five Porches Community Corp is excited to support the governing board, their mission and plan for Triumph Charter Academy with a total leveraged value of \$894,256 the first year and thereafter, upon review of the school's annual needs. We will work collaboratively with the governing board to ensure seamless coordination of support, delivery and reporting on outcomes. We believe our support and commitment will directly impact the long-term sustainability of a high-quality school in Robeson County and we look forward to working with you in partnership on this exciting endeavor.

We wish you luck on your application.

Sincerely,



Ronald Barnes, President

**TRIUMPH CHARTER ACADEMY
BUDGET REPORT - PROJECTED
2020-2021**

ADM	470
EC	57

	PROJECTED BUDGET	PERCENTAGE
REVENUE		
TOTAL STATE REVENUE	\$3,250,462.00	92.94%
TOTAL LOCAL REVENUE	\$246,803.00	7.06%
TOTAL FEDERAL REVENUE	\$0.00	0.00%
TOTAL FUND 5 REVENUE	\$0.00	0.00%
TOTAL REVENUE	\$3,497,265.00	100.00%
EXPENSES		
Salaries & Bonuses	\$1,882,230.00	53.82%
Benefits	\$427,114.00	12.21%
Books & Supplies	\$138,720.00	3.97%
Technology	\$90,540.00	2.59%
Equipment & Leases	\$58,500.00	1.67%
Contracted Student Services	\$132,700.00	3.79%
Staff Development	\$65,000.00	1.86%
Administrative Services	\$99,400.00	2.84%
Insurances	\$25,924.00	0.74%
Rents & Debt Service	\$72,000.00	2.06%
Facilities	\$9,600.00	0.27%
Utilities	\$23,700.00	0.68%
Nutrition & Food	\$0.00	0.00%
Transportation & Travel	\$4,000.00	0.11%
Capitalized Expenses	\$430,000.00	12.30%
Athletics	\$0.00	0.00%
After School Program	\$0.00	0.00%
Federal Expenses	\$0.00	0.00%
TOTAL EXPENSES	\$3,459,428.00	98.92%
NET SURPLUS/(DEFICIT)	\$37,837.00	1.08%

This budget is approved by the local board on this _____ day of _____, 2018

Signature, Chair

Printed Name, Chair

2021 TEMPLATE
NEW YEAR BUDGET WORKUP

ADM: 470
EC: 57
LEP: 0

293770.26
1.08%

NET SURPLUS/(DEFICIT): \$37,837.00

	CURRENT BUDGET	YTD ACTIVITY	PROJECTED VS CURRENT	PROJECTED BUDGET	FEDERAL OFFSET	PLANNING BUDGET
REVENUE						
STATE REVENUE						
Rev - Summer Reading Camp	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Charter Schools	\$0.00	\$0.00	\$3,250,462.00	\$3,250,462.00	\$0.00	\$3,250,462.00
Rev - Special State Reserve	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Reading Device Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Test Result Bonus - 048	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL STATE REVENUE	\$0.00	\$0.00	\$3,250,462.00	\$3,250,462.00	\$0.00	\$3,250,462.00
LOCAL REVENUE						
Rev - Sales Tax	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Field Trip	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Lunch	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Rental of School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Contributions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Interest Income - 5862	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Interest Income - 7222	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Interest Income REG 2962	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Interest Income REG 2953	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Interest Income - 5674	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Various 1934	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Student Supply Fee	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Athletics - 2654	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Arts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Clubs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - E-Rate	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Robeson	\$0.00	\$0.00	\$246,803.00	\$246,803.00	\$0.00	\$246,803.00
Rev - County 2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - County 3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - County 4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - County 5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
F & F - Wilson County Schools	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Fundraising	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL LOCAL REVENUE	\$0.00	\$0.00	\$246,803.00	\$246,803.00	\$0.00	\$246,803.00

FUND 5 REVENUE						
Rev - Lunch USDA 035	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Lunch (Full Pay)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rev - Before & After School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FUND 5 REVENUE	\$0.00	\$9,858.06	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL REVENUE	\$0.00	\$0.00	\$3,497,265.00	\$3,497,265.00	\$0.00	\$3,497,265.00

EXPENSES						
1. Salaries & Bonuses						
Salary - Teacher	\$0.00	\$0.00	\$1,063,350.00	1,063,350.00	\$0.00	1,063,350.00
Salary - Mentor	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Teacher Assistant	\$0.00	\$0.00	\$234,600.00	234,600.00	\$0.00	234,600.00
Salary - Tutor	\$0.00	\$0.00	\$66,300.00	66,300.00	\$0.00	\$66,300.00
Salary - Substitute	\$0.00	\$0.00	\$17,600.00	\$17,600.00	\$0.00	\$17,600.00
Salary - Summer Stipend	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Clubs Stipend	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - EC Teacher	\$0.00	\$0.00	\$91,800.00	91,800.00	\$0.00	\$91,800.00
Salary - EC Teacher Assistant	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - EC Teacher Assistant - 063	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Guidance	\$0.00	\$0.00	\$51,000.00	51,000.00	\$0.00	\$51,000.00
Salary - Nurse & Health	\$0.00	\$0.00	\$29,376.00	29,376.00	\$0.00	\$29,376.00
Salary - Psychologist	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Superintendent	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Principal	\$0.00	\$0.00	\$86,700.00	86,700.00	\$0.00	\$86,700.00
Salary - Assistant Principal	\$0.00	\$0.00	\$66,300.00	66,300.00	\$0.00	\$66,300.00
Salary - Office	\$0.00	\$0.00	\$64,260.00	64,260.00	\$0.00	\$64,260.00
Salary - Security	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Technology	\$0.00	\$0.00	\$51,000.00	51,000.00	\$0.00	\$51,000.00
Salary - Drivers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Bonus	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Bonus - 048	\$0.00	\$0.00	\$59,944.00	\$59,944.00	\$0.00	\$59,944.00
Total 1. Salaries & Bonuses	\$0.00	\$0.00	\$1,882,230.00	\$1,882,230.00	\$0.00	\$1,882,230.00
2. Benefits						
Social Security Cost	\$0.00	\$0.00	\$134,670.00	\$134,670.00	\$0.00	\$134,670.00
Social Security Cost - 063	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Social Security Cost - 048	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
State Retirement Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
State Retirement Cost - 063	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Hospitalization Cost	\$0.00	\$0.00	\$278,444.00	278,443.50	\$0.00	\$278,444.00
Unemployment Cost	\$0.00	\$0.00	\$14,000.00	\$14,000.00	\$0.00	\$14,000.00
Dental Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Life Insurance Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Insurance Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 2. Benefits	\$0.00	\$0.00	\$427,114.00	\$427,113.50	\$0.00	\$427,114.00

3. Books & Supplies						
Textbooks	\$0.00	\$0.00	\$65,400.00	\$65,400.00	\$0.00	\$65,400.00
Instructional Supplies	\$0.00	\$0.00	\$28,200.00	\$28,200.00	\$0.00	\$28,200.00
EC Instructional Supplies	\$0.00	\$0.00	\$3,420.00	\$3,420.00	\$0.00	\$3,420.00
Health Supplies	\$0.00	\$0.00	\$4,700.00	\$4,700.00	\$0.00	\$4,700.00
Safety Supplies	\$0.00	\$0.00	\$4,700.00	\$4,700.00	\$0.00	\$4,700.00
Arts Expenses	\$0.00	\$0.00	\$4,700.00	\$4,700.00	\$0.00	\$4,700.00
Clubs Supplies	\$0.00	\$0.00	\$4,700.00	\$4,700.00	\$0.00	\$4,700.00
Fundraising Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Office Supplies	\$0.00	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00
Board of Directors Supplies	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Postage	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Memberships	\$0.00	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$2,000.00
Sales Tax Expense	\$0.00	\$0.00	\$3,900.00	\$3,900.00	\$0.00	\$3,900.00
Total 3. Books & Supplies	\$0.00	\$0.00	\$138,720.00	\$138,720.00	\$0.00	\$138,720.00
4. Technology						
Internet Services	\$0.00	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00
Instructional Software	\$0.00	\$0.00	\$75,000.00	\$75,000.00	\$0.00	\$75,000.00
EC Software	\$0.00	\$0.00	\$4,320.00	\$4,320.00	\$0.00	\$4,320.00
Non-Capitalized Hardware	\$0.00	\$0.00	\$3,600.00	\$3,600.00	\$0.00	\$3,600.00
Non-Cap Comp Read Devices 085	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Non-Capitalized EC Hardware	\$0.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00
Office Software	\$0.00	\$0.00	\$3,120.00	\$3,120.00	\$0.00	\$3,120.00
Non-Capitalized Office Hardware	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Clubs Software	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 4. Technology	\$0.00	\$0.00	\$90,540.00	\$90,540.00	\$0.00	\$90,540.00
5. Non-Cap Equipment & Leases						
Instructional Equipment	\$0.00	\$0.00	\$44,000.00	\$44,000.00	\$0.00	\$44,000.00
Clubs Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reproduction Costs	\$0.00	\$0.00	\$23,600.00	\$7,000.00	\$0.00	\$7,000.00
Equipment Repairs	\$0.00	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00
Office Equipment	\$0.00	\$0.00	\$6,500.00	\$6,500.00	\$0.00	\$6,500.00
Total 5. Non-Cap Equipment & Leases	\$0.00	\$0.00	\$75,100.00	\$58,500.00	\$0.00	\$58,500.00

6. Contracted Student Services						
Instructional Services	\$0.00	\$0.00	\$12,000.00	\$12,000.00	\$0.00	\$12,000.00
EC Services	\$0.00	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00
EC Services - 063	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Health Services	\$0.00	\$0.00	\$28,000.00	\$28,000.00	\$0.00	\$28,000.00
LEP Services	\$0.00	\$0.00	\$9,000.00	\$9,000.00	\$0.00	\$9,000.00
Psychological Services	\$0.00	\$0.00	\$13,500.00	\$13,500.00	\$0.00	\$13,500.00
Security Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Speech Services	\$0.00	\$0.00	\$22,500.00	\$22,500.00	\$0.00	\$22,500.00
Speech Services - 063	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Arts Services	\$0.00	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00
Clubs Services	\$0.00	\$0.00	\$14,700.00	\$14,700.00	\$0.00	\$14,700.00
Field Trips	\$0.00	\$0.00	\$8,000.00	\$8,000.00	\$0.00	\$8,000.00
Clubs Field Trips	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 6. Contracted Student Services	\$0.00	\$0.00	\$132,700.00	\$132,700.00	\$0.00	\$132,700.00
7. Staff Development						
Workshop Expenses	\$0.00	\$0.00	\$65,000.00	\$65,000.00	\$0.00	\$65,000.00
Tuition Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Education Reimbursements	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 7. Staff Development	\$0.00	\$0.00	\$65,000.00	\$65,000.00	\$0.00	\$65,000.00
8. Administrative Services						
Advertising	\$0.00	\$0.00	\$18,000.00	\$18,000.00	\$0.00	\$18,000.00
Contracted Audit Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contracted Financial Services	\$0.00	\$0.00	\$42,300.00	\$42,300.00	\$0.00	\$42,300.00
Contracted Legal Services	\$0.00	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00
Bank Fees	\$0.00	\$0.00	\$900.00	\$900.00	\$0.00	\$900.00
Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
General Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Student Information Services	\$0.00	\$0.00	\$14,100.00	\$14,100.00	\$0.00	\$14,100.00
Technology Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Human Resources	\$0.00	\$0.00	\$20,100.00	\$20,100.00	\$0.00	\$20,100.00
Other Tax Payments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 8. Administrative Services	\$0.00	\$0.00	\$99,400.00	\$99,400.00	\$0.00	\$99,400.00
9. Insurances						
Workers Compensation	\$0.00	\$0.00	\$7,100.00	\$7,100.00	\$0.00	\$7,100.00
General Liability	\$0.00	\$0.00	\$3,800.00	\$3,800.00	\$0.00	\$3,800.00
Property	\$0.00	\$0.00	\$9,300.00	\$9,300.00	\$0.00	\$9,300.00
Scholastic Accident	\$0.00	\$0.00	\$5,724.00	\$5,724.00	\$0.00	\$5,724.00
Total 9. Insurances	\$0.00	\$0.00	\$25,924.00	\$25,924.00	\$0.00	\$25,924.00
10. Rents & Debt Service						
Debt Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Building Rent	\$0.00	\$0.00	\$72,000.00	\$72,000.00	\$0.00	\$72,000.00
Arts Rent	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Clubs Rent	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 10. Rents & Debt Service	\$0.00	\$0.00	\$72,000.00	\$72,000.00	\$0.00	\$72,000.00
11. Facilities						
Architect Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Building Repairs & Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Building Supplies & Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contracted Custodial Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Custodial Supplies & Materials	\$0.00	\$0.00	\$9,600.00	\$9,600.00	\$0.00	\$9,600.00
Improvement to Existing Site	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Miscellaneous Contracts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Security Monitoring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 11. Facilities	\$0.00	\$0.00	\$9,600.00	\$9,600.00	\$0.00	\$9,600.00
12. Utilities						
Electricity	\$0.00	\$0.00	\$9,000.00	\$9,000.00	\$0.00	\$9,000.00
Natural Gas	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Water & Sewer	\$0.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00
Waste Management	\$0.00	\$0.00	\$1,200.00	\$1,200.00	\$0.00	\$1,200.00
Telephone	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Mobile Communications	\$0.00	\$0.00	\$12,000.00	\$12,000.00	\$0.00	\$12,000.00
Total 12. Utilities	\$0.00	\$0.00	\$23,700.00	\$23,700.00	\$0.00	\$23,700.00
13. Nutrition & Food						
Contracted Food Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Food - Board	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Food - Clubs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other Food - Office	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 13. Nutrition & Food	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Transportation & Travel						
Vehicle Gas & Diesel Fuel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contracted Pupil Transportation	\$0.00	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00
Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 14. Transportation & Travel	\$0.00	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$4,000.00
15. Capital Purchases						
Cap Instructional Computers	\$0.00	\$0.00	\$350,000.00	\$350,000.00	\$0.00	\$350,000.00
Cap Office Computers	\$0.00	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00
Cap Instructional Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cap EC Equipment - 063	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Cap Office Equipment	\$0.00	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00
Cap Building Equipment	\$0.00	\$0.00	\$70,000.00	\$70,000.00	\$0.00	\$70,000.00
Total 15. Capital Purchases	\$0.00	\$0.00	\$430,000.00	\$430,000.00	\$0.00	\$430,000.00

16. Athletics						
Salary - Director - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Salary - Coach - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Social Security Cost - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Retirement Cost - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Hospitalization - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Unemployment - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Dental - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Non Cap Equipment - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contracted Services - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Rent - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Food - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Capitalized Equipment - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Workshops - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Travel and Lodging - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Memberships - Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 16. Athletics	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
17. After School Program						
Salary - 701	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Social Security Cost - 701	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
State Retirement Cost - 701	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies and Materials - 701	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contracted Services - 701	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Bank Fees - 701	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total 17. After School Program	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENSES	\$0.00	\$0.00	\$3,476,028.00	\$3,459,427.50	\$0.00	\$3,459,428.00
NET SURPLUS/(DEFICIT)	\$0.00	\$0.00	\$21,237.00	\$37,837.50	\$0.00	\$37,837.00

STATE	UNITS	RATE	TOTAL	EST INCREASE
ADM	470.00	\$6,446.71	\$3,029,953.00	0.00%
EC @ 12%	57.00	\$3,868.59	\$220,509.00	0.00%
LEP	-	-	\$0.00	
NCVPS	-	-	\$0.00	
Total			<u><u>\$3,250,462.00</u></u>	

LOCAL	UNITS	ATTRITION	RATE	TOTAL	
Rev - Robeson	470.00	24.00	553.37	\$246,803.00	ESTIMATED AT 5%
Rev - County 2	-	-	-	\$0.00	
Rev - County 3	-	-	-	\$0.00	
Rev - County 4	-	-	-	\$0.00	
Rev - County 5	-	-	-	\$0.00	
Total	<u><u>470.00</u></u>			<u><u>\$246,803.00</u></u>	

State ADM vs Total Local
Should equal 0

* ONLY CHANGE UNITS OR ATTRITION

2021 Employee Payroll Projections				
Pay Type Position	Coded	Employee Name		2021 Annual
Teacher- K	5110.121			35,000.00
Teacher- K	5110.121			35,000.00
Teacher -K	5110.121			45,000.00
Teacher- K	5110.121			45,000.00
Teacher- K	5110.121			55,000.00
Teacher - 1	5110.121			35,000.00
Teacher - 1	5110.121			35,000.00
Teacher -1	5110.121			45,000.00
Teacher -1	5110.121			45,000.00
Teacher -1	5110.121			55,000.00
Teacher -2	5110.121			35,000.00
Teacher -2	5110.121			45,000.00
Teacher -2	5110.121			45,000.00
Teacher -2	5110.121			55,000.00
Teacher -3	5110.121			35,000.00
Teacher -3	5110.121			45,000.00
Teacher -4	5110.121			35,000.00
Teacher -4	5110.121			45,000.00
Teacher -5	5110.121			35,000.00
Teacher -5	5110.121			45,000.00
Teacher -6	5110.121			35,000.00
Teacher -6	5110.121			45,000.00
Teacher- ELL	5110.121			45,000.00
Teacher - PE	5110.121			45,000.00

Teacher- ART (.05)	5110.121			22,500.00
Teacher	5110.121			
Teacher	5110.121			
Teacher	5110.121			
Teacher	5110.121			
Teacher	5110.121			
Teacher Assistant- K	5110.142			23,000.00
Teacher Assistant- K	5110.142			23,000.00
Teacher Assistant -K	5110.142			23,000.00
Teacher Assistant--K	5110.142			23,000.00
Teacher Assistant -K	5110.142			23,000.00
Teacher Assistant -1	5110.142			23,000.00
Teacher Assistant -1	5110.142			23,000.00
Teacher Assistant -1	5110.142			23,000.00
Teacher Assistant -1	5110.142			23,000.00
Teacher Assistant -1	5110.142			23,000.00
Instructional Performance Coach/AIG Support	5110.143			65,000.00
EC Teacher./Coordinator- 1	5210.121			45,000.00
EC Teacher. 1	5210.121			45,000.00

EC Teacher	5210.121			
EC Teacher	5210.121			
EC Teacher	5210.121			
EC Teacher	5210.121			
12% of 470 popu (57 students)				
Psychologist	5210.133			
	5210.142			
Office Personnel- TCA Business Manager	5400.151			40,000.00
Office Personnel	5400.151			
Office - Testing	5400.151			
Office Personnel	5400.151			
Office Personnel	5400.151			
Office Personnel	5400.151			
Office Personnel	5400.151			
Admin Asst	5400.151			23,000.00
Head of School/Principal	5410.114			85,000.00
	5410.114			
Asst Principal.	5420.116			65,000.00
Guidance/Learner Advocate/Parent Liaison	5830.131			50,000.00
Guidance	5830.131			
Guidance	5830.131			

Nurse-	5840.131			28,800.00
Security	5850.149			
Technology /Media Lead	5860.146			50,000.00
Technology	5860.146			
	6110.113			
Maint of Plant-	6580.175			
Maint of Plant	6580.175			
Maint of Plant	6580.175			
Teacher Test Results Bonus @ 4% (see above)				

NUMBER OF TEACHERS	22
DAYS PER YEAR	10
TOTAL POSSIBLE	220
COST AT \$80 PER DAY	17600

2.00%	2.00%	\$ 6,401.00	up to 4%
2021 Projected	Workers Comp	Health	Test Results Bonus
35,700.00	714.00	\$ 6,401.00	1,428.00
35,700.00	714.00	\$ 6,401.00	1,428.00
45,900.00	918.00	\$ 6,401.00	1,836.00
45,900.00	918.00	\$ 6,401.00	1,836.00
56,100.00	1,122.00	\$ 6,401.00	2,244.00
35,700.00	714.00	\$ 6,401.00	1,428.00
35,700.00	714.00	\$ 6,401.00	1,428.00
45,900.00	918.00	\$ 6,401.00	1,836.00
45,900.00	918.00	\$ 6,401.00	1,836.00
56,100.00	1,122.00	\$ 6,401.00	2,244.00
35,700.00	714.00	\$ 6,401.00	1,428.00
45,900.00	918.00	\$ 6,401.00	1,836.00
45,900.00	918.00	\$ 6,401.00	1,836.00
56,100.00	1,122.00	\$ 6,401.00	2,244.00
35,700.00	714.00	\$ 6,401.00	1,428.00
45,900.00	918.00	\$ 6,401.00	1,836.00
35,700.00	714.00	\$ 6,401.00	1,428.00
45,900.00	918.00	\$ 6,401.00	1,836.00
35,700.00	714.00	\$ 6,401.00	1,428.00
45,900.00	918.00	\$ 6,401.00	1,836.00
35,700.00	714.00	\$ 6,401.00	1,428.00
45,900.00		\$ 6,401.00	1,836.00
45,900.00	918.00	\$ 6,401.00	1,836.00
45,900.00	918.00	\$ 6,401.00	1,836.00

2019 RATES

22,950.00	459.00	\$ 3,200.50	918.00
-			-
-			-
-			-
-			-
-			-
			-
			-
			-
			-
\$ 1,063,350.00			
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	938.40
23,460.00	469.20	\$ 6,401.00	920.00
234,600.00			
66,300.00	1,326.00	\$ 6,401.00	2,652.00
45,900.00	918.00	\$ 6,401.00	1,836.00
45,900.00	918.00	\$ 6,401.00	1,836.00

-			-
-			-
-			-
-			-
-			-
91,800.00			
-			
-			
-	-		-
40,800.00	816.00	\$ 6,401.00	-
-			-
-			-
-			-
-			-
-			-
23,460.00	469.20	\$ 6,401.00	-
64,260.00			
86,700.00	1,734.00	\$ 6,401.00	3,468.00
-			
86,700.00			
66,300.00	1,300.00	\$ 6,401.00	2,652.00
51,000.00	510.00	\$ 6,401.00	2,040.00
-			
-			

51,000.00			
29,376.00	293.76		
-			
51,000.00	510.00	\$ 6,401.00	2,040.00
-			
51,000.00			
-			
-	-		-
-			
-			
-			
	33,835.96		
	34,512.68	\$ 278,443.50	68,423.60

TECHNOLOGY

INSTRUCTIONAL SOFTWARE (418)/CURRICULUM MATERIALS (411)

EL Curriculum 10,000	10,000.00
Discovery Education - Gr. 3-6 techbooks for SS and Science. 12,000	12,000
iReady or Eureka Math @ 45.00for online/consumables. 18,000	18,000
MS Office @ 100/laptop. 17,200	17200
SPARK Curriculum	5000
NWEA Assessment/Accountability	8,500

TOTAL INSTRUCTIONAL SOFTWARE (418)/CURRICULUM MATERIALS \$70,700.00

EC SOFTWARE

TOTAL EC SOFTWARE \$0.00

OFFICE SOFTWARE

LINQ Financial System \$3,120.00

TOTAL OFFICE SOFTWARE \$3,120.00

NON-CAP EQUIPMENT AND LEASES

REPRODUCTION

Copier Lease	\$7,000.00
Paper /Toner, Supplies	\$20,000.00

TOTAL REPRODUCTION \$27,000.00

INSURANCE TOTAL Cost \$24,700.00

see details below from quote- Morrow Insurance

WORKERS COMPENSATION INSURANCE \$7,100.00

TOTAL WORKERS COMPENSATION INSURANCE \$7,100.00

GENERAL LIABILITY

Based on 500 students \$3,800.00

TOTAL GENERAL LIABILITY \$3,800.00

School Board Legal Liability \$4,500.00

PROPERTY INSURANCE

Property contents, replacement/12 mo income/Crisis \$3,250.00

Crime \$400.00

Commercial Auto \$550.00

Commercial Umbrella \$5,100.00

TOTAL PROPERTY INSURANCE \$9,300.00

SCHOLASTIC ACCIDENT

Policy for students \$5,724.00

TOTAL SCHOLASTIC ACCIDENT \$5,724.00

FACILITIES

BUILDING REPAIRS AND MAINTENANCE (Included in lease)

General Repairs	\$0.00
Pest Control	\$0.00
Lawn Maintenance	\$0.00
Repair Supplies	\$0.00
Snow Removal	\$0.00
Key Fabs	\$0.00
Custodial services	

TOTAL BUILDING REPAIRS AND MAINTENANCE (Included in lease) \$0.00

CONTRACTED CUSTODIAL (included in lease)

TOTAL CONTRACTED CUSTODIAL (included in lease) \$0.00
Custodian - Included in lease

SECURITY MONITORING (included in lease)

Alarm System/Camera System- included in lease	\$0.00
---	--------

TOTAL SECURITY MONITORING (included in lease) \$0.00

DEBT AND RENT

New facility only- if building

DEBT SERVICE

TOTAL DEBT SERVICE

\$0.00

BUILDING RENT

Cost of facility lease - SAM's Building- annual cost

\$72,000.00

Square footage of 68,000

6000.00/month

TOTAL BUILDING RENT

\$72,000.00

UTILITIES

Monthly

ELECTRICITY

calculated at 750 mo for 68,000 sq feet

\$9,000.00

\$0.00

\$0.00

\$0.00

\$0.00

EST. INCREASE FOR ALL

TOTAL ELECTRICITY

\$9,000.00

NATURAL GAS

\$0.00

\$0.00

EST. INCREASE FOR ALL

TOTAL NATURAL GAS

\$0.00

\$0.00

WATER AND SEWER

\$1,500.00

\$0.00

\$0.00

\$0.00

\$0.00

\$0.00

\$0.00

EST. INCREASE FOR ALL

TOTAL WATER AND SEWER

\$0.00

\$1,500.00

WASTE MANAGEMENT

TCA portion of costs @120.00/mo

\$1,200.00

\$0.00

EST. INCREASE FOR ALL (MID YEAR)

TOTAL WASTE MANAGEMENT

\$0.00

\$1,200.00

TELEPHONE

	\$0.00
MISCELLANEOUS	\$0.00
TOTAL TELEPHONE	<u>\$0.00</u>

INTERNET/VOIP

Internet and Voice over IP	\$12,000.00
	\$0.00
EST. INCREASE	\$0.00
TOTAL INTERNET/VOIP	<u>\$12,000.00</u>

FEDERAL PROGRAMS

**CURRENT
BUDGET**

PRC - 050

3-3600-050-000	Rev - Title I Basic - 050	\$0.00
3-5330-050-121	Salary - Teacher	\$0.00
3-5330-050-211	ER's Social Security Cost	\$0.00
	Total PRC - 050	\$0.00

PRC - 060

3-3600-060-000	Rev - IDEA VI-B Handicapped -	\$0.00
3-5210-060-121	Salary - EC Teacher	\$0.00
3-5210-060-211	ER's Social Security Cost	\$0.00
	Total PRC - 060	\$0.00

PRC - 103

3-3600-103-000	Rev - Improving Teacher Qualit	\$0.00
3-5110-103-193	Mentor Pay	\$0.00
3-5110-103-211	ER's Social Security Cost	\$0.00
3-5110-103-312	Workshop Expenses	\$0.00
	Total PRC - 103	\$0.00

TOTAL FEDERAL INCOME

\$0.00

Tax ID #.

	IN KIND ACTIVITY	FROM WHOM
		List non-profit
1	Transportation	5 Porches
4	Apple Lease for student devices	
6	Curriculum materials/textbooks	
7	Professional Development /Retreat	

	Other non-profit supports;;Church	
5	School Administrator -Ready to Open Year	
2	School Meals	
3	Uniforms	

OFF SET EXPENSES		FROM WHOM
1	Curriculum materials	5 porches non-profit
2	Transportation /Lease	5 porches non-profit
3	Technology- Apple lease	5 porches non-profit
4	Professional development	5 poorches
5		
6		

TOTAL

5
6

TOTAL

Detail	Timeline	AMOUNT
		annual
Purchase of 4 buses, maintenance, fuel, insurance, driver	Years 1-5	87,300.00
Apple I-Pads Grades K-2 . Laptops for gr. 3-8 - 477 device	Years 1-3	\$350,000.00
Leader in ME @ 50.00/child. (Materials/PD). 23,500	Years 1-3	23,500
EL Curriculum 10,000	Years 1-3	10,000.00
Discovery Education - Gr. 3-6 techbooks for SS and Scier	Years 1-3	12,000
Other text materials	Years 1-3	13,100
iReady Math or iReady @ 45.00for online/consumables. 1	Years 1-3 - Option B	18,000
MS Office @ 100/laptop. 17,200	Years 1-3	17200
SPARK Curriculum	Years 1-3	3,000
All staff and Board members	Year 1, Year 3	30,000

Hired by non profit for ready to open status- Year 1 until s	Year 1	\$60,000.00
100% of students will have access to meals - parent or co	Years 1-5	\$207,360.00
100% of student will have school uniforms - Non profit will	Years 1-5	\$21,150.00

		Value of in-kind to
		96,800
		87,300
		350,000
		30,000

564,100

\$564,100.00

n-kind totals

Internal Fiscal Procedure

1. PURPOSE

The purpose of this procedure is to define the process for the control and disposition of invoices, reimbursements to employees, bank statements, and payroll.

2. SCOPE

This procedure applies to internal fiscal matters at Triumph Charter Academy as defined by its Policies and Procedures Manual.

3. REFERENCE DOCUMENTS

Triumph Charter Academy Policies and Procedures Manual

- Acadia NorthStar (ANS) Package Inventory
- Monthly Bank Statement
- Payroll Schedule
- Employee Payroll Profile
- Employee Payroll Change Log
- Employee Absenteeism Record
- Monthly Budget Report
- ISIS General Ledger
- ISIS Payroll Check Ledger
- Interim Budget Update
- Triumph Charter Academy Budget Resolution

4. DEFINITIONS

None

5. RESPONSIBILITIES

- 5.1 The Board Chair is responsible for
- 5.2 The Board Treasurer is responsible for
- 5.3 The Head of School is responsible for
- 5.4 The Business Manager is responsible for
- 5.5 All employees of Triumph Charter Academy will adhere to the provisions of this procedure.

Internal Fiscal Procedure

6. RECORD HANDLING INSTRUCTIONS

All financial records generated from the execution of these procedures will be stored on site at Acadia NorthStar in accordance with ANS protocol in preparation for the annual audit.

7. PROCEDURES

INVOICES

- 7.1 All invoices will be inventoried by the Head of School to ensure that all services or products purchased have been received.
- 7.2 All invoices will be reviewed and approved prior to forwarding them to Acadia NorthStar.
- Invoices of \$20,000.00 or less will be reviewed and approved by the Head of School.
 - Invoices in excess of \$20,000.00 will require additional review and approval by the Board Treasurer or designee.
 - Review and approval documentation consists of the Head of School and/or Board Treasurer's initials on the invoice.
 - All payments for Triumph Charter Academy will be processed in the required accounting software. In rare circumstances, the Treasurer may be required to procure Certified Funds from the bank for a particular transaction. This will only occur with Board approval.
- 7.3 All reimbursements to employees for purchases or travel will be approved in writing by the Head of School prior to submission to Acadia NorthStar for payment.
- This written approval must accompany the request for reimbursement submitted to Acadia NorthStar.
 - The Head of School may not approve his/her own requests for reimbursement.
- 7.4 By the close of business on each Monday, the school will "batch" the invoices received since the last submission and send them to Acadia NorthStar.
- All invoices – to include bills, coupons, receipts, etc. will be scanned and emailed to ANS for processing.
 - The school will use the **Acadia NorthStar Package Inventory** sheet or its own form agreed upon with ANS to document the specific contents of the shipment.
- 7.5 Acadia NorthStar will not process incomplete invoices until the school has sent all appropriate documentation.
- 7.6 If there are no current invoices that week, the school will notify ANS to confirm that no mailing will be sent.

Internal Fiscal Procedure

- 7.7 The Head of School will be notified on a monthly basis if the school is habitually late submitting invoices. The Board will be notified if the situation persists.
- 7.8 All invoices received by Acadia NorthStar from the school are assumed to have been inventoried, reviewed and approved.
- ANS will process invoices based on cash-flow timelines and prepare payments to the appropriate vendors and then mail the checks to the school for signature and disbursement.
 - In emergency situations, an invoice out of batch sequence will be processed as a one-time processing run.
 - This procedure is for emergencies only and should not be used on a constant basis.
 - The Head of School will be notified on a monthly basis if the school is habitually using this emergency procedure. The Board will be notified if the condition persists.

CREDIT/DEBIT CARDS

- 7.9 The School will maintain a number of credit/debit cards as set forth by the Board.
- 7.10 The Board will designate approved users of cards.
- 7.11 The Head of School will ensure that only authorized users of the cards make any purchases.
- 7.12 All receipts of purchases to include those from electronic vendors (internet purchases) will be turned in to the office for compilation with the card billing statement.
- 7.13 School bank cards are not to be used for cash advance without written approval from the Treasurer.
- 7.14 Bank card statement and all supporting documentation will be submitted together to ANS for payment.
- 7.15 Any purchases not having appropriate documentation will be coded to Undocumented Purchases in Section 3 of the School's budget report and reported to the Board.

DEPOSITS

- 7.16 If the school makes deposits to the bank, the school will forward the deposit slip, check stub, letter and all other supporting documents to Acadia NorthStar in the next "batch" submission.
- The deposit will be clearly identified as to what the deposit is from (LEA, fund raiser, field trip, donation, lunch money collections, food funds from the state or federal, etc.).
- 7.17 If checks and/or cash is forwarded to Acadia NorthStar for deposit, the school will endorse all checks and tally up the total amount of the checks. The school will tally all cash by denomination (change, 1's, 5's, 10's, etc) and provide the total amount of cash.

Internal Fiscal Procedure

BANK STATEMENTS

- 7.18 The school will scan/email all **Monthly Bank Statements** to Acadia NorthStar immediately upon receiving them.

PAYROLL

- 7.19 Payroll is, by far, the most complex and important business function of the school.
- 7.20 Payroll will be conducted once a month, on a schedule set forth by the School on July 1 of each fiscal year.
- 7.21 The school will use the **Employee Payroll Profile** when initially assigning an employee to the Triumph Charter Academy Payroll.
- The worksheet will be forwarded to ANS as soon as all information is available and the employee signs and dates the sheet. The Head of School will sign confirming the payroll information is correct.
 - The Head of School may not confirm his/her own salary information. That is confirmed by the Treasurer.
 - Acadia NorthStar does not maintain copies of W-4 or NC-4 information. This information should be maintained in the employee's personnel file at the school.
- 7.22 The **Employee Payroll Change Log** will be used for all payrolls to update significant employee information.
- 7.23 The school will submit the change log to Acadia NorthStar no later than seven banking days prior to the upcoming payday.
- 7.24 The change log will include, but is not limited to:
- Hours Worked & Hourly Rate for Hourly Employees
 - Days Worked & Daily Rate for Daily Employees
 - Changes in Pay for Salaried Employees (Days Missed, etc.)
 - Changes in Deductions (Health, Dental, Retirement, etc.) Status for Employees
 - Termination Date for Employees
- 7.25 Acadia NorthStar will submit the Payroll to the school for disbursement in sufficient time for the school to make appropriate corrections.
- Errors made by Acadia NorthStar will be corrected immediately.
 - Errors due to incorrect information from the School will be adjusted on the next payroll.

Internal Fiscal Procedure

- 7.26 There will be no advances of individual pay unless specifically approved by the Board.
- 7.27 Due to privacy considerations, Employee Absenteeism Records will be maintained in the appropriate personnel file at the school.

REPORTS

- 7.28 Acadia NorthStar will submit the **Monthly Budget Report** to the Board of Directors at its scheduled monthly meeting. The report will be sent via the Head of School to the appropriate Board distribution list.
- 7.29 Additionally, Acadia NorthStar will present all LINQ **General Ledger** reports to the Head of School and/or the Treasurer on an as requested basis.
- 7.30 The Head of School will receive an **Interim Budget Update** on a weekly basis. This is for use in making purchasing decisions based on amounts left in Budget Balance per line item.
- 7.31 As granted in the Triumph Charter Academy **Budget Resolution**, the Head of School has the authority to reallocate budgeted amounts as specified in the resolution guidelines.
- Any excess of those guidelines will be approved by the Board of Directors prior to Acadia NorthStar adjusting the budget and disbursing funds.

Appendix O- Additional Appendices Provided by the Applicant

II. MISSION AND PURPOSES -SUPPLEMENTAL INFORMATION

The Baldrige Criteria for Performance Excellence Framework comprise the philosophical foundations of performance excellence and are as follows (Baldrige National Quality Program, 2003b):

1. Visionary Leadership	7. Managing for innovation
2. Learning-centered education	8. Management by fact
3. Organizational and personal learning	9. Social responsibility
4. Valuing faculty, staff, and partners	10. Focus on results and creating value
5. Agility	11. Systems perspective
6. Focus on the future	



The PDSA Cycle (Plan-Do-Study-Act) is a systematic process for gaining valuable learning and knowledge for the continual improvement of a product, process, or service. The cycle begins with the Plan step. This involves identifying a goal or purpose, formulating a theory, defining success metrics and putting a plan into action. These activities are followed by the Do step, in which the components of the plan are implemented, such as making a product.

Next comes the Study step, where outcomes are monitored to test the validity of the plan for signs of progress and success, or problems and areas for improvement. The Act step closes the cycle, integrating the learning generated by the entire process, which can be used to adjust the goal, change methods, reformulate a theory altogether, or broaden the learning – improvement cycle from a small-scale experiment to a larger implementation Plan. These four steps can be repeated over and over as part of a never-ending cycle of continual learning and improvement. (The Demming Institute. <https://deming.org>)

III. EDUCATION PLAN- SUPPLEMENTAL INFORMATION

The STEM Immersion Guide for Schools and Districts (Arizona STEM Network 2012)

Appendix O- Additional Appendices Provided by the Applicant

The STEM Immersion Guide for Schools and Districts			
<i>A Collaboration of Arizona STEM Network Led by SFaz and Maricopa County Education Service Agency</i>			
Updated December 9, 2014			
Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
<p>The Exploratory Model describes a regular school day experience, with STEM-related EXTRA CURRICULAR opportunities offered to students in addition to the regular school day. These experiences may include, but are not limited to; after school clubs, summer programs, science fairs, robotics clubs, video production clubs, etc.</p>	<p>The Introductory Model describes a regular school day experience, with STEM-related experiences offered in addition to the current curriculum. These experiences may include, but are not limited to; integrated STEM units delivered once the state testing is complete, supplementary stand-alone learning units offered through industry or non-profit partnerships, etc.</p>	<p>The Partial Immersion Model describes a non-traditional school experience where STEM-related experiences are integrated into the curriculum. These experiences may include, but are not limited to; teaching to a school-wide STEM theme, teaching year-long integrated problem/project-based learning units, teaching dual-enrollment programs, teaching in a "school within a school" model, etc.</p>	<p>The Full Immersion Model describes a non-traditional school experience where STEM-related experiences determine the school's curriculum. Full Immersion schools look more like 21st Century work-place environments rather 20th century K-12 school environments. Problem-based learning drives the curriculum and instruction. Students constantly collaborate to solve authentic problems, propose solutions, and contribute ideas to the larger community.</p>
<p><i>A 1. Exploratory Model Descriptors:</i></p> <ul style="list-style-type: none"> • School or district has defined STEM as a priority • STEM programs are traditionally "stand alone" • Programs are conducted <i>outside</i> the regularly scheduled school day • Programs are assigned to staff as additional duties • Programs are optional • Includes a <i>basic level</i> of family engagement and outreach programs (i.e. math and science 	<p><i>A 2. Introductory Model Descriptors:</i></p> <ul style="list-style-type: none"> • Implementation in addition to the regular school curriculum <i>during the school-day</i> • Opportunities are provided for student participation in problem-solving and project-based instruction with integrated content across STEM subjects • Results in teaching through product development (school/parent presentations, science fairs, evening STEM nights, etc.) • Initial collaboration with one or 	<p><i>A 3. Partial Immersion Model Descriptors:</i></p> <ul style="list-style-type: none"> • Integration of problem/project-based learning into the regular curriculum through STEM signature programs • Opportunities are provided for student participation in problem-solving and project-based instruction <i>with integrated content across STEM subjects</i> • Interdisciplinary instruction • Some inter-grade level planning • Emphasis on product development • Several collaborations with 	<p><i>A 4. Full Immersion Model Descriptors:</i></p> <ul style="list-style-type: none"> • <i>Whole school</i> approach to teaching STEM education through a global mission and vision • Participation by all schools staff, classroom and special area teachers • STEM lessons are planned and aligned by all grade levels and special area classes to be integrated, spiraling in increased complexity and rigor, and constructivist in nature • Provides an opportunity for student participation in problem/project-based instruction with an end result of teaching through product

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<p>family nights)</p> <ul style="list-style-type: none"> • Students explore various facets of STEM from project-based investigations to possible career pathways • Initial collaboration with one or more business partners, mentors, and/or STEM advocates 	<p>more business partners, mentors, and/or STEM advocates</p> <ul style="list-style-type: none"> • Includes <i>multiple points of contact with the families of STEM participants, and at least one family integration activity</i> 	<p>business and industry partners in the geographical area occurs, along with mentors and STEM advocates</p> <ul style="list-style-type: none"> • Collaborations and partnerships with Higher Education are established • Includes <i>multiple points of contact with families of STEM participants, and a minimum of three family integration activities</i> 	<p>development</p> <ul style="list-style-type: none"> • Several collaborations with business and industry partners in the geographical area occurs, along with mentors and STEM advocates • Collaborations and partnerships with Higher Education • Includes <i>multiple and on going points of contact with families of STEM participants including several family integration activities</i>
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Instructional Program - Goals of the Educational Program/Instructional Plan: **ELA/Literacy/Reading**

The importance of strong literacy skills is critical to the teaching and learning of all content areas and serves as a cornerstone to society. TCA will implement the EL Education curriculum as the foundational literacy/reading program in grades K-8. Defined by the National Reading Panel the program strategically teaches phonemic awareness, phonics, fluency, vocabulary, and strong comprehension. The EL Education curriculum combines a structured phonics program with content-based literacy, because this combination builds knowledge and reading skills simultaneously, including for struggling students.

Appendix O- Additional Appendices Provided by the Applicant

Further, the vocabulary building component is presented through deep engagement with content-based text and learning words from context. Through this work, students become increasingly able to comprehend text that becomes more complex across the school year and grade levels. In addition, their ability to speak and write grounded in text evidence grows, an essential skill on the path to college and career readiness.

The EL Education curriculum also scaffolds various levels of support which are embedded in each lesson to ensure all students are able to interact with complex grade-level text. The differentiation component also provides an appropriate level of challenge is a major driver of learning gains. For English Language Learners (ELL), needs are specifically targeted through supports that assist students in understanding and using complex language structures present in academic discourse.

Finally, the curriculum infuses academic work with essential opportunities for students to collaboratively learn through active and reflective activities and supports efforts to strengthen positive character and social-emotional learning skills.

North Carolina remains a leading state in its effort to increase proficiency in reading by the third grade. The Read to Achieve Law dictates the importance of reading and comprehension fluency. A large body of research suggest that success in grades K-2 is a significant predictor of success for overall academic achievement and student outcomes in all content areas. TCA will utilize the EL Education curriculum to ensure strong literacy foundations for all students.

ELA Curriculum Highlights (K-6) - see appendix for additional evidences

- The EL Education K-6 curriculum offers either two or three hours of literacy instruction per day, depending on the grade level. All grade levels receive daily one hour-long module lessons. Each grade level includes four modules, which span a full school year.
 - Two hours per day of content-based literacy (Module Lessons and K-2 Labs)
 - Additional one hour of structured phonics (the K-2 Reading Foundations Skills Block).
- The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic texts throughout.

Example Features of Grades K-2 ELA Block- see appendix for additional evidences

- Two hours of small group instruction
- Labs for additional practice and exploration of the topics from the module lessons.
- Phonics Program- Supports English Language Learners (ELLs) with differentiated instruction for students at varying stages of proficiency
- K-2 Reading Foundations Skills Block

Example Features of Grades 3-6 ELA Block

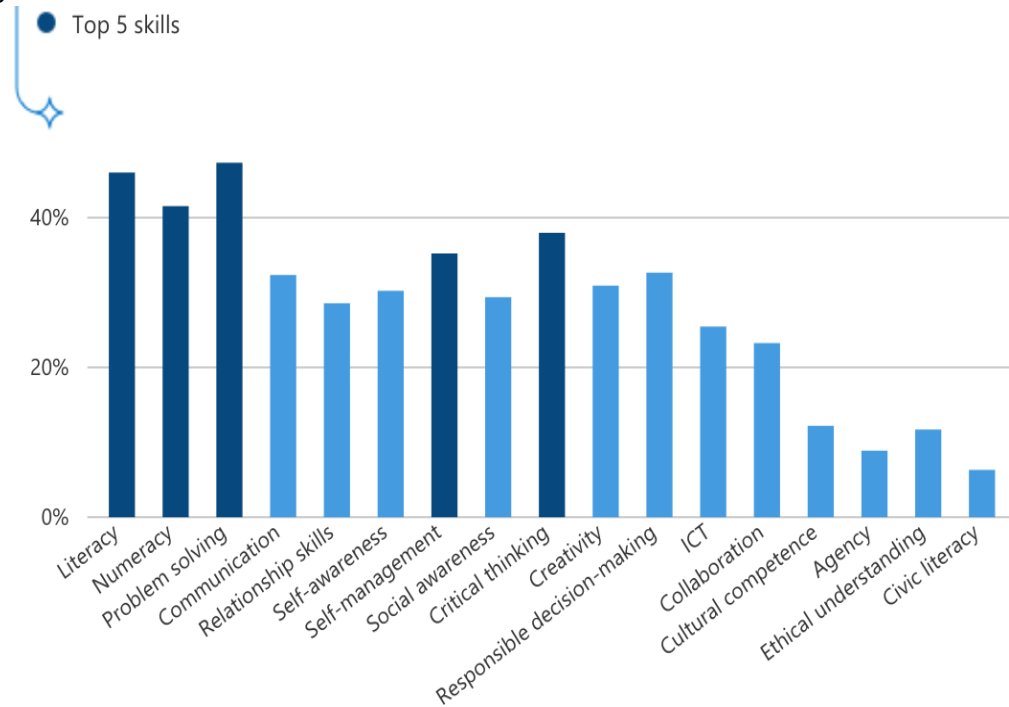
- Additional language and Literacy Block (ALL)
 - Differentiated practice

Appendix O- Additional Appendices Provided by the Applicant

- Academic Module Lessons and explicit instruction- grammar, usage, mechanics, punctuation, spelling
- The Grades 3-6 curriculum offers two hours of content-based literacy instruction per day (Module Lessons and the Additional Language and Literacy [ALL] Block), with an additional optional companion Life Science module, which accompanies Module 2 for a third hour of instruction lasting eight to nine weeks. With or without the Life Science module, the two hours of content-based literacy are considered comprehensive.

Global /College and Career Readiness

- TCA will prepare students for 21st Century college and career readiness in grades K-8. Students learn inquiry skills, research skills, and habits of scholarship that motivate them to work independently, think critically about the world around them, and persist with their work until it is of high quality. Students at TCA will have access to technology devices to support their learning, research, inquiry, and use of devices to prepare real-world presentations. The following chart reflects the top 5 skills that will be required of students in 2030: Literacy – Numeracy – Problem Solving – Self-Management – Critical Thinking.



To access the full Class of 2030 Ressearch Summary, click here: <http://aka.ms/classof2030signup>

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- **Digital citizenship curriculum** will be embedded in the curriculum using materials, resources, and lessons from Common Sense K-12. A scope and sequence can be found for this free resource at commonsense.org. Additional technology resources will support content-based instruction and teacher training.

Appendix O- Additional Appendices Provided by the Applicant

- **School Culture-** TCA will create a **positive school culture**, offering a school and classrooms that are safe and respectful learning environments. A Focus on “*The Leader in Me*” by Sean Covey, as students build cultures of respect, responsibility, courage, and kindness, and where students and educators are committed to quality work and citizenship. Students will take responsibility for each other and for their learning and build leadership skills that help them excel. The 7 Habits of Happy Kids create a common language and the philosophy of Leader is Me supports an integrated approach and making leadership a part of everything and every day. The Leader in Me paradigm recognizes every child as capable and every child is a leader. Thus, it is not a curriculum, an event, or an isolated attempt to build positive school culture and character, it is an everyday approach to making good decisions and creating student leaders using a common lexicon within all components of the school.
 - Common lexicon of positive culture and positive personal habits:
 - Habit 1 - Be Proactive
 - Habit 2 - Begin with the end in mind
 - Habit 3 - Put First Things First
 - Habit 4- Think WIN-WIN
 - Habit 5- Seek First to Understand, Then to Be Understood
 - Habit 6- Synergize
 - Habit 7- Sharpen the Saw
- The **Fine Arts Program** will include a variety of programs such as Visual Arts, Theatre, Music, and Chorus. TCA will partner with the University of NC at Pembroke, the Cameron Art Museum, the NC Museum of Art, and will seek additional partnerships for supporting the fine arts program. The TCA Fine Arts program will be implemented beginning in kindergarten and may be a part of extracurricular opportunities for learning.
- A **second language program** will be offered to scholars by year three of operation. In today’s society and workforce, fluency in two languages is essential in supporting 21st century global skill sets. (look for citation)
- **Healthy Living program:** We believe that a healthy, well-rounded students performs better academically and ultimately teaches a child the importance of physical activity and good health habits. Students will engage in a healthy living curriculum using the SPARK Curriculum, an evidence/research-based physical and health education. Additionally, all 8th grade students will successfully complete a Cardiopulmonary Resuscitation (CPR) course and obtain CPR certification, as a requirement for high school graduation, as required by NC Session Law 2012-197 (HB 837).

Appendix O- Additional Appendices Provided by the Applicant

IV. GOVERNANCE AND CAPACITY

The Balanced Scorecard is a management system. It's a way of looking at your organization that focuses on your big-picture strategic goals. It also helps you choose the right things to measure so that you can reach those goals. It looks at the school from four perspectives to measure organizational health: Financial, Internal Business Processes (Operations), Customers (Students/Stakeholders) and Learning and Learning and Growth.

TCA Balanced Scorecard Screenshots

SG 1	Performance Objective	Performance Measures	Unit of Measure	Actual					Target
				2020-21	2021-22	2022-23	2323-24	2024-25	
ACADEMIC EXCELLENCE	I.1 Student Mastery of Curriculum	I.1a. Benchmarking Assessments All Students (NWEA)	% of students meeting MAP growth and performance targets						
		K-1 Reading							
		2nd Grade Reading							
		3rd Grade Reading (3rd Grade Proficiency)							
		4th Grade Reading							
		5th Grade Reading							
		6th Grade Reading							
		7th Grade Reading							
		8th Grade Reading							
		K-1 Math							
		2nd Grade Math							
		3rd Grade Math							
		4th Grade Math							
	5th Grade Math								
	6th Grade Math								
	7th Grade Math								
8th Grade Math									
I.2 Student Success	I.2.a Elementary Retentions	% of students							
	I.2.b Middle School Retentions								
I.3 Federal & State Accountability	I.3.a School Performance Grade	Designated Grade						>B	
	I.3.b Annual Measurable Objective (AMO) targets (Subgroups)	% of Targets Met							
I.4 Student Achievement (Proficiency on State Assessments)	I.4.a All Students. Grade Level Proficiency (GLP) Composite in Reading, Math and Science	% of students scoring Proficiency, Level 3 or Higher							
	I.4.b All Students. College and Career Readiness Composite in Reading, Math and Science	% of students scoring Proficiency, Level 4 or 5							

SG 2	Performance Objective	Performance Measures	Unit of Measure	Actual					Target
				2020-21	2021-22	2022-23	2323-24	2024-25	
GOVERNANCE AND OPERATIONS	II.1 Effective Operational Processes	II.1.a Health & Sanitation Scores	System average health inspection rating						
		II.1.b. Facility Certificate of Occupancy (CO)	CO for facilities						
		II.1.c. Facility Inspection Scores	Avg. facilities inspection scores						
	II.2 Effective Personnel Processes	II.2.a. Employment of highly qualified teachers	% of cert. teachers highly qualified						
		II.2.b. Staff retention rate (excluding retirement)	Staff retention %						
	II.3 Students, staff, parents and community will be satisfied with the school and educational program	II.3.a. Volunteer hours and community partnerships	# of volunteer hours and community partners						
		II.3.b. Staff satisfaction (survey)	% satisfied and recommend TCA as a place to work						
		II.3.c. Stakeholder satisfaction (survey)	% satisfied and recommend TCA as a place to attend school						
	II.4 Effective Programs & Continuous Improvement Processes	II.4.a EC program and other federal program compliance	% of quality measures met						
		II.4.b Continuous improvement structure	Strategic Process and Continuous Improvement Plan						
		II.4.c Annual school board development	Participation rate in quarterly governing training						
	SG 3	Performance Objective	Performance Measures	Unit of Measure	Actual				
FINANCE AND DEVELOPMENT	III.1 Effective Financial Management Aligned to School Mission	III.1.a. Audit Status	Non-Risk Financial status						
		III.1.b. Enrollment Projections	# of student applications						
		II.1.c. Fundraising/Development	Meet or Exceed Yearly Minimum Set						
		II.1.d. Cash Balance	Meet or Exceed Minimum Set						
		II.1.e Proportion of funds directed to improved instruction and student learning	% of general fund						

Appendix O- Additional Appendices Provided by the Applicant

Preliminary Outcome-Based Calendar for Triumph Charter Academy

**Triumph Charter Academy (TCA) Board of Directors
Draft Outcome-Based Calendar**

	Academic Excellence	Governance & Operations	Finance & Development	Reports <i>(Delivered to BOD One Week in Advance)</i> Deliverables (BOD Artifacts-Products)
JULY *BOD New Member Orientation		GOC: Final Review of Strategic Plan & TCA Balanced Scorecard GOC: SLT Progress Report: Review school-based objectives, proposed strategies and interventions GOC: Annual BOD Development Plan	FDC: Review preliminary year-end financials. FDC: Enrollment Update	GOC: Final Strategic Plan & TCA Balanced Scorecard GOC: SLT Report GOC: BOD Development Plan FDC: Year-End Financials FDC: Enrollment Report
AUGUST	AEC: Review preliminary standardized test results from prior year (after Year 1)	GOC: SLT Progress Report: Final school-based objectives and proposed implementation plans GOC: Review School Safety Plan	FDC: Budget Review FDC: Enrollment Update FDC: Transportation Needs Assessment and Planning	AEC: Preliminary Academic Report GOC: School Safety Plan GOC: SLT Continuous Improvement and Implementation Plan FDC: Budget Reports FDC: Transportation Plan FDC: Enrollment Report
SEPTEMBER *Comprehensive Quarterly Review	AEC: Review released standardized test results from prior year. AEC: Academic Program Update AEC: Testing Calendar Review and Discussion	GOC: SLT Team Progress Report	FDC: Budget Review FDC: Enrollment Update	AEC: Official Academic Report AEC: Programming Update Report AEC: Testing Calendar GOC: SLT Report GOC: PDPs for Principals FDC: Budget Reports FDC: Enrollment Report
OCTOBER *BOD Development	AEC: Academic Program Update AEC: Review Released School Report Card	GOC: Review Charter School Performance Framework Results GOC: Attrition Report GOC: Licensure Update	FDC: Budget Review FDC: Enrollment Update FDC: Review Preliminary Audit Report	AEC: Programming Update Report AEC: Released School Report Card GOC: NCDPI OCS Performance Framework for HSTS GOC: Attrition Report GOC: Licensure Update FDC: Budget Reports FDC: Preliminary Audit Report FDC: Enrollment Report
NOVEMBER	AEC: Academic Program Update	GOC: SLT Team Progress Report	FDC: Budget Review FDC: Enrollment Update	AEC: Programming Update Report GOC: SLT Report

**Triumph Charter Academy (TCA) Board of Directors
Draft Outcome-Based Calendar**

				FDC: Budget Reports FDC: Enrollment Report
DECEMBER *Comprehensive Quarterly Review	AEC: Academic Program Update	GOC: EC Fall Report on Internal Compliance GOC: SLT Team Progress Report GOC: Quarterly Review of Goals and Targets	FDC: Budget Review FDC: Enrollment Update	AEC: Academic Progress Report GOC: EC Fall Report on Internal Compliance GOC: SLT Report FDC: Budget Reports FDC: Enrollment Report
JANUARY *BOD Development	AEC: Academic Program Update	GOC Mid-year Head of School Review and PDP Progress GOC: SLT Team Progress Report GOC: Attrition Report GOC: Licensure Update	FDC: Budget Review FDC: Enrollment Update	AEC: Academic Progress Report GOC: SLT Progress Report GOC: Attrition Report GOC: Licensure Update FDC: Budget Reports FDC: Enrollment Report
FEBRUARY	AEC: Academic Program Update	GOC: Surveys to staff and stakeholders GOC: Self-Assessment of BODs GOC: SIT Team Progress Report	FDC: Budget Review FDC: Enrollment Update FDC: Draft Annual Budget Planning and discussion of upcoming year	AEC: Academic Progress Report GOC: Copy of staff and stakeholder surveys GOC: Self-Assessment of BOD Instrument GOC: SIT Report FDC: Budget Reports FDC: Enrollment Report FDC: Draft Budget Planning document for next fiscal year
MARCH *Comprehensive Quarterly Review	AEC: Academic Program Update	GOC: School Calendar Discussion GOC: Head of School Contract (Preliminary Discussion)	FDC: Budget Review FDC: Enrollment Update FDC: Final Annual Budget Proposal and Discussion for next fiscal year	AEC: Academic Progress Report AEC: Title I Parent Involvement Plan/Policy GOC: Proposed School Calendar for upcoming year FDC: Budget Reports FDC: Enrollment Report FDC: Final Budget Proposal for next fiscal year
APRIL *Board Development	AEC: Academic Program Update AEC: Student Handbook Review, Adjustments and Discussion for upcoming	GOC: BOD Review of Staff and Stakeholder Survey results and other data indicators GOC: BOD self-assessment discussion GOC: SLC Team Progress Report	FDC: Budget Review FDC: Enrollment Update FDC: Quarterly Goals Discussion	AEC: Academic Progress Report AEC: Student Handbook GOC: Summary of Board Self-Assessments GOC: SIT Report GOC: Attrition Report

Triumph Charter Academy (TCA) Board of Directors Draft Outcome-Based Calendar

		GOC: Attrition Report GOC: Licensure Update		GOC: Licensure Update FDC: Budget Reports FDC: Enrollment Report
MAY	AEC: Academic Program Update AEC: Summary Report on Teacher Evaluations and PD Needs	GOC: Personnel Handbook Review and Discussion/Adjustments GOC: EC Spring Report on Internal Compliance	FDC: Budget Review FDC: Enrollment Update FDC: Personnel Contracts Review/Resolution Approval	AEC: Summary Report on Teacher Evaluation and PD Needs AEC: Academic Program Update Report GOC: Report on Survey Results GOC: Personnel Handbook GOC: Spring Report on Internal Compliance FC: Budget Reports FC: Personnel Contracts
JUNE *Comprehensive Quarterly Review *Annual Meeting *Board of Directors & School Executive Strategic Planning Retreat	AEC: Year-end Academic Program Update Academic Excellence Goal Setting AEC: Balanced Scorecard Set New Academic Targets AEC: Proposed Academic and PD Plan	GOC: Presentation of new members and Election of Officers GOC: Review of Bylaws and Policy Review Cycle GOC: End of Year Balanced Scorecard Review GOC: End of Year-Head of School Evaluation GOC: Governance & Operations Goal Setting GOC: Balanced Scorecard Set New Governance and Operations Targets	FDC: Final Budget Review FDC: Enrollment Update FDC: Finance & Development Goal Setting FDC: Balance Scorecard Set Financial Management and Revenue Targets	AEC: Upcoming Year Academic and PD Plan GOC: Upcoming Year Bylaws and Policy Review Cycle Plan Draft Strategic Goals and Targets End of Year-Head of School Evaluation FDC: Final Year-End Budget Reports

BOD Committees:

AEC=Academic Excellence Committee – FDC=Finance & Development Committee – GOC=Governance & Operations Committee

School-Based Committee:

SLT=School Leadership Team

Sources:

NCDPI Office of Charter Schools. *Outcomes Based Board Meeting Calendar*. June 2013

<http://www.publiccharters.org/wp-content/uploads/2014/09/Paper-Governance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf>

Appendix P: Required Signed and Notarized Documents

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: Donna Rascoe, CSH Law
- Date of Review: September 19, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):

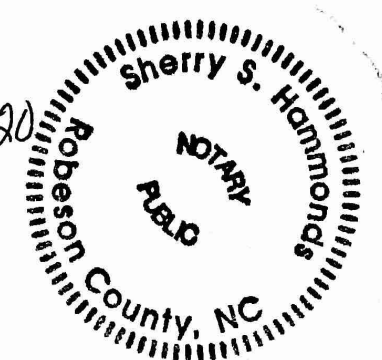
- Russell W. Mays
- Sherry S. Hammond
- Joy L. Hart
- Rachel A. McBoon
- Toby Cant
- _____
- _____
- _____

❖ 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: Jay Sharpe, CPA, CFE, Rives & Associates, LLP
- Date of Review: September 19, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):

- Russell W. Mays
- Sherry S. Hammond
- Joy L. Hart
- Rachel A. McBoon
- Toby Cant
- _____
- _____
- _____

This 25th of September 2018
Sherry S. Hammond
Comm. expire -8-9-20



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

**NOT APPLICABLE-
NOT CONTRACTING WITH 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: Kathy Davies
- Name of the Selected Financial Service Provider: Acadia NorthStar
- Date of Review: August 24, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Cheryl A. ...
 - Tanya S. Head
 - Rachel A. McBoone
 - Joy L. Hort
 - Toby ...

❖ 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: Sarah C. McCracken
- Name of the Selected PowerSchool Service Provider: Acadia NorthStar
- Date of Review: August 24, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):
 - Christella J. ...
 - Tanya S. Head
 - Rachel A. McBoone
 - Joy L. Hort
 - Toby ...

Certification

I, Tanya S. Head, 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 Triumph Charter Academy Charter School is true and correct in every respect.

Tanya S. Head
Signature

9/24/18

Date

Sherry Hammond
Comm. Expires - 8-9-2018

