

Appendices

The appendices are designed to complement the overall application and charter school plan. Make sure you follow all directions for appendices attached to the application. Some appendices within the application have specific directions and page limits. The required appendices have a single asterisk (*). Without these appendices the application shall be deemed incomplete. Appendices with two asterisks (**) are required only if the board contracts with a management group (Appendix A4.1) or is utilizing additional revenue resources to meet their budgetary needs (Appendix M). Appendix O should only be used to provide additional information that you believe will assist the State Board of Education in the consideration of your application. No more than 10 pages are permitted for Appendix O. The cover page template to be used for each appendix is available on the next page.

Appendix A1 – Acceleration Evidences

Appendix A2.1 – Public Conversion Evidences

Appendix A2.2 – Private Conversion Evidences

Appendix A3.1 – Replication Educational Outcomes

Appendix A3.2 – Replication Financial Records (IRS 990)

Appendix A4.1 – Executed CMO/EMO Contract (if contracting with an EMO or CMO)**

Appendix A4.2 – EMO/CMO Facility Buyout Agreement**

Appendix A4.3 – EMO/CMO Financial History (Bank Statements)**

Appendix A4.4 – IRS Form 990**

Appendix A – Evidence of Parent/Community Support*

Appendix B – Curriculum Outline for Each Grade Band the School Will Ultimately Serve*

Appendix C – 9-12 Core Content Electives

Appendix D – Yearly Academic Calendar*

Appendix E – Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve*

Appendix F – Federal Documentation of Tax-Exempt Status

Appendix G – Organizational Chart*

Appendix H – Charter School Board Member Response and Resume*

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Appendix J – Proposed By-Laws of the School’s Board of Directors*

Appendix K – Articles of Incorporation or Municipal Charter*

Appendix L – Insurance Quotes*

Appendix M – Revenue Assurances and/or Working Capital Report**

Appendix N – Proposed School Budget for Year 1 through Year 5*

Appendix O – Additional Appendices Provided by Applicant

Appendix P – Required Signed and Notarized Documents*

Appendix A1 : Acceleration Evidences

Davis Academy Chadbourn



COLUMBUS COUNTY BOARD OF EDUCATION MEETING

June 10, 2019 5:30 p.m.

Central Office

CALL TO ORDER: Mr. Monte Herring, Chairman

MINUTES

May 6, 2019, May 16, 2019, May 29, 2019, and May 30, 2019

ADOPTION OF FINAL AGENDA – June 10, 2019

RECOGNITION OF GUESTS

PUBLIC COMMENTS

SPECIAL PRESENTATIONS AND RECOGNITIONS

- (A) 1. Davis Academy Chadbourn Building Proposal – Shonda and Yolanda Davis
2. East Columbus High School “Gator Media Program” – Mr. Jeremiah Johnson (Principal) and Fuller Royal (Journalism/Media Teacher)

FINANCE

- (B) 1. Discussion and action of July 1, 2017, to June 30, 2018, audit report – Mr. Alan Thompson/Mrs. Lisa Nowlin
- (C) 2. Review and action on memberships, 2019-2020 SY
- a. NCSBA Custom Policy Update Services
 - b. Web Hosting Service Initial Development/Fee/Annual Web Hosting Fee
 - c. NCSBA Membership Dues/Legal Assistance Fund Contribution
 - d. North Carolina School Boards Action Center (NCSBAC) Contribution
 - e. North Carolina School Boards Trust Errors and Omissions/General Liability Fund (Participation Agreement)
 - f. North Carolina School Boards Association 2019-2020 Annual Subscription to *Education Law in North Carolina*
 - g. Advance Education, Inc.
 - h. North Carolina Association of School Administrators
 - i. Sandhills Regional Education Consortium (SREC) dues
 - j. North Carolina Council of School Attorneys membership dues, 2019-2020 SY
- (D) 3. Discussion and action on the proposed Columbus County Sheriff’s Office School Resource Officer Agreement, 2019-2020 SY

CURRICULUM/INSTRUCTION/ACCOUNTABILITY

- (E) 1. Discussion and action on the Spark Academy (Hope Worldwide Global Disaster Response) presented on May 6, 2019, by Mrs. Ronna Gore, Old Dock Elementary Principal and Mr. Walter Kotkowski, Vice President of Procurement for HOPE worldwide
- (F) 2. Discussion and action on the contract Vocational Rehabilitation Third Party Cooperative Agreement and Budget, 2019-2020 SY – Mr. Eddie Beck
- (G) 3. Review and action on service provider contract with Care Therapy, Inc., for occupational therapy for the period June 4, 2019, and ending August 11, 2019 – Mr. Eddie Beck
- (H) 4. Discussion and action on service provider contracts through the exceptional children's program:
 - a. Barbara B. Bell Psychological Services, Inc.
 - b. Behavioral Consultation & Psychological Services, PLLC
 - c. Care Therapy, Inc.
 - d. Progressive Speech Services, Inc.
 - e. Vida McLeary, MPT/L
 - f. Speech Solutions, Inc.
 - g. Suzanne Huggins, TVI
 - h. TDP Creative Solutions, Inc.
 - i. Wilmington Hearing Specialists
- (I) 5. Review and action on memorandum of understanding for partnership with the Columbus County Health Department's "Mobile Dental Unit" for all seventeen Columbus County Schools – Dr. Heather Wing Pigot
- (J) 6. Review and action on contract for school nursing services between the Columbus County Health Department and Columbus County Schools, August 1, 2019, and ending May 31, 2020 – Dr. Heather Wing Pigot
- (K) 7. Discussion and action on proposed memorandum of agreement for Cooperative Innovative High School between Southeastern Community College and Columbus County Schools Columbus Career and College Academy 2019-2020 SY and 2020-2021 SY – Mrs. Kathy Lewis
- (L) 8. Review and action on proposed Pearson replacement - Mrs. Kathy Lewis/Mr. Kelly Jones
- (M) 9. Review and action on consulting services agreement between Dr. Debbie Lemon: Cape Fear Campus Specialities, Inc. and Columbus County Schools – Mrs. Alison Burroughs

- (N) 10. Discussion on Target Schools of Improvement (TSI) and Critical Schools of Improvement (CSI) – Mrs. Alison Burroughs, Mrs. Kim Edwards, and Mrs. Kathy Lewis
- (O) 11. Discussion and action on SY 2019-2020 NC Pre-K contract #36899 Between the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (the “Division”) and Columbus County Schools (the “Contractor”) – Mrs. Kim Edwards

STUDENT SUPPORT SERVICES

None

AUXILIARY SERVICES

- (P) 1. Discussion and action on West Columbus High School roofing rebids – Mr. Timmy Ward
- (Q) 2. Review and action on payment of invoices #12 from Szostak Design, Inc., for Tabor City PreK-8 School and West Columbus PreK-8 School
- (R) 3. Review and action on agreement with Southern Flooring Inc. for gym floor repair and complete sanding/refinishing at East Columbus High School
- 4. Update on new school construction - Mr. David Clinton, Szostak, Inc.

GENERAL ITEMS

- 1. Announcement and action on employment of superintendent – Mr. Monte Herring
- (S) 2. Review and action on The Young Group coverage request for Catastrophic Student Accident Insurance and Student Accident Insurance, 2019-2020 SY
- (T) 3. Discussion and action on school calendar for Columbus Career and College Academy – Fair Bluff and Southeastern campuses, 2019-2020 SY
- (U) 4. Review of implementation of North Carolina School Boards Association regulation 8305-R Federal Grant Administration – Procurement Procedures
- (V) 5. Review and action on request from East Columbus High School to attend the Laney High School Flight 22 Basketball Jamboree in Wilmington, North Carolina June 23-25, 2019
- (W) 6. Review and action on request from East Columbus High School to attend the Trask Basketball Jamboree in Rocky Point, North Carolina July 8-11, 2019

- (X) 7. Review and action on request from East Columbus High School to attend the Coastal Christian Basketball Jamboree in Wilmington, North Carolina July 22-24, 2019
- (Y) 8. Discussion and action on school trip request from the FFA at East Columbus High School to attend FFA camp June 10-14, 2019, at White Lake, North Carolina
- (Z) 9. Discussion and action on school trip request from the FFA at East Columbus High School to attend the State FFA Convention June 18-20, 2019, in Raleigh, North Carolina
- (AA) 10. Discussion and action on school trip request from the FFA at East Columbus High School to attend the Washington Leadership Conference July 23-28, 2019, in Washington, DC
- (BB) 11. Review and action on school trip request from East Columbus High School for the football team to attend the FCA Football Camp at Mt. Olive University June 17-19, 2019, in Mt. Olive, North Carolina
- (CC) 12. Review and action on school trip request from West Columbus High School for the basketball team to attend the basketball camp at North Carolina State University in Raleigh, North Carolina June 17-20, 2019
- (DD) 13. Review and action on school trip request from West Columbus High School football team to attend the NC State University (June 21, 2019) and East Carolina University (June 22, 2019) Football Camps
- (EE) 14. Review and action on proposed meeting dates for 2019-2020 SY

15. Date(s) to remember

June 10 - - - Summer schedule begins for staff

MOTION FOR CLOSED SESSION

I move that the Columbus County Board of Education go into closed session for the purpose of (one or more of the following):

- 1. Discussing information that is privileged, confidential, or not a public record under GS 143-318.11 (a) (1);
- 2. Discussing the conferring of an honorary degree, scholarship, prize or similar award GS 143-318.11 (a) (2);
- 3. Consulting with our attorney concerning:
 - a. the handling of a claim by _____

- b. judicial action brought by _____ against the Columbus County Board of Education
- c. an administrative procedure brought by _____
- 4. Discussing the acquisition of real estate/the terms of an employment contract GS 143.318.11 (a) (5).
- 5. Considering a personnel action that involves an officer or employee of this Board.
- 6. Planning, conducting, hearing, and reports concerning the investigation of alleged criminal misconduct GS 143.318.11 (a) (7).

APPEALS

None

APPEALS/PERSONNEL/LEGAL MATTERS

- (FF) 1. Review and action on new requests for student reassignment, 2019-2020 SY
- (GG) 2. Notification of Leave Requests, 2018-2019 SY

MOTION FOR OPEN SESSION

- (HH) 3. Review and action on personnel actions and addendum to personnel actions

OTHER BUSINESS

- 1. Review and action on school trip request from the JROTC at East Columbus High School to attend the JROTC Summer Camp and Competition in Fort Jackson, South Carolina June 17-21, 2019
- 2. Review of invitation to attend the Open House at City Hall on June 19, 2019, 4:00 p.m. to 6:00 p.m.
- 3. Next regular meeting June 27, 2019, at the Columbus County Board of Education in the conference room at 8:00 a.m.

ADJOURNMENT

DAVIS ACADEMY CHADBOURN BUILDING PROPOSAL



Shonda & Yolanda Davis
DAVIS ACADEMY, INC. davisacademy.us

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OVERVIEW

Davis Academy, Inc. (hereinafter the “Organization”) would like to enter into a lease agreement with Columbus County Schools (hereinafter the “County”) for the property formerly known as Chadbourn Middle School, including all facilities and the land upon which they are located, which has an address of 801 W. Smith Street, Chadbourn, NC 28431 (hereinafter “the Property”), with the expectation that the County will have a historically valuable building occupied and used in a manner consistent with the spirit of its original purpose (see [Exhibit A](#)); as well as access to needed resources and services provided by the Organization to the County and community.

PROPOSAL

The Organization, a North Carolina (hereinafter “NC”) nonprofit organization, plans participate in the 2019 accelerated charter application process for a charter school, grades 6 through 8 in Chadbourn, NC.

The Organization intends to reflect the original intent of charters by providing a “laboratory” and resource to the County that ultimately improves education across the County, not undermine it. The original intent of NC charter schools was to offer educational alternatives with creative, pioneering programs that might turn out to be useful in all of the state’s schools.

It is the Organization’s goal to accomplish several legislative purposes of charter schools, including the improvement of student learning; increased learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure; use of different and innovative teaching methods; new professional opportunities for teachers; and providing parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

The Organization’s mission is to lead the country in closing the achievement gap present within the public educational system by operating high performing public community schools in both rural and urban locations that support marginalized communities; and to train, coach, and support educators and educational institutions worldwide in adopting pedagogical practices that promote student achievement, familial well-being and community unification.

CHARTER/COUNTY RELATIONSHIP

“Lab” and Resource for Columbus County Schools

In reflecting the original intent of charters by providing a “laboratory” and resource to Columbus County Schools that ultimately improves education across the County, the Organization would like to offer services to the County that address the County’s prevailing issues, in exchange for the lease of the Property.

The Organization has a network of diverse and passionate educators who have proven histories in creating student-centered environments and promoting achievement in schools that service marginalized students and communities. The commitment of the Organization is to the development and implementation of policies, systems and practices which offset the sociopolitical context framing public education. The primary goal will be to ensure teachers, school leaders and central office executives within the Organization and County have the guidance and tools needed to properly support students. The Organization's aim is to partner with the County to develop school environments and conditions that foster social and emotional well-being to promote both learning and achievement.

Services Provided in Exchange for Lease of the Property

Whole School Reform. To assist the County in supporting teachers, principals, and other personnel through mentoring programs and professional development plans, as well as ensuring a long-range, high quality, research-based professional development plan focusing on 21st century skills, the Organization will provide comprehensive and research-based support to assist the County in improving pedagogical practices and operational efficiency. The supports will consist of trainings/workshops, coaching, and on-going support around programmatic modules designed to organize school structure and operationalize school-wide and classroom-based practices. These modules can be implemented individually, configured in any combination or delivered as a part of an integrated Whole School Reform Framework.

The programmatic modules include the following:

1. Instructional Delivery
 - a. Curriculum development and implementation
 - b. Teacher coaching and development
2. Climate and Culture
 - a. Shared expectations and value systems
 - b. Classroom management
3. School Operations and Systems Thinking
 - a. Attendance monitoring and improvement
 - b. Effective morning routines, transition times, lunch, fire and school safety, and exiting procedures
4. Building Relationships Positive Rapport
 - a. The science of connection
 - b. Implicit bias and microaggressions trainings/workshops
 - c. Emotional self-management training
 - d. Development of trust and creating a culture of care
5. Multi-Tiered System of Supports (MTSS)
 - a. Address the varied academic and/or behavioral needs of students
 - b. Core quality instruction
 - c. Supplemental instruction via small groups
 - d. Individualized supports

6. Progressive Discipline
 - a. Development and implementation of discipline policies and procedures
 - b. Utilizing data to drive decision-making
 - c. Training and support of staff on implementing restorative practices
7. Restorative Practices (highlighted below)
 - a. Training and development of restorative programs
 - b. Behavior modification and restorative plans
 - c. Equity training
8. Executive Leadership Coaching
 - a. Strategic thinking, goal setting, action planning, implementation, and monitoring
 - b. Galvanizing stakeholders around common goals
9. Social and Emotional Learning (SEL)
 - a. Development of school-wide practices and policies to promote SEL
 - b. Development and implementation of programming to support all students, and specialized programming that is gender specific and/or for at-risk students
10. Student Advocacy and Voice
 - a. Student advocacy framework
 - b. Learning task development

Restorative Practices. To assist the County in establishing and maintaining a learning environment that promotes respect, communication, and collaboration effectively with all school community stakeholders, as well as maintaining and enhancing the Positive Behavior Intervention Support programs/MTSS that promotes systematic incentives by showcasing and celebrating good behavior for all students, the Organization is committed to establishing and administering Restorative Practice opportunities in the County with the goal of working within the County's schools and with individual students to resolve and repair issues that generally result in suspension and/or criminal charges. According to studies, restorative practices help to reduce crime, violence and bullying, improve human behavior, strengthen civil society, provide effective leadership, restore relationships, and repair harm. The Organization will work closely with the County to develop a program that promotes a safe school environment. Through the partnership, the Organization and the County will collaborate to enhance the abilities of victims, offenders and disputants to resolve differences and increase time in school by repairing and avoiding situations that violate the County's student code of conduct. The Organization will work closely with school administrators, teachers and other personnel to implement the program, and provide services and resources that enhance the experience.

Teacher Recruitment/Retention and Other Educational Services. The Organization is also committed to establishing a partnership with the County and other teacher recruitment/retention organizations (i.e. Teach for America) to provide quality education and educational services, as well as a pool of qualified teachers to the County. This includes dedicating the Organization's resources to the recruitment of teachers, principals, and other personnel who represent the demographics of the County's communities.

COMMUNITY CENTER

Overview

The Organization is also dedicated to disrupting cycles of illness and disease endured by marginalized communities due to limited educational resources, toxic levels of stress, and physical, mental and emotional trauma. Therefore, in addition to the school, the Organization plans to partner with individuals, children, and families within the community served to assist them in developing and implementing lifestyle practices to promote internal balance, harmony within relations, and overall well-being by utilizing the additional space on the Property as a community hub (hereinafter the “Hub”).

According to Mental Health America, historic “race-based exclusion from health, educational, social and economic resources, translates into socioeconomic disparities experienced by African Americans today.” Direct correlations exist between low socioeconomic status and poor mental, emotional, and physical health. Thus, the socioeconomic disparities caused by historic race-based exclusion has negatively impacted the physical, mental, and emotional well-being of people within communities of color.

The Hub will develop and implement strategic initiatives to increase literacy rates, reduce health disparities and improve college and workforce readiness. Through workshops, consultation, personal and small group training, coaching and on-going support, the Hub’s goal is help transform both the lives of individuals and the community as a whole. The following community-based supports will be provided.

Community-Based Supports

Educational Opportunities	
Description of Need	Program Offerings
<ul style="list-style-type: none"> National post-secondary education statistics reveal that a disproportionate number of African American students graduate high school as functional <u>illiterates</u>. Meaning, such students graduate from high school without being able to read and/or write well enough to functionally participate in life. According to the Department of Education, recent data indicates that 4th grade literacy rates for more than 50% of African American children is below the basic skills level and far below average; and by the ninth grade, literacy rates for African American children drop to about 40%. Children of parents with low literacy skills have a 72% chance of being at the lowest reading levels themselves. 	Differentiated and Individualized Literacy/Family Literacy Supports
	Truancy/High School Retention & G.E.D. Program
	Family Tutoring Homework Help
Workforce/Career Development	
Description of Need	Program Offerings
<ul style="list-style-type: none"> Across the principal categories used by the Bureau of Labor Statistics in its March Employment Situation Summary, the unemployment rate for adult men was 3.6%, adult women 3.8%, teenagers 12.8%, white Americans 3.4%, black Americans 6.7%, Asians 3.1%, and Hispanics 4.7%. 	Workforce Development: Job Readiness and Soft Skills
	Networking and Marketing
	Computer and Technological Skills
	Technical Education Certifications in partnership with area community colleges (i.e. Carpentry, Plumbing, Electrical Engineering, Cosmetology, Multi-media Marketing, etc.)

	Code Switching: The Importance of Dual Consciousness
	Entrepreneurship Training and Business Incubator
Financial Literacy	
Description of Need	Program Offerings
<ul style="list-style-type: none"> • 44% of Americans do not have enough cash to cover a \$400 emergency • 43% of student loan borrowers are not making payments • 38% of U.S. households have credit card debt • 33% of American adults have \$0 saved for retirement <p>(***The above noted percentages are significantly higher for marginalized populations).</p> <p>Note: Only 5 states have a personal finance requirement for high school.</p>	Money Mindset
	Budgeting and Saving
	Credit and Debt Management
	Real Estate & Lending
	Investing and Insurance
Health and Wellness	
Description of Need	Program Offerings
<p>The American Psychological Association (APA) reports the following:</p> <ul style="list-style-type: none"> • Low socioeconomic status is linked to greater stress • Blacks and U.S. born Hispanics report greater levels of stress than whites • Blacks and Hispanics are exposed to more traumatic events involving violence than whites • Low socioeconomic status is associated with greater risks to threats and safety 	Diet/Nutrition
	Exercise and Fitness Programming

<ul style="list-style-type: none"> ○ Those living below the federal poverty level are twice as likely of becoming a victim of a violent crime than others ○ Low-income women are more likely to be victims of domestic violence than others ○ ***Neighborhoods with residents living below the poverty line is a risk factor for being a victim of homicide 	<p>Differentiated and Individualized Mindfulness Programs</p>
<ul style="list-style-type: none"> • Socioeconomic status and environmental stress contribute to health disparities among ethnic/racial groups <p>The Center for Disease Control (CDC) reports the following:</p> <ul style="list-style-type: none"> • Diabetes is 60% more prevalent among black Americans than whites • Strokes kill 40% more black Americans than white Americans between the ages of 35-54 • Almost 42% of black men and over 45% of black women 20 years of age and older develop high blood pressure • Black men have a 40% higher death rate from cancer than white men, and black women have a 20% higher death rate from cancer than white women. 	<p>Ailment Specific Wellness Programs (i.e. Stress Management, Anger Management, Diabetes Prevention and Support, High Blood Pressure Prevention and Support, Cancer Prevention and Support, Cardiovascular Health, etc.)</p>

Parenting, Family, and Household Management

<p>Description of Need</p>	<p>Program Offerings</p>
<ul style="list-style-type: none"> • According to data from the U.S. Census Bureau, a disproportionate number of African American children under the age of 18 live in single parent households. • Approximately 74% of white children below the age of 18 live with both parents, whereas only 	<p>Parenting Classes</p> <hr/> <p>Mother/Father Mentoring and Support Groups</p>

<p>38.7% of African-American minors live with both parents.</p> <ul style="list-style-type: none"> Studies published by Cornell University indicate that children growing up in single-parent households are more likely to engage in risky behaviors including but not limited to smoking, drug and alcohol abuse and sexual promiscuity. 	Individual and Family Counseling
	Communication Classes
	Developing and Implementing Effective Household Systems, Structures and Supports

Recreation and Community Sustainability

Description of Need	Program Offerings
<ul style="list-style-type: none"> Field trips and exploratory studies enhance learning by providing students exposure to experiences that promote the development of new neurological connections and enhance the retention of new information. According to a report by Americans for the Arts, “young people who participate regularly in the arts (three hours a day on three days each week through one full year) are <u>four times</u> more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate.” 	Enrichment Opportunities (i.e. field trips and exploratory studies)
	Fine and Practical Arts Programs (i.e. dance, music, art, theater, etc.)
	Community Gardens
	On-going Community Trainings/Workshops
	Monthly Community Meetings

LEASE TERMS

Landlord:	Columbus County Schools
Tenant:	Davis Academy, Inc.
Property:	Property previously Chadbourn Middle School [Including all facilities and the land upon which they are located] 801 W. Smith Street, Chadbourn, NC 28431
Rent:	Payable in equal annual installments of one dollar (\$1.00) on the first day of each year.
Term:	20 years
Option:	In the event the property is offered for sale by the County, during the lease term, the Organization shall be granted the first right of refusal to purchase the Property. In order for the Organization to exercise its first right to purchase the Property, the Organization must affirmatively enter into a contract of sale within ninety (90) days of being notified by the County that the property is on the market. The County agrees that the Property shall not be offered for sale or placed on the market within the first five (5) years of the lease term, beginning on the date of Commencement.
Notice:	Notice to exercise this option must be delivered personally or mailed via registered or certified mail to the County at its address on or before such date of expiration, shall be timely and shall be deemed actual notice to the County.
Commencement:	August 1, 2019
Use:	School and Community Center, and such other lawful use incidental thereto, but for no other purpose.
Contingency:	The promise that the building will continue to act as a school and community center for low-income residents.
Authority:	North Carolina General Statute 115C-218.35(b) At the request of the charter school, the local board of education of the local school administrative unit in which the charter school will be located shall lease any available building or land to the charter school unless the board demonstrates that the lease is not economically or practically feasible or that the local board does not have adequate classroom space

to meet its enrollment needs. For the purposes of this section, a building or land is available if it is closed, vacant, or otherwise unused for classrooms, administrative offices, or extracurricular activities of the schools of the local board of education. **Notwithstanding any other law, a local board of education may provide a school facility to a charter school free of charge; however, the charter school is responsible for the maintenance of and insurance of the school facility.**

Premise Condition: The Organization will accept the Property in its present condition. The Organization will alter, remodel, and install any equipment, fixtures, or air conditioning to bring the Property up to code and in a condition of maximum operational efficiency gradually over the term of the lease. The Organization will bear the cost of all alterations, remodeling and decorating of the Property, and ensure they are done in a good and workmanlike manner in compliance with all applicable laws.

Maintenance/Repair: The Organization shall, at its own expense, keep and maintain the Property in good order, repair and condition and shall be responsible for the routine maintenance of all electrical, plumbing, heating, ventilation and other mechanical installations therein. The Organization shall keep all windows and doors of the Property in good order and repair, at its own expense. Maintenance and repair representations by the Organization herein shall commence at the start of the approval of the Organization's charter by the Office of Charter Schools.

Utilities: The Organization shall pay for its use of all utilities, including heat, electricity, and water as they become due and payable, starting at the approval of its charter by the Office of Charter Schools.

Insurance: The Organization agrees that at the approval of the Organization's charter by the Office of Charter Schools and for successive terms thereafter, it shall provide and send to the County public liability policies of insurance or evidence thereof, insuring both the Organization and the County for public liability in such amounts as agreed upon by the parties.

All insurance shall be with companies authorized to do business in North Carolina and shall include the County as an additional named insured.

Termination: The lease shall automatically terminate at the final rejection of the Organization's charter. Otherwise, the lease shall automatically renew at the end of its term and termination of the lease will not occur, except in the case of an Option as described herein.

EXHIBITS

Exhibit A: History

Prior to 1920, Gould's Academy, an educational institution operated by the Board of Christian Education of the Presbyterian Church, was the only educational institution for Negroes in the town of Chadbourn. It was organized shortly after 1886, the year that Fuller Memorial Presbyterian Church was founded.

As the population of Chadbourn grew, Johnson High School was organized in 1920-21 to ease the burden of crowded Gould's Academy. Johnson High School was later named Chadbourn Negro High School. In 1948, when the first brick structure appeared on campus, a committee was appointed by the Parent Teacher Association (PTA) to rename the school. This committee renamed the school Westside High School.

Westside High School has a very interesting past. According to records, it began as a six-teacher school with an enrollment of approximately 230 students. It was chiefly an elementary school. After finishing the seventh grade, most students were sent to finish high school at academies in Lumberton and Franklinton, NC.

As Chadbourn began to grow and become the world's largest Klondike strawberry market and a growing tobacco center, the school's population began to increase. By 1937, the school had become a standard high school with its first graduating class that spring. It witnessed a tremendous growth, by 1961-62, there were over 900 students with a modern school plant, bus transportation, and a well-trained faculty of 33 teachers.

Westside High School's mission was to train students to be good citizens, to be of service to their community, state and nation, and to be morally straight with good sound character. The school elevated the educational status of the community. In 1935 the number of high school graduates among Negroes in the town of Chadbourn was less than 15. By 1961-62, the number had increased to more than 300. The last to graduate from "Dear Westside High" was the Class of 1969.

Education in Columbus County did not begin to be desegregated until 1969. Chadbourn Middle School was established following mandatory racial desegregation for grades 6 – 8 during the 1969-70 school year. Former Westside High School principal, Mr. C.W. Williams continued as chief administrator of the school for many years thereafter. Chadbourn Middle School operated under various capable administrative leadership provided by the Columbus County School system continuously until it was abandoned prior to the 2018-19 school year.

Exhibit B: Letters of Support

Westside High School Alumna and Retired Educator

216 Clark Street Chadbourn NC 28431 (910) 654-5953

May 27, 2019

Monte Herring, Chairman
Columbus County Board of Education
817 Washington Street
Whiteville NC 28431

Dear Mr. Herring,

The purpose of this correspondence is to offer my full support to the initiatives of Ms. Yolanda Davis, on behalf of Davis Academy, Inc. As a lifelong member of the Westside community in Chadbourn, I hold the opinion that this project will address several of the socio-economic problems of my community caused by the abrupt closure of the Chadbourn Middle School two weeks prior to the beginning of the 2018-2019 school year.

The former Westside High School site has produced positive results during its' tenure as such, and even prior as Gould's Academy and Chadbourn Negro High School. The facility has been utilized for educational purposes since the late 19th century and the iconic institution possesses the potential to perpetuate those same successes into the 21st century and beyond.

I believe in the effectiveness of community schooling having been the beneficiary of that type of education. In this global society in which we live and as a retired educator, I have experienced, and witnessed the more holistic needs of millennial learners. It is more imperative than ever to equip today's students with the inter- and intrapersonal skills necessary to be effective members of society. Thank you.

Sincerely,

Crystal D. Frink

Program Committee Chair
Westside Alumni Association

Chadbourn Middle School Alumna and Concerned Parent

957 W. Smith St.
Chadbourn NC 28431

May 28, 2019

Monte Herring, Chairman
Columbus County Board of Education
817 Washington Street
Whiteville, NC 28431

Dear Mr. Herring,

As a prior student of what was then called Chadbourn Middle School, I was sensitive about the name change, but the “legacy” was still there. When my two eldest children were coming up, not only was “it” still there, “it” was striving to maintain the consistency relative to the quality of education “it” had in the past.

I know of the old Westside High School and its legacy because I am a product of a family of educators derived from and fostered on those same grounds. The thread that runs through all of the vast array of memories about “the school at the end of my block” are safety and family.

The absence of that school at the end of this block has created a void felt by the community in its entirety, as well as a fear! There are children who behind closed doors endure abuse and a lack that many would not recognize off hand, wanderers in strange lands. We see the deficit in our community in walks around the block, the vacant yet noble structure and grounds left to waste away.

Without the school in our community, there is little opportunity for the fostering of friendships, the strengthening of family ties, nor maintaining the relationships which carry you through life. Without the school in our community, there is no beacon of hope and our children deserve hope for the future.

Davis Academy, Inc. has shown us hope in spite of our despair. I believe this project will carry the Westside community to the next level in equipping a generation for success. That land has been committed and dedicated to the cause of education from the “Westside to the Middle School” and now in faith, onward and upward with the Academy. My best regards to this endeavor.

Thank you,

Letisha W. Allen

Concerned Parent

Chadbourn Community Member and Retired Educator

223 Broadway Rd
Chadbourn, NC 28431

May 28, 2019

Monte Herring, Chairman
Columbus County Board of Education
817 Washington Street
Whiteville, NC 28431

Dear Mr. Herring,

Yolanda Davis's deeds speak for her far better than anything I can say. She has devoted herself unselfishly to a host of humanitarian causes. Her activities have been so extensive it would seem one lifetime could not encompass them all.

The Chadbourn community was devastated when the Chadbourn Middle School was closed. I cannot tell you how much it means to us knowing that Davis Academy is interested in utilizing it to be used as a Charter School. I and many others are willing to do whatever we can to make this happen. We are so afraid it will become a "drug haven" if it is not put to a constructive use.

We are thankful for Davis Academy taking an interest in our community. May God richly bless it and this endeavor.

Sincerely yours,

Doris S. Dees

Retired Educator

Town Council of Chadbourn Member



TOWN OF CHADBOURN
"The Strawberry Capital"

602 NORTH BROWN STREET · CHADBOURN, NORTH CAROLINA
28431
TELEPHONE: (910) 654-4148 FAX: (910) 654-4147

May 29, 2019

Columbus County School Board
Monte Herring, Chairman
817 Washington Street
Whiteville, NC 28472

Dear Mr. Herring:

As a member of the Town Council of Chadbourn, I, Colene S. Kelly, support Davis Academy Chadbourn. We applaud their efforts and dedication to educate the community in an innovative and creative ways through facilitators, professional development and community school. The town of Chadbourn and children in our community can benefit from their holistic approach to educate our children to become model citizens. Again I support Davis Academy Chadbourn.

Colene S. Kelly, Councilwoman
Town of Chadbourn

Exhibit C: Davis Academy Bios

Nichad D. Davis, Co-Founder & Principal Consultant



Nichad D. Davis is a graduate of Campbell University, Norman A. Wiggins School of Law. He is passionate about creating coalitions across lines of difference, implementing restorative discipline practices in schools, and combatting systemic inequality. Much before Nichad decided to attend law school he became a servant-leader to communities across the state of North Carolina. Originally, from Greensboro, NC, Nichad began his efforts as a teenager serving the East Side of Greensboro through minority-male mentorship initiatives. As a grandchild of the Civil Rights movement, Nichad remembers meeting the likes of Ezell Blair (Gabriel Khazaan), Franklin McCain and other members

of the heroic "Greensboro Four" who are most known for integrating the lunch counters of Woolworth Restaurants and sparking student-led non-violent protests throughout the country. Nichad's grandfather, Estell Harper was a legend in the community and at North Carolina A&T State University.

Nichad attended the University of North Carolina at Charlotte and continued his mission of service by co-founding the organization "Talents, Ambition, and Passion" which became the two-time Dr. Martin Luther King, Jr. service organization of the year at UNC-Charlotte. It was here that Nichad again ignited his passion for alleviating cycles of poverty, dismantling the school-to-prison pipeline and combatting other systemic barriers to success for marginalized populations. Upon graduation in May 2013, Nichad joined Teach for America and began his journey as a 7th grade Social Studies teacher in Dublin County, NC. Throughout his time in the classroom, Nichad allied with the NC Dropout Prevention Coalition and other community engagement groups who partnered to end "Zero Tolerance" discipline policies. Nichad serviced students in the nationally renowned Duke University T.I.P. program. He also taught students in Rocky Mount, NC's Children's Defense Fund "Freedom School" network. Nichad's experiences have equipped him with the knowledge and skills needed to train teachers and school leaders in delivering culturally responsive pedagogy and rigorous curriculum and raise expectations for students that come from communities that are historically underfunded and underrepresented.

Nichad is one of three members of Davis Academy who is committed to creating new narratives and new legacies through education.



Shonda A. Davis earned a B.A. degree, with honors, in Biology from Kean University in Union, NJ, a Master's degree in Educational Administration and Supervision from Saint Peters University in Jersey City, NJ, and is a Doctoral candidate in Seton Hall University's Executive Ed.D., K-12 School Administration program. She has served students and families within marginalized communities for over 14 years as both a school leader and district executive. Early in her career, she noticed the dysfunction that often exists within and between schools and district offices in urban areas. She observed educators at every level of the hierarchical system of education carry the burden of "transforming" school environments that were afflicted by the interplay of poverty, managerial failure, systemic imbalance, personal and interpersonal dysfunction as well as the varied

sociopolitical factors framing education. Shonda's love of community, her extensive knowledge of the brain and her unique ability to identify the interconnectedness of systems have enabled her to transform troubled school environments into cultures of care, respect and achievement. Her efforts as a school reform agent have led to significant and unprecedented improvements in both student achievement and school-wide climate and culture within the schools she has led and districts she has serviced.

Shonda is an educator with a proven history of success in assisting low performing schools and districts, within marginalized communities, attain dramatic improvements in climate and culture as well as student achievement. She specializes in whole-school reform, school-wide and classroom-based climate and culture, teacher and school leadership development, systems thinking, restorative disciplinary practices and culturally responsive teaching and learning. She has nine years of administrative experience; two of which were served as a Special Assistant of Student Supports, four as Principal, one as a Climate and Culture Specialist, and two as a Department Chairperson. As an administrator in all capacities she has worked, coached, and trained educators and has been instrumental in promoting significant growth and sustained change at both the school and district levels.

Over the last two years, she trained and coached principals and leadership teams in the development of school-wide systems and norms which have promoted not only teaching and learning, but the social and emotional well-being of all stakeholder groups within the school community. A large portion of her work consisted of developing support structures within school communities for students who struggled as evidenced by attendance, grades and disciplinary records. Support structures included professional development opportunities for teachers and administrators in the areas of identifying their own personal implicit biases and imbedding both brain-based and culturally responsive pedagogical practices into the teaching and learning experience.

Shonda is a former principal who served at both the secondary and elementary levels. As a high school principal of one of the lowest performing urban schools in New Jersey, she transformed the school environment from a state of chaos, and confusion to a place in which learning flourished. Dramatic improvements to the school's climate and culture as well as the implementation of a rigorous instructional program and effective student support structures led to a significant increase in the graduation rate and an increase in the percentage of students accepted to college. Within approximately a year and a half of her appointment to the position of secondary principal, accolades were given to the school she led for attaining the highest gains in the state of New Jersey on the High School Proficiency Assessment (HSPA). As a principal of an elementary school, Shonda established various community partnerships that supported both the school and the neighboring community. She secured millions of dollars in grant money to supplement learning and within a year of her appointment, student performance on the New Jersey Assessment of Skills and Knowledge (NJASK) significantly improved in 9 of 12 indicators.

Yolanda N. Davis, Co-Founder & Board Chair



As an Associate Attorney with a mid-size regional law firm's Corporate and Tax Practice Group, Yolanda supports corporate clients in transactional matters including corporate governance, compliance, entity structure and formation, and commercial agreements with emphasis on small business and nonprofit and exempt organizations. Other practice areas include economic development, intellectual property (trademark, copyright, and licensing law), banking and finance (small business lending), and hemp law.

Prior to being admitted into the North Carolina Bar, Yolanda spent more than a decade in the accounting and nonprofit industries as a consultant, and real estate industry as a Realtor/Broker licensed in North and South Carolina. As a nonprofit and accounting consultant, Yolanda advised a diverse group of nonprofits and small businesses in 501(c)(3) nonprofit administration and management, and business financial management. Her clients included sports philanthropists, human services organizations, private foundations, churches and other religious organizations, schools, financial counseling and money management organizations, start-up charities, and small businesses such as a gift boutique, marketing and media company, technology firm, and online fashion boutique.

Yolanda's passion for education stems from her love of learning as a young child. As an education advocate, Yolanda co-founded and currently chairs the board of Davis Academy, a nonprofit focused on education, restorative practices, and community schools. She also serves as a volunteer facilitator and trainer for Campbell Law's Restorative Justice Clinic in Wake County Schools.

Yolanda received a B.S. degree, magna cum laude, in Biology and minor in Chemistry from Winston-Salem State University and M.S. degree in Accountancy from the Wayne Calloway School of Business and Accountancy at Wake Forest University. After obtaining her masters, she worked for a "Big 4" public accounting firm as a Fortune 500 Business Assurance and Advisory Services professional. Thereafter, she obtained a Graduate Certificate in Nonprofit Management from the University of North Carolina at Charlotte and received her J.D. from Campbell University, Norman A. Wiggins School of Law.

During law school, she worked as a legal and policy extern for both the North Carolina School Boards Association and North Carolina General Assembly's Legislative Analysis Division. She also served as the American Bar Association's Law Student Division liaison to the Commission on Women in the Profession, law student representative on the North Carolina Bar Association's Education Law Section Council, Advisory Board Member for the Research Study on the Law School Experiences of Women of Color at the Center for Women in Law (University of Texas School of Law), and Vice President and Cabinet Member of Campbell Law's Women in Law student group.

Active in the community, Yolanda continues to serve as a member and advisory board member of the Wake Women Attorneys chapter of the North Carolina Association of Women Attorneys and the center for Women in Law, respectively; and in different capacities with the American Bar Association's Commission on Women in the Profession.

Exhibit D: Davis Academy Chadbourn Advisory Board Bios

Crystal Frink, Community Advisory Board Chair



Crystal Frink received her B.A. Degree in History: Secondary Social Studies Education and graduated magna cum laude from Pembroke State University in Pembroke, NC. She taught Civics and Economics, World and U.S. History, and Psychology-Sociology at East Columbus High School in Lake Waccamaw, NC. During her 25-year career she served as a mentor to novice teachers, peer evaluator, and department chair. She received certification in Advanced Placement Psychology at UNC-Charlotte and has received training as a volunteer for the NC Guardian Ad Litem Program and Families First, Inc.

She has held membership with the Columbus County African American Heritage Society and County-wide Community Development Corporation; served on the Chadbourn Parks and Recreation Board, Columbus County Leadership Forum, Westside Cultural Development Organization, and Columbus County Concerned Citizens. She is a Trustee of First Missionary Baptist Church in Chadbourn and Program Committee Chair for the Westside Alumni Association, Inc.

Colene Kelly, Community Advisory Board Member



Colene “Tootie” Kelly, the daughter of Mr. Alexander and the late Rev. Phylisa F. Kelly of Chadbourn, NC (who both attended Westside High School), is a proud graduate of Winston-Salem State University with a Bachelor’s degree in Sports Management. She also attended High Point University where she earned a Master’s degree in Public Administration. Colene was the Assistant Director for Student Leadership, Training, and Development at North Carolina Central University until she made the decision to attend Campbell University’s Divinity School where she graduated with a Masters of Divinity.

She is the Pastor of The LIFE Church of Chadbourn and previously served as an associate minister at First Missionary Baptist Church in Chadbourn where Rev. Virgil H. Reaves is the Pastor. Colene has served as the Youth President for the Women’s Baptist Home Foreign and Missionary Convention of NC, with whom she is an active member working in the areas of the youth department and as a camp counselor for many years.

In addition to pastoring, she is currently employed by Cape Fear Community College as the Career and College Promise Coordinator. She was elected in 2015 as a Council member for the Town of Chadbourn, where she continues to serve.

Doris Dees, Community Advisory Board Member



Chadbourn resident and retired educator Doris Dees taught math and physics at West Columbus High School and Westside High School. She is a former trustee of Southeastern Community College (hereinafter “SCC”) and a current member of both the SCC Foundation board and the Chadbourn Revitalization Committee.

A magna cum laude graduate of N.C. Central University with a BS in math and physics, Dees also attended the University of South Carolina, Catholic University in Washington, D.C. and East Carolina University. She is an elder at Central Presbyterian Church and a member of Las Amigas. She is a lifetime member of the national Westside Alumni Association and has served on the Columbus County Library advisory board, the Columbus County Arts Council board, the Chadbourn ABC board and the advisory board of Legal Aid of the Lower Cape Fear.

Wednesday, June 26, 2019

COLUMBUS COUNTY BOARD OF EDUCATION

817 WASHINGTON STREET
WHITEVILLE, NC 28472

Dear Mr. Herring,

On Monday, June 10, 2019, I presented a summary of the attached Chadbourn Middle School building proposal (hereinafter the "Proposal") to the Columbus County Board of Education (hereinafter the "County"). The Proposal states that the nonprofit organization, Davis Academy, Inc. (hereinafter the "Academy") would like to enter into a lease agreement with Columbus County Schools for the property formerly known as Chadbourn Middle School (hereinafter the "Property"), with the expectation that the County will have a historically valuable building occupied and used in a manner consistent with the spirit of its original purpose; as well as access to needed resources and services provided by the Academy to the County and community.

At the June 10th meeting, it was stated that the County presented the Property to the Town of Chadbourn for purchase. On Tuesday, June 18, 2019, the Town of Chadbourn had its final budget meeting for the 2019-2020 fiscal year. A town council member advised after the meeting that the town is in no position to purchase and will not be purchasing the Property.

A North Carolina General Statute states that at the request of a charter school, the local board of education of the local school administrative unit in which the charter will be located **shall** lease any available building or land to the charter school unless the board is able to demonstrate that the lease is not economically or practically feasible or the local board does not have adequate

classroom space to meet its enrollment needs.¹ The local board may also provide the school free of charge with the charter school being responsible for the maintenance of and insurance for the school facility.²

“Shall” as used in statutes and similar instruments is mandatory. The term is used to indicate that something must be done, as opposed to simply being allowed. Therefore, according to the above statute the County is required to lease the Academy the Property referenced in the Proposal. While the statute does provide exceptions, none of those exceptions (economic feasibility, practical feasibility, inadequate classroom space) apply under the circumstances.

“Economically feasible” generally means a project is feasible cost wise and logistically. The lease is feasible cost wise and logistically due to the following reasons. First, the County originally closed the former school at the Property due to the costs of maintaining the Property and utilities. Under the lease terms, the Academy will, at its own expense, keep and maintain the Property and be responsible for the utilities and repairs while also providing liability insurance for both the Academy and the County. Second, the terms of the Proposal provide services to the County at no cost. The services start at a fair market value of approximately \$4,000 per month, coincide with many items on the County’s strategic plan, and would be provided by qualified individuals (see lead provider’s resume and cover letter attached). The need for the services offered is illustrated by factors such as state education officials designating Acme-Delco Middle School as needing “Comprehensive Support and Improvement” due to test scores being in the lowest five (5) percent in the state; nine (9) of the county’s schools identified as Targeted Support and Improvement schools; the board’s decision to hire a consultant at \$27,000 for her services (which include services provided by the Academy described in the Proposal prior to the hiring of the consultant); and the County’s teacher

¹ NC General Statute 115C-218.35(b)

² *Id.*

turnover. Third, the Property has been unoccupied for a full school year. Last, the Columbus County Commissioners and the Town of Chadbourn declined to purchase the Property. Based on foregoing reasons, the Proposal is economically feasible.

“Practical feasibility” has an even lower threshold in that it only requires it is possible for a particular purpose. As previously stated, the Property was used as a school up until the 2018 – 2019 school year. The Academy proposes to continue its use as such. Therefore, the Proposal is practically feasible.

“Inadequate classroom space” is not an issue for the County. The County closed the school at the Property due to low enrollment and has a plan to close and merge other schools. Therefore, none of the statute’s exceptions apply.

As such, the Academy requests a response to the Proposal by Monday, July 8, 2019 and to finalize a Memorandum of Understanding with the County no later than Monday, July 15, 2019.

Should you have any questions or concerns, please feel free to contact me at 984-212-7011 or info@davisacademy.us.

SINCERELY,

Yolanda N. Davis

YOLANDA DAVIS

CC: BILL PHIPPS, DEANNE MEADOWS, JONATHAN WILLIAMS

COVER LETTER: SHONDA DAVIS, LEAD PROVIDER

Shonda Davis is an educator with almost 15 years of experience and a proven history of success in assisting low-performing schools and districts within marginalized communities attain dramatic improvements in climate and culture as well as student achievement. She specializes in whole-school reform, school-wide and classroom-based climate and culture, teacher and school leadership development, systems thinking, restorative disciplinary practices and culturally responsive teaching and learning. She has nine years of administrative experience having served as a Special Assistant of Student Supports, Principal, Climate and Culture Specialist, and Department Chairperson. As an administrator in all capacities, she has worked with, coached, and trained educators and has been instrumental in promoting significant growth and sustained change at both the school and district levels.

Early in Davis' career, she noticed the dysfunction that often exists within and between schools and district offices in urban areas. She observed educators at every level of the hierarchical system of education carrying the burden of "transforming" school environments that were impacted by the interplay of poverty, managerial failure, systemic imbalance, personal and interpersonal dysfunction, as well as the varied sociopolitical factors framing education.

Davis has trained and coached principals and leadership teams in the development of school-wide systems and norms, which have promoted teaching, learning, and the social and emotional well-being of all stakeholder groups within the school community. A large portion of her work consisted of developing support structures within school communities for students who struggled as evidenced by attendance, grades and disciplinary records. Support structures included professional development opportunities for teachers and administrators in the areas of identifying their own personal implicit biases and imbedding both brain-based and culturally responsive pedagogical practices into the teaching and learning experience.

Shonda is a former principal who served at both the secondary and elementary levels. As a high school principal of one of the lowest performing urban schools in New Jersey, she implemented a rigorous instructional program and effective school support structures that led to a significant increase in the graduation and college acceptance rates. Within approximately a year and a half of her appointment, the school received recognition for attaining the highest gains in the state of New Jersey on the High School Proficiency Assessment (HSPA).

As a principal of an elementary school, Davis established various community partnerships that supported the school and its neighboring community. She secured millions of dollars in grant funding to supplement learning and within a year of her appointment, student performance on the New Jersey Assessment of Skills and Knowledge (NJASK) significantly improved in 9 of 12 indicators.

Davis' love of community, extensive knowledge of how the brain functions, and unique ability to identify the interconnectedness of academic and operational systems have enabled her to create schools with caring, respectful, and achieving cultures. Her efforts as a school reform agent have led to significant and unprecedented improvements in both student achievement and school-wide climate and culture within the schools she led and districts she serviced.

RESUME: SHONDA DAVIS, LEAD PROVIDER

EDUCATION

Seton Hall University, South Orange, NJ

Education Doctorate in Executive Leadership – in progress

New Jersey Certifications

State of New Jersey Principal Certificate of Eligibility, 2008

State of New Jersey Supervisory Standard Certificate, 2008

State of New Jersey Teacher of Biological Science Standard Certificate, 2006

Saint Peters College, Jersey City, NJ

Master of Arts in Education – Administration and Supervision, 2007

Kean University, Union, NJ

Bachelor of Arts in Biology, 2005

PROFESSIONAL EXPERIENCE

Davis Academy, Inc.

August 2017 – Present

Co-Founder and Educational Consultant

Newark Public Schools, Newark, NJ

August 2015 – July 2017

Special Assistant of Climate and Culture

Supported the alignment of district initiatives, school-wide priorities, and operational systems by training leadership teams in Systems Thinking. Furthered district's climate and culture initiatives by developing a comprehensive Multi-Tiered System of Supports (MTSS) educational reform model. Developed a district engagement framework for a Social and Emotional Learning (SEL) curriculum that aligned with the MTSS educational reform model. Improved learning environment by strategically training school administrator and instructors on culturally responsive teaching and learning practices. Enhanced academic and social behavior outcomes by implementing student centered progressive discipline systems inclusive of restorative practices and Positive Behavioral Interventions and Supports (PBIS). Developed guidelines and practices to assess evidence-based improvements to district-wide attendance.

Willingboro School District, Willingboro, NJ

February 2015 – July 2015

Climate and Culture Specialist

Promoted positive school-wide climate and culture by both developing and implementing comprehensive organizational systems. Led coaching initiatives by training administrators and instructors on both the implementation of said organizational systems and on policies and techniques, which bolstered social, emotional, and ethical skills, as well as engagement. Accurately assessed learning environment and classroom culture by coaching leadership teams in the utilization of the Danielson Framework as a leading evaluation tool. Promoted positive collaborative relationships between administration and faculty by supporting school administrators in their efforts to utilize teacher evaluation tools that allowed for dialogue between administration and faculty. Proactively reduced disciplinary referrals by 70% through the implementation of comprehensive operational systems aimed at promoting accurate and effective intervention by school staff.

Patterson Public Schools, Paterson, NJ

August 2013 – August

2014

Principal

Led strategic plan that resulted in the improvement of students' performance in 9 of 12 New Jersey Assessment of Skills and Knowledge (NJASK) categories inclusive of improving 8th grade ELA score by 4.5 percentage points, 8th grade Math by 5.1 percentage points, 7th grade Math by 3.8 percentage points, 6th grade Math by 9.6 percentage points, 5th grade ELA scores by 2.9 percentage points, 5th grade Math by 9.9 percentage points, 4th grade ELA scores by 19 percentage points, 4th grade Math by 37 percentage points, and 3rd grade Math by 3 percentage points. Utilized formal and informal observation data, formative

assessments and standardized assessments to improve overall teaching and learning, which resulted in over 50% of students exceeding more than 40% of their peers on the STAR assessment nationwide. Implemented restorative practices and other positive behavioral support structures, which led to a reduction in the school's suspension rate by 47%. Fostered positive engagement by partnering with Full Service Community Schools while collaboratively implementing support programming to service students and the neighboring community. Expanded fiscal budget by securing approximately six million dollars in grant funding. Ensured operational compliancy by monitoring classroom practices through Spot Observations, Walkthroughs, and formal observations. Assisted teachers in developing their pedagogical abilities through coaching, providing model lesson plans, reviewing lesson plans, conducting observations, and evaluating performance data.

Newark Public Schools, Newark, NJ

October 2010 – August 2013

Principal

Served as school leader in strategic planning that resulted in both the increase in school's graduation rate from 36% to approximately 60%, as well as an increase in student proficiency ratings in Mathematics by 19.7% and Language Arts and Literacy by 14.2% within one academic year. Utilized supervisory and leadership skills in overseeing an organization of over 16 administrators, 120 instructional staff members, 55 non-instructional staff members, and approximately 1300 students. Ensured students received consistent and individualized attention and support services by re-designing the student support services model and managing an annual budget exceeding 19 million dollars therein. Maintained compliance by implementing and enforcing all requirements mandated under the federal School Improvement Grant (SIG). Promoted academic achievement by ensuring the implementation of curriculum models that aligned with Common Core Standards. Ensured student safety through the facilitation and training in school-wide safety and security measures.

Newark Public Schools, Newark, NJ

August 2008 – October 2010

Department Chairperson

Utilized supervisory and leadership skills in the supervision of both the Science and World Languages departments, consisting of a team of 18 teachers, as well as the departmental procedures therein. Facilitated classroom order and promoted positive social behavior by assisting instructors with intervention based action inclusive of parent conferences, the implementation of various conflict resolution techniques, detention organization, and making other counseling and support service referrals. Ensured compliance by monitoring the implementation of district curriculum plans that adhered to state standards. Promoted new and innovative student engagement opportunities by organizing and hosting Barringer High School's first science fair in over ten years.

Newark Public Schools, Newark, NJ

September 2005 – June 2008

Teacher - Biology

Promoted student achievement and combated overly broad learning initiatives by incorporating cooperative learning, differentiated instruction and engaging lesson planning. Induced interest and challenged students by infusing technology into instruction. Strategically designed lesson plans that prepared students for academic success as measured by the End of Course Biology Assessment, while maintaining accurate records tracking student performance and progress.

Newark Public Schools, Newark, NJ

July 2007 – June 2008

Curriculum Writer & Senior Class Advisor

Met state standards by researching and developing curriculum that aligned with End of Course Test specifications as mandated by the state of New Jersey. Built community relationships that led to approximately \$8,000 being raised through fundraising initiatives. Solely managed class financial affairs by collecting and overseeing approximately \$50,000 in student dues and approving and then processing all major financial transactions for senior class. Promoted and educated students on higher education and career opportunities, as well as assisted with filling out college applications, writing personal statements, applying for scholarships, and partnering with families to fill out FAFSA. Positively re-enforced and celebrated student achievement by organizing student events inclusive of prom and graduation.

THE PHIPPS LAW FIRM, PLLC

WILLIAM W. PHIPPS

ATTORNEY AT LAW

905 PIREWAY ROAD

P.O. BOX 35

TABOR CITY, NORTH CAROLINA 28463

LICENSED IN N. C. & S. C.

TELEPHONE

(910) 653-7770

FAX: (910) 653 7790

MAILING ADDRESS

POST OFFICE BOX 35

TABOR CITY

NORTH CAROLINA 28463

July 2, 2019

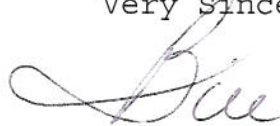
Ms. Yolanda Davis

Via Email: ydavis@they9group.com

Dear Ms. Davis:

Thank you for the June 26, 2019 communication that you sent to me and Bonita Pridgen. I had been authorized by the Board, prior to any contact by Davis Academy, to contact the City of Chadbourn concerning the Chadbourn Middle School Property. I noticed in your letter that you referenced "A town council member advised after the meeting that the town is in no position to purchase and will not be purchasing the Property." I can only assume that same Town Council person may be the one who signed the letter supporting Davis Academy. I contacted the Town Manager, John Bauer, prior to Davis Academy ever making contact with the Board, and I have never been personally made aware of any response of the town to our offer. I now understand that he has resigned from the position, so I am renewing that contact with Ms. Patricia Garrell, the Interim Manager, to see if anything has been done concerning the proposal that was made to the former manager. As you are most likely aware as you cited subsection (b) in your letter, the Board by statute 115C-218.35 (c) has ninety (90) days from the date of your presentation on June 10, 2019 to make a decision on the request and that time has not yet passed. The Board does have some concerns about the building's condition and the feasibility of it being leased, but the Board will address those before making a decision as it will definitely affect the terms of any lease that may be negotiated. Please accept this as the official response of the Board, pending a review of the options that the Board has regarding the property and the status of those options, which may or may not materialize. Thank you for your and Davis Academy's interest in the same and I will keep you informed as I become aware of the status of those options. With all good wishes, I am

Very Sincerely,



William W. Phipps

WWP/bp

§ 115C-218.35. Charter school facilities.

(a) A charter school's specific location shall not be prescribed or limited by a local board or other authority except a zoning authority. The school may lease space from a local board of education or as is otherwise lawful in the local school administrative unit in which the charter school is located. If a charter school leases space from a sectarian organization, the charter school classes and students shall be physically separated from any parochial students, and there shall be no religious artifacts, symbols, iconography, or materials on display in the charter school's entrance, classrooms, or hallways. Furthermore, if a charter school leases space from a sectarian organization, the charter school shall not use the name of that organization in the name of the charter school.

(b) At the request of the charter school, the local board of education of the local school administrative unit in which the charter school will be located shall lease any available building or land to the charter school unless the board demonstrates that the lease is not economically or practically feasible or that the local board does not have adequate classroom space to meet its enrollment needs. For the purposes of this section, a building or land is available if it is closed, vacant, or otherwise unused for classrooms, administrative offices, or extracurricular activities of the schools of the local board of education. Notwithstanding any other law, a local board of education may provide a school facility to a charter school free of charge; however, the charter school is responsible for the maintenance of and insurance for the school facility.

(c) The local board of education shall make a decision on the charter's request to lease a building or land within 90 days of the request. If the local board of education does not make a decision within 90 days of the request of the charter school, the local board of education shall provide a written explanation of its reasons for not acting on the request within the 90-day time period to the North Carolina Charter Schools Advisory Board and the Joint Legislative Education Oversight Committee.

(d) If a charter school has requested to lease available buildings or land and is unable to reach an agreement with the local board of education, the charter school shall have the right to appeal to the board of county commissioners in which the building or land is located. The board of county commissioners shall have the final decision-making authority on the leasing of the available building or land. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7; 2016-79, s. 1.8.)

Saturday, July 27, 2019

COLUMBUS COUNTY BOARD OF EDUCATION

817 WASHINGTON STREET
WHITEVILLE, NC 28472

Attorney Phipps,

Please accept my apology for the delayed response to your letter addressed July 2, 2019. Thank you for the response and update as to the status of the property. With regards to your offer to the Town of Chadbourn, we were advised that a call was made to you on Friday, July 5th that the town was not interested in the building. However, in my meeting on Monday, July 8th with Superintendent Deanne Meadows, she advised that a formal response from the town would need to be received in order to move forward. As you may know, a special meeting was called by a town council member to vote on the response earlier this month; however, quorum was not met. If you insist on waiting for the formal response before moving forward, we will wait until the 90-day period that you referenced has ended. At that time, if we have not received a response from you, the board will need to provide a written explanation of its reasons for not acting on the request within the 90-day time period to the North Carolina Charter Schools Advisory Board and the Joint Legislative Education Oversight Committee as the statute that you provided with and referenced in your letter advises.

With regards to the board's concerns regarding the building's condition and feasibility, the abandonment of the property was due to the board's budget and inability to continue to maintain the building and utilities with the number of students that were there. It is well documented that the building could have continued to be occupied and that the only reason Evergreen Elementary was chosen over Chadbourn Middle School was due to the number of kids that would need to be

transferred to Evergreen as opposed to Chadbourn and **not** the condition of the building. It is reported that the condition of Chadbourn Middle School is in comparison with, if not in better condition than, Evergreen Elementary. However, we are open to the board requesting reasonable repairs be made by Davis Academy during the lease term as we have budgeted for such.

Finally, please let us know if the board would like to discuss any of the services that our consultants would provide at no cost to the county in exchange for the lease of the building and to further our cause of helping to better schools across the county in partnership with you. Thank you again for your response and I look forward to working with you.

Should you have any questions or concerns, please feel free to contact me at 984-212-7011 or info@davisacademy.us.

SINCERELY,

A handwritten signature in black ink, appearing to read 'YMD', with a wavy line extending to the right.

YOLANDA DAVIS

CC: MONTE HERRING, DEANNE MEADOWS, JONATHAN WILLIAMS

**MEMORANDUM OF UNDERSTANDING
BETWEEN**

**DAVIS ACADEMY, INC.
AND
SIGNET HEALTHCARE**

This Memorandum of Understanding (MOU), while not a legally binding document, does indicate a voluntary agreement to enter into an offer to purchase and contract for the commercial property at 1449 Joe Brown Hwy South, Chadbourn, NC 28431.

Signet Healthcare has utilized the property as both a daycare and private school and desires to continue to see it utilized as a school. This MOU shall begin upon the approval of Davis Academy's accelerated charter application and is contingent upon the property remaining on the market through that time.

This MOU may be terminated by either party, for any reason, by giving 30 days written notice.

Property Information/Terms:

6 rooms / 1 kitchen / 4 restrooms

Purchase Price: \$150,000

Davis Academy, Inc.



Yolanda N. Davis, Board Chair

7/17/19

Date

Signet Healthcare



Charlene Berry, Owner

7/17/19

Date



2015005298
COLUMBUS CO, NC FEE \$26.00

NO TAXABLE CONSIDERATION
PRESENTED & RECORDED:
12-04-2015 12:01:44 PM
KANDANCE H. BULLOCK
REGISTER OF DEEDS
BY: KANDANCE H BULLOCK
REGISTER
BK: RB 1121
PG: 370-372

**THIS INSTRUMENT PREPARED BY WALTER D. PALMER, ATTORNEY,
706 N. MADISON STREET, P.O. BOX 749, WHITEVILLE, NORTH CAROLINA, 28472**

REVENUE STAMPS: \$ NONE
STATE OF NORTH CAROLINA
COUNTY OF COLUMBUS

TAX INFORMATION RECEIVED
BY TAX SUPERVISOR
12-4-15

PROPERTY #: 0086663

GENERAL WARRANTY DEED

THIS DEED, made this the 4th day of DECEMBER, 2015, by and between:

<u>GRANTOR</u>	<u>GRANTEE</u>
RICHARD G. BERRY and wife, CHARLENE I. BERRY	SIGNET HEALTHCARE, INC. (A North Carolina Corporation)
1306 HARRELSONVILLE ROAD WHITEVILLE, NC 28472	109 N. JK POWELL BLVD. WHITEVILLE, NC 28472

The designation Grantor and Grantee as used herein shall include said parties, their heirs, successors, and assigns, and shall include singular, plural, masculine, feminine or neuter as required by context.

WITNESSETH. That the Grantor, in consideration of Ten Dollars and other valuable considerations to it paid by said Grantee, the receipt of which is hereby acknowledged, has bargained and sold, and by these presents does hereby grant, bargain, sell and convey to said Grantee in fee simple a certain tract or parcel of land in Chadbourn Township, Columbus County, State of North Carolina, and bounded and described as follows:

All of that 1.0 acre, more or less, located West of and adjacent to NC Highway 410 in Chadbourn Township, Columbus County, North Carolina, said tract being more particularly described as follows:

Begin at an existing nail located in the centerline of NC Highway 410, said existing nail being the Northeast corner of that tract now or formerly owned by Robert Babson and wife, Mary Alice Babson, as recorded in Book 487, Page 773, Columbus County Registry; thence with the centerline of NC Highway 410, North 02 degrees 58 minutes 59 seconds West 115.00 feet to a PK nail set in said centerline; thence leaving said centerline, South 87 degrees 02 minutes 00 seconds West 50.00 feet to an iron set on the Western right of way line of NC Highway 410; thence South 87 degrees 02 minutes 00 seconds West 328.78 feet to an iron set; thence South 02 degrees 57 minutes 01 second East 111.00 feet to an iron marker set on the edge of a ditch; thence South 2 degrees 57 minutes 01

second East 4.00 feet to a point located in the center of a ditch; thence continuing with the center of said ditch, North 87 degrees 02 minutes 00 seconds East 328.78 feet to an existing iron located on the western right of way line of NC Highway 410; thence North 87 degrees 02 minutes 00 seconds East 50.00 feet to the POINT AND PLACE OF BEGINNING, containing 1.00 acre, more or less, total. Reference is made to map entitled "Plat for Robert Babson and wife, Mary Alice Babson" dated February 13, 2001, prepared by Billy M. Duncan, Land Surveyor, recorded in Deed Book 642, Page 696, Columbus County Registry, and incorporated herein by reference for more particularity of description. For source of title, see Plat Book 15, Page 3, Columbus County Registry. See also Deed recorded in Book 230, Page 70, Columbus County Registry.

Being the same property conveyed by Harold Gene Hayes and wife, Elizabeth C. Hayes, to Robert Babson and wife, Mary Alice Babson, by Deed dated February 16, 2001, recorded in Book 642, Page 693, Columbus County Registry. See also Deed recorded in Book 702, Page 39, Columbus County Registry.

Being the same tract of land conveyed to Branch Banking & Trust Company by Substitute Trustee's Deed dated April 21, 2005 and recorded in Book 812, Page 901, Columbus County Registry.

Being the same property conveyed by Branch Banking & Trust Company to Richard G. Berry and wife, Charlene L. Berry, by Deed dated August 25, 2005, recorded in Book 826, Page 531, Columbus County Registry.

This being the same property intended to be conveyed by Richard G. Berry and wife, Charlene I. Berry, to Signet Healthcare, Inc. by Quitclaim Deed dated March 24, 2015, recorded in Book 1106, Page 197, Columbus County Registry.

TO HAVE AND TO HOLD the aforesaid tract or parcel of land, and all privileges and appurtenances thereto belonging to said Grantee in fee simple.

And the Grantor covenants with the Grantee, that the Grantor is seized of the premises in fee simple, has the right to convey the same in fee simple, that title is marketable and free and clear of all encumbrances, and that the Grantor will warrant and defend the title against the lawful claims of all persons whomsoever except for the exceptions stated: Right of ways, and public utility easements of record, if any.

IN TESTIMONY WHEREOF, the Grantor has duly executed the foregoing as of the day and year first above written.

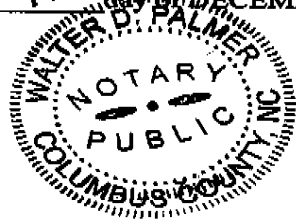
Richard G. Berry (SEAL)
RICHARD G. BERRY

Charlene I. Berry (SEAL)
CHARLENE I. BERRY

If checked, the property includes the primary residence of at least one of the Grantors. (N.C.G.S. § 105-317.2)

STATE OF NORTH CAROLINA
COUNTY OF COLUMBUS

I, Walter D. Palmer, a Notary Public of Chatham County, North Carolina, certify that RICHARD G. BERRY and CHARLENE I. BERRY personally appeared before me this day and acknowledged the due execution of the foregoing instrument. Witness my hand and official stamp or seal, this 4th day of DECEMBER, 2015.



(place notary seal above)

My Commission Expires: 3-13-2018

Walter D. Palmer

Walter D. Palmer Notary Public
(print/type notary name)

NORTH CAROLINA COLUMBUS COUNTY
The foregoing or annexed certificate(s) of

Walter D. Palmer
Notary () (is) Public (has) (have) been verified to have a Signature, seal or stamp, and an expiration date. This instrument and this certificate are duly registered at the Date and time and in the book and page shown on the first page thereof.

Kandance H. Burtch
Register of Deeds

Domika N. McCray
By: Asst./Deputy Register of Deeds

Retto: Walter Palmer / Atty.

1449 Joe Brown Hwy N, Chadbourn, NC 28431

Property Facts	Public Facts	Listing Facts
Property Type	Retail	-
Property Subtype	Day care, Pre-school	-
Number of Stories	1	-
Building Area (sq ft)	2,627	-
Year Built	2001	-
Roofing	Roll Composition	-
Heating	Yes	-
Cooling	Yes	-
Foundation	Footing	-
Construction	Wood	-
Exterior Walls	Siding (Alum/Vinyl)	-

Public Facts

Owner Information

Owner Name Signet Healthcare Inc
 Mailing Address 109 N Jk Powell Blvd Whiteville NC 28472-3123
 Vesting Company/Corporation

Legal Description

APN: 0251.00-19-3461.000 Tax ID: 13-02764 City/Municipality/Township: Chadbourm, NC 28431

Assessed Values

Date	Improvements	Land	Total	Tax
2018	\$152,900	\$8,900	\$161,800	\$1,648
2017	\$152,900	\$8,900	\$161,800	-
2016	\$152,900	\$8,900	\$161,800	\$1,651
2015	\$152,900	\$8,900	\$161,800	\$1,656
2014	\$152,900	\$8,900	\$161,800	\$1,723
2013	-	-	\$150,100	-
2012	-	-	\$120,700	-
2011	-	-	\$120,700	-

Deed Records

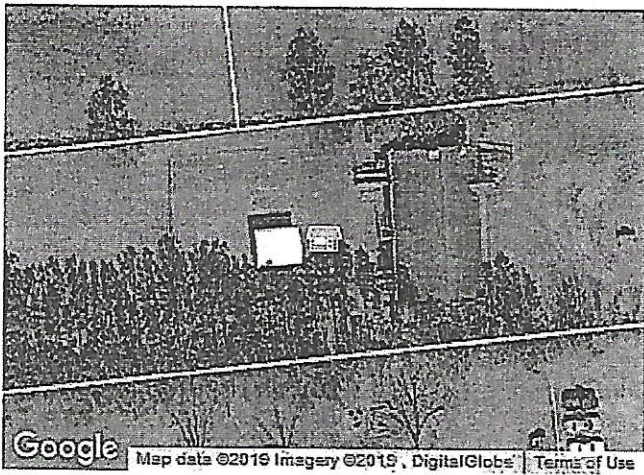
Recording Date 12/4/2015
 Document Type Warranty Deed
 Sales Price Code Price as "0", "None", "No Consideration"
 Buyer Name SIGNET HEALTHCARE INC
 Buyer ID Company
 Seller Name RICHARD G BERRY, CHARLENE I BERRY
 Seller ID Husband and Wife
 Document # 2015005298
 Book # 1121
 Page # 0370
 Contract Date 12/4/2015

Maps

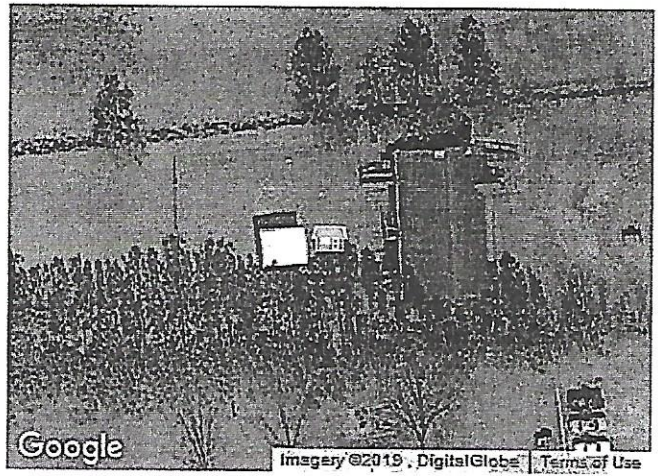


Map data ©2019 Terms of Use

Legend: Subject Property



Legend: Subject Property



Legend: Subject Property

Chadbourn, NC



< 28431 Homes for Sale

Similar Homes >



Undisclosed

Chadbourn, NC 28431

FOR SALE 153 Days ~~65,000~~
\$49,900 33.67 Acres \$1.5K/Acre

Request Info

8

Photos



Map



Share



Save

Land Value Estimate (\$5,074/Acre)

Property Type Land

ZIP Code 28431

County Columbus

Lot Acres 33.67

HOA Fees \$0

Year Built —

Mortgage Payment \$196/Month

[Get Your Personalized Mortgage Payment Now](#)

-Good road frontage, approx. 1187 feet, 33.67 acres plus or minus, some timber! Good land for hunters or the outdoorsman.

LEROY RISING of CENTURY 21 The Real Estate Center

MLS#551954 updated 1 month ago

Movoto checked Longleaf Pine REALTORS, Inc. for data 13 minutes ago

Request Info

Property Features





Mobile Modular Management Corporation
 4301-C Stuart Andrew Blvd.
 Charlotte, NC 28217
 Phone: (704) 519-4000
 Fax: (704) 519-4001
 www.mobilemodular.com

Lease Quotation and Agreement

Quotation Number: 258489
 Customer PO/Ref:
 Date of Quote: 07/12/2019
Term: 24 Months

Sign up for the Easy Lease Option (see end of document for details)

Customer Information	Site Information	Mobile Modular Contact
Davis Academy Chadbourn, NC 28431 Yolanda Davis info@davisacademy.us Phone: (984) 212-7011	Davis Academy Chadbourn, NC 28431	Questions? Contact: Jamese Sharpe jamese.sharpe@mobilemodular.com Direct Phone: 704-519-4091 Fax:

Product Information	Qty	Monthly Rent	Extended Monthly Rent	Taxable
Classroom, 98x65 MS (Item1404) ModPod	1	\$7,009.00	\$7,009.00	Y
<i>MOD POD Non-Standard Configuration. Size excludes 4' towbar.</i>				
RNT, Ramp	2	\$344.00	\$688.00	Y
Charges Upon Delivery	Qty	Charge Each	Total One Time	Taxable
Classroom, 98x65 MS (Item1404) ModPod				
Block and Level Building (C1)	1	\$23,452.00	\$23,452.00	N
Delivery Haulage 14 wide	7	\$2,325.00	\$16,275.00	Y
Installation, Skirting, Vinyl	326	\$14.00	\$4,564.00	Y
RNT, Ramp Install	2	\$1,563.00	\$3,126.00	N
			<u>\$47,417.00</u>	
Security Deposit	1	\$38,800.00	\$38,800.00	N
			Total	\$ 86,217.00
Charges Upon Return	Qty	Charge Each	Total One Time	Taxable
Classroom, 98x65 MS (Item1404) ModPod				
Cleaning Fee	7	\$125.00	\$875.00	N
Prepare Equipment For Removal (C1)	1	\$12,016.00	\$12,016.00	N
Return Haulage 14 wide	7	\$2,325.00	\$16,275.00	Y
RNT, Ramp Removal	2	\$781.00	\$1,562.00	N
			<u>\$30,728.00</u>	
			Total	\$30,728.00
Total Estimated Charges				
			Subtotal of Monthly Rent	\$7,697.00
			Personal Property Expense	\$350.50
			Taxes on Monthly Charges	\$543.21
			Total Monthly Charges (including tax)	\$8,590.71
			Charges Upon Delivery (including tax)	\$87,623.63
			Charges Upon Return (including tax)	\$31,826.56
			Total One Time Charges (including tax)	\$119,450.19
Special Notes				
ABS Pads in Lieu of Poured Footers: Modular building to be installed on ABS pads in lieu of poured footers, approved plans are available and subject to local building department approval. Block/Level: Price assumes building is installed using Mobile Modular standard foundation. Mobile Modular assumes installation on the				

Thank you for contacting Mobile Modular.
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Lease Quotation and Agreement

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Date of Quote: 07/12/2019

Term: 24 Months



minimum foundation design criteria/tolerances. For DSA buildings, it is assumed building will be installed on the minimum amount of foundation lumber per the applicable DSA approved stockpile drawings and site will not exceed 4-1/2" out of level. Additional material and labor charges apply for installing buildings above minimum foundation design criteria, raising buildings to meet specific finish floor elevations, raising building level to adjacent buildings, landings, walkways, transitions, etc.

Flooring (Carpet): This building ships standard with used carpet in good condition. Carpet may have some discoloration or wear and a carpet bar will be utilized at modline seams. New carpet is available for an additional charge. If provided, new carpeting should receive a minimum of 72 hours of airing-out time, under well-ventilated conditions, prior to occupancy.

Ramps: Site conditions may affect ramp configuration and cost. Customer is responsible for transition from end of ramp to grade and for extended or custom rails, if needed. Ramp skirting is available for an additional charge. Mobile Modular provides used/refurbished ramps - new ramps are available for purchase only.

Security Deposit/First Invoice: Mobile Modular may require the receipt of payment for security deposit and estimated initial invoice amount prior to reserving buildings.

Floor Plans

Thank you for contacting Mobile Modular.

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Lease Quotation and Agreement

Quotation Number: 258489

Customer PO/Ref:

Date of Quote: 07/12/2019

Term: 24 Months

Classroom, 98x65 MS (Item1404) ModPod



All drawings and specifications are nominal.

Thank you for contacting Mobile Modular.

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Lease Quotation and Agreement

Quotation Number: 258489

Customer PO/Ref:

Date of Quote: 07/12/2019

Term: 24 Months



Additional Information

- Quote is valid for 30 days.
- A minimum cleaning charge per floor will apply for modular buildings.
- Customer's site must be dry, compacted, level and accessible by normal truck delivery. Costs to dolly, crane, forklift, etc. will be paid by customer. Unless noted, prices do not include permits, ramp removal, stairs, foundation systems, foundation system removal, temporary power, skirting, skirting removal, engineering, taxes or utility hookups.
- Subject to equipment availability. Unless noted, equipment and related furnishings, finishes, accessories and appliances provided are previously leased and materials, dimensions, and specifications vary. Detailed specifications may be available upon request. For lease transactions, Mobile Modular reserves the right to substitute equal or better equipment prior to delivery without notice.
- This transaction is subject to prior credit approval and all terms, conditions, and attachments of MMMC's standard contract.
- Security deposit and payment in advance may be required.
- Rent will be billed in advance every 30 calendar days.
- **Sales Tax will be calculated based on the tax rate at the time of invoicing.**
- **Unless otherwise noted, prices do not include prevailing wages, Davis-Bacon wages, or other special or certified wages.**

Thank you for contacting Mobile Modular.

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Page 4 of 5

Lease Quotation and Agreement

Quotation Number: 258489

Customer PO/Ref:

Date of Quote: 07/12/2019

Term: 24 Months



Mobile Modular Easy Lease. Sign Me Up!

Getting your modular building on its way has never been easier... and faster. With Mobile Modular Easy Lease you can convert your Lease Quotation directly into a Lease Agreement by signing below. **It's as easy as 1, 2, 3, 4.** Once we receive your signed Easy Lease option, we'll finalize your building details and get your project on its way.

1. Review and acknowledge agreement.

This Quotation is subject to Mobile Modular Management Corporation, a California corporation, herein known as lessor (the "Lessor") credit approval of Customer, herein known as lessee (the "Lessee"). Lessor does not warrant that the equipment meets any local or state code not specifically listed herein. Equipment is subject to availability. By signing below, customer accepts the terms of this quotation including prices and specifications, and instructs Lessor to make appropriate arrangements for the preparation and delivery of the Equipment identified herein, and agrees that such signature constitutes customer's acceptance of and agreement to the Lessor's Lease. Such lease, and customer's agreement thereto, is subject to Lessor's standard terms and conditions located on the Lessor's web site at (www.mobilemodular.com/contractterms) which are incorporated by reference herein. Customer may request a copy of the terms and conditions from Lessor. If customer has previously executed a master agreement with Lessor, those terms and conditions shall govern the transaction. Such terms and conditions are incorporated as if fully set forth herein. No alterations, additions, exceptions, or changes to any Quotation or Agreement made by Lessee shall be effective against Lessor, whether made hereon, contained in any printed form of Lease or elsewhere, unless accepted in writing by Lessor. Any customer purchase order or other customer-provided document purporting to replace, supersede or supplement the terms and conditions of the Lessor's Lease shall carry no force or effect except as an instrument of billing.

Lessor:

Mobile Modular Management Corporation

By: _____

Name: _____

Title: _____

Date: _____

Lessee:

Davis Academy

Signature: _____

Print Name: _____

Title: _____

Date: _____

2. Request your delivery date.

Requested delivery date: _____

Please note: For modular buildings, as a "rule of thumb" allow one day per module to accommodate for set up after delivery. We will attempt to meet your desired date. However, the date is subject to change based on equipment availability and readiness and must be confirmed by a Mobile Modular representative.

3. Insurance value.

Prior to the scheduled delivery, please send, or have your insurance company send, a certificate of insurance referencing the Quotation number shown above. We require General Liability coverage in the amount of 1,000,000.00 per occurrence listing Mobile Modular Management Corporation as an additional insured and Property coverage for the value of the leased unit(s) listing Mobile Modular Management Corporation as loss payee.

Item & Description	Qty	Item Code	Insurance Value
Classroom, 98x65 MS (Item1404) ModPod	1	1404	\$393,750.00

4. Tell us how you would like to pay.

- Bill me on approved credit (you will be sent an invoice for payment as charges are incurred)
- Credit card payment (a representative will contact you to obtain the credit card information for billing)

Thank you for contacting Mobile Modular.

Mobile Modular is a division of McGrath RentCorp.
258489, 07-12-2019 02:18 PM prod







Mobile Modular's

CampusMaker ModPod[®]

The Flexible Solution for Sustainable Learning Spaces



CampusMaker ModPod – the state-of-the-art eco-friendly modular classroom.

Adaptable Classrooms for Today's Changing Schools.

Sustainable and customized learning environments.

Fluctuating school enrollment. Shifting demographics. Changing expectations. The CampusMaker ModPod® delivers the flexible solutions for today's rapidly evolving educational needs.

Today's school districts are progressively seeking better, more secure and adaptable ways to make the most of their available space. Now with the revolutionary CampusMaker ModPod, creating a reusable and sustainable learning environment has never been easier.

Constructed of durable materials and designed to be easily configured into a wide variety of self-contained classroom complexes, the CampusMaker ModPod delivers what every school needs: energy efficiency, security and a building design that is easily adaptable to different enrollment needs.

Optimum Flexibility

The expandable and retractable design of the CampusMaker ModPod not only offers the ease of reconfiguration but also a wide variety of configuration options, enabling the Facilities Departments to prepare for most enrollment situations.

These configurations include restrooms, administrative offices, libraries, laboratories, music classrooms and more.

Tangible Savings

The innovative side-by-side installation of the classrooms significantly reduces the length of utility runs, electrical and plumbing connections, walkways, stairs and access ramps.

All perimeter walls of each double classroom contained within a CampusMaker ModPod are finished as exterior walls. This allows for easy reconfiguration of the CampusMaker ModPod to a larger or smaller size based upon enrollment. Further, reconfiguration can be performed with minimal disruption to the adjacent classrooms.

Safety and Security

When Mobile Modular designed the CampusMaker ModPod, one of our primary goals was to create a modular classroom system that ensured the safety and security of students and staff.

Each CampusMaker ModPod complex is accessed via an internal corridor with steel clad exterior doors, self-closers and panic hardware. To ensure further safety and security, each classroom is accessed through a solid core fire rated door with a large view block and locking system.

All doors can be equipped with optional alarms, electronic entry control and easily integrated with each facility's primary security and life safety systems.



Let us take care of all of your space needs.

Mobile Modular's CampusMaker ModPod® Complex

Lighting (Not shown)

Energy efficient T-8 lighting coupled with flexible switching for customized lighting control.

HVAC

High efficiency HVAC system with Heat Pump and an intelligent energy management system for a comfortable and properly ventilated interior.

Roof (Not shown)

White EPDM Cool Roof with batt- insulation in accordance with the IECC regulations reduces heat infiltration into the classroom. Traverse roof, designed to divert rainfall away from exterior openings.

Windows

Dual pane windows with low-E glass helps reflect radiant energy, reduces heat gain and energy loads.

Floor

Floor insulation in accordance with the IECC standards, vapor barrier, and glueless carpet tile improves the energy efficiency, comfort and durability of the CampusMaker ModPod.

Exterior Wall

Permanent construction quality – 2" x 6" framing, plywood sheathing, commercial grade vapor barrier, batt-insulation in accordance with IECC and low maintenance interior and exterior finishes.

Teaching Environment

Reduced sound transmission between classrooms enhances the teaching environment.

The above illustration depicts a six classroom CampusMaker ModPod complex, with a restroom module and integrated interior corridor. A CampusMaker ModPod classroom module is comprised of two classrooms (27'-0" x 28'-0")* with an egress corridor. Each classroom is approximately 790 sq. ft. and can accommodate up to 35 students. The interior corridor is 8'-0" wide and is further enhanced with a one hour fire rated construction to protect the occupants. Sprinklers can be installed for additional protection.

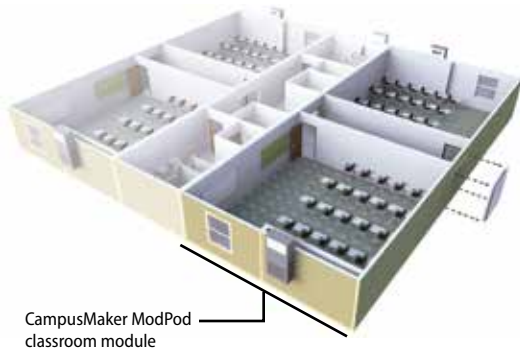
www.mobilemodularrents.com

*The availability of the product and its features may vary. Please contact your sales specialist for further information. These specifications are subject to change without notice.



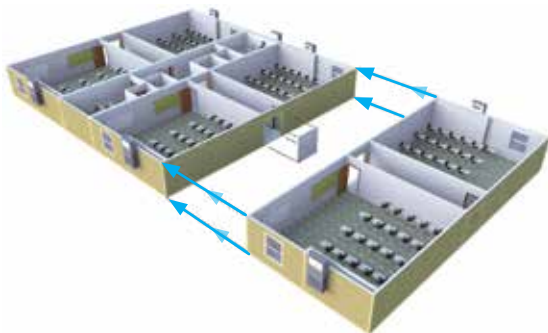
It's as easy as adding and subtracting.
Protected, Flexible and Environmentally Friendly.

Four classroom configuration.



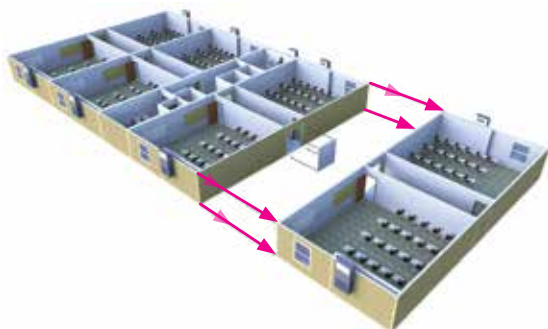
To adjust the size of the CampusMaker ModPod the two classroom module at either end can be detached and relocated to another site or school. Construction of a new exterior wall is not required as the wall and finishes are already in place. This feature minimizes the down time due to construction and disruption to the remainder of the classroom complex.

Add an additional classroom module to expand the CampusMaker ModPod complex.



By simply removing and relocating the existing security entrance doors to the newly expanded CampusMaker ModPod this classroom complex is set to operate with six classrooms, a restroom module and corridor. All this can be accomplished with minimal disruption to the occupants and in most cases, the work can be completed in just a few days.

Retract a classroom module to reduce the CampusMaker ModPod complex.



All CampusMaker ModPod® classrooms feature:

- High efficiency HVAC system with Heat Pump
- Intelligent energy management system, featuring automatic temperature, humidity and fresh air exchange controls
- High performance building insulation
- Energy efficient T-8 electronic ballast and lamps
- Commercial grade, heavy duty vapor barrier
- White EPDM Cool Roof
- Traverse roof, designed to divert rainfall drainage away from exterior openings
- Glueless carpet tiles - 100% recyclable, made from post consumer materials
- Dual pane low-E window

Additionally, the CampusMaker ModPod, also offers a comprehensive selection of options to meet the demands of even the most stringent specifications.

CampusMaker ModPod sustainable options include:

- Passive shading devices
- UVC light for HVAC condenser cells
- CO₂ monitoring system
- Radiant heat barrier
- Tubular Daylighting System
- LED fixtures and lamps
- Natural fiber insulation
- Forest Stewardship Council (FSC) certified lumber
- Locally sourced materials
- Low flush toilet with smart valve
- Tankless hot water heater
- Automated faucet
- Automated paper towel dispenser
- Automated hand soap dispenser



Appendix A : Evidence of Parent/Community Support

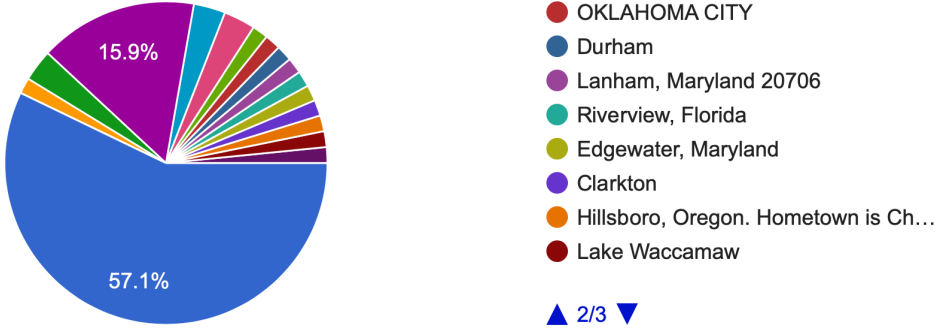
Davis Academy Chadbourn



Davis Academy Chadbourn Survey Summary Charts

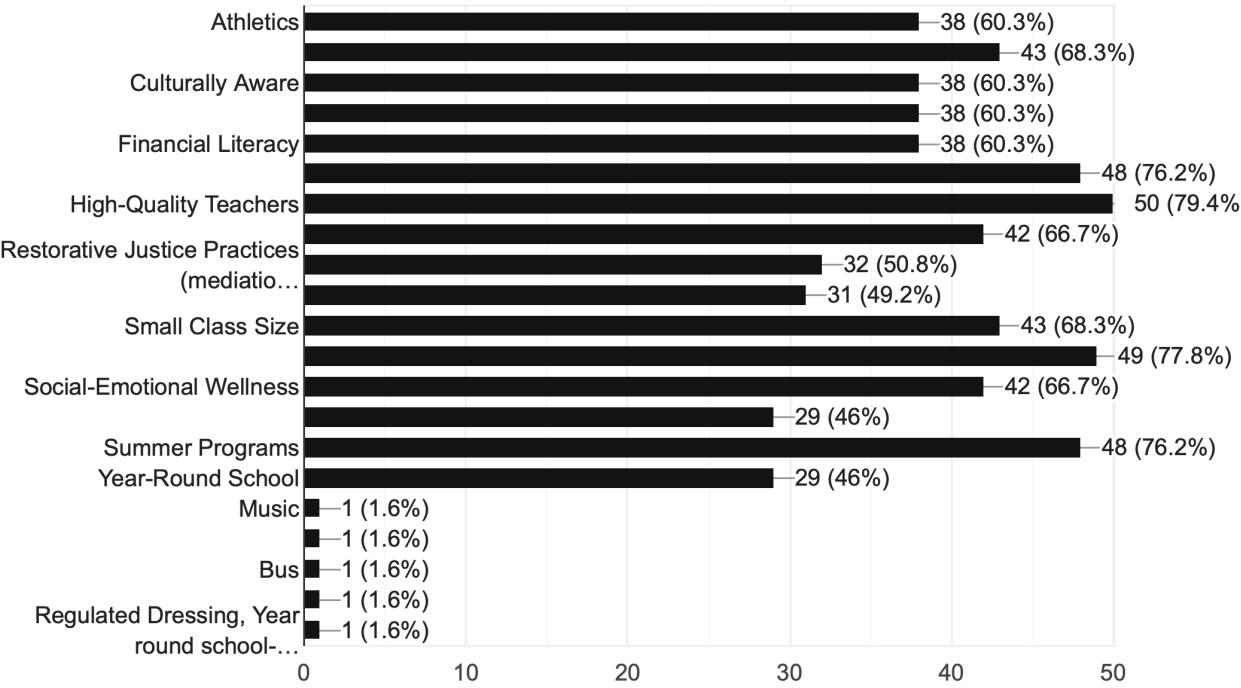
In which city/town do you reside?

63 responses



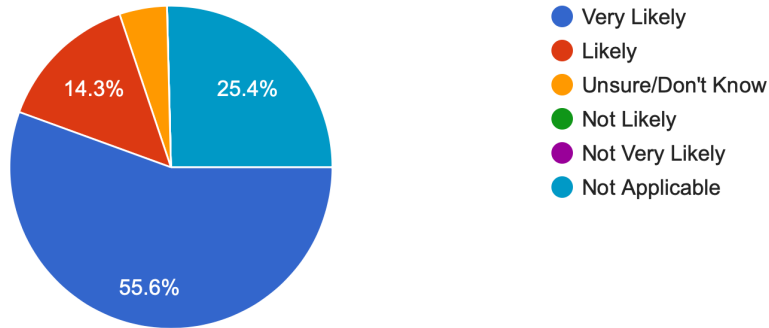
If a new charter school opens in your area what kinds of programs or services are most important to you?

63 responses



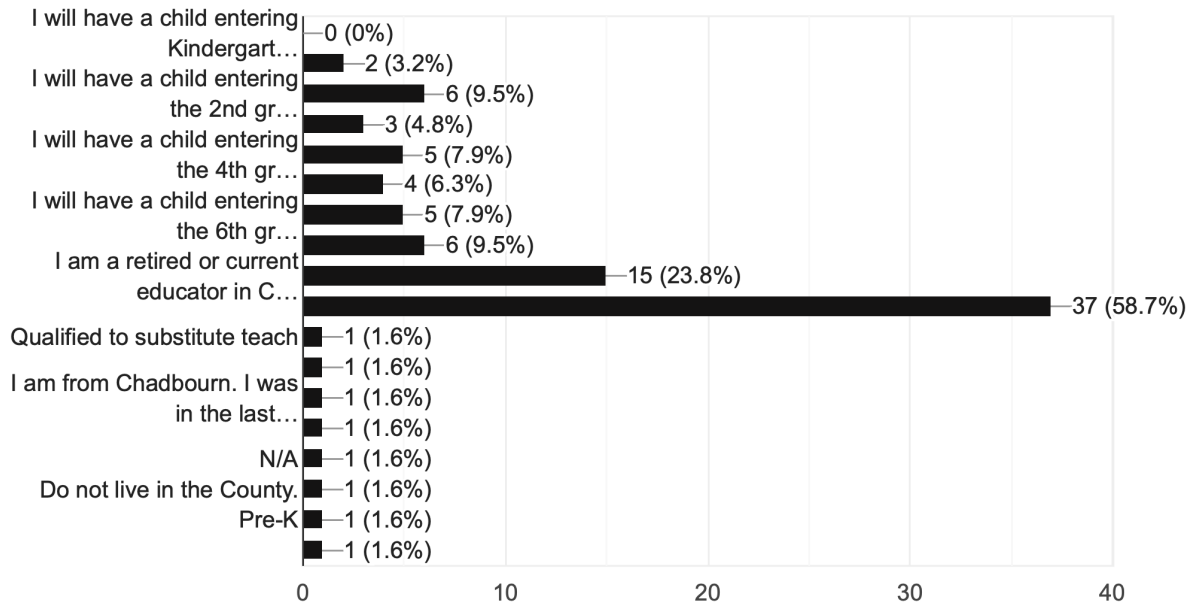
How likely are you to send your child to a charter school whose mission is to foster learning through evidence-based learning, and social-emotional wellness?

63 responses



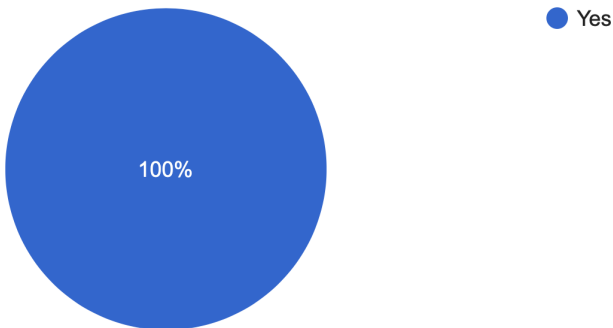
For the 2019-2020 school year, indicate all that apply:

63 responses



If you would be willing to offer a letter of support, please indicate below.

40 responses



Timeline	Email Address	Name	Contact Number	In which city/town do you reside?	If a new chapter school opens in your area what kinds of programs or services are most important to you?	How likely are you to send your child to a charter school creating an environment that encourages academic, research and culturally responsible instruction, social-emotional wellness?	For the 2019-2020 school year, indicate all that apply:	Please provide any additional comments or concerns.	If you would be willing to offer a letter of intent for a charter school, indicate below.
7/10/2019 10:16:35	bar@concord.net	Daron Bar	202328917	Lanham, Maryland	Culinary Arts, FreshFood Breakfast, Lunch, and Driver High-Quality CTE, Career and Technical Education, Financial Literacy, FreshFood Breakfast, Lunch, and Driver Summer Programs	Not Applicable	Westside High School attendance		
7/10/2019 11:16:25	brady_burch@att.net	Lacy Frank	910-444-9729	Chatham	CTE - Career and Technical Education, Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a concerned citizen of Columbus County		
7/10/2019 12:48:38	lloyd@verizon.net	Brad Goss, Jr	800-885-8141	Reverie, Florida	Math, Summer Programs (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	N/A		
7/10/2019 18:28:20	mlawson@icloud.com	Shane Cox		Epworth, Maryland	High-Quality Teachers, Increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice Programs, Year-Round School	Not Applicable	Do not live in the County		Yes
7/10/2019 18:28:20	mlawson@icloud.com	Emil Moore Weikik	910317907	Chatham	Culinary Arts, School Uniforms, Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice Programs, Year-Round School	Not Applicable	I am a referee or current educator in Columbus County		
7/10/2019 17:53:55	neve97@gmail.com	Tarana McCollum	910480705	Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a referee or current educator in Columbus County, I am a concerned citizen of Columbus County		Yes
7/10/2019 18:28:20	john123@gmail.com	Jennifer McDougall		Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I will have a child entering the 2nd grade		Yes
7/10/2019 19:29:29	lloyd977@gmail.com	Hedgeworth		Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a concerned citizen of Columbus County		Yes
7/10/2019 20:07:13	stefanm@ccsu.edu	STAC FREEMAN	910918514	Hillsboro, Oregon	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a concerned citizen of Columbus County		Yes
7/11/2019 7:40:33	stefan_ajen@proton.com	Letitia Allen		Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I will have a child entering the 8th grade, I am a referee or current educator in Columbus County, I am a concerned citizen of Columbus County	I would be great as well if there were resources to increase enrollment options, when would help in meeting the needs of families that request.	Yes
7/11/2019 11:59:03	shawnmuller323@gmail.com	Daria Young		Whiteville	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	Pre-K		
7/12/2019 11:01:37	ludwylw123456@gmail.com	Fawn Williams	910-294-1137	Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a concerned citizen of Columbus County		
7/13/2019 22:56:19	dakeryfcd@yahoo.com	Daris	910664288	Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I am a concerned citizen of Columbus County		Yes
7/23/2019 21:43:22	devere@gmail.com	Derecheton Rodde		Whiteville	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I am a concerned citizen of Columbus County		Yes
7/23/2019 21:46:20	epope@aol.com	Judy Peabody	910-294-8123	Whiteville	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a referee or current educator in Columbus County	Good Luck !!	Yes
7/23/2019 21:49:20	draymason@ram.com	Nancy L. Johnson	910-668-1718	Hillsboro	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a referee or current educator in Columbus County		Yes
7/23/2019 21:52:34	mlaw22@proton.com	Waine Farman	910-770-1798	Lake Waccamaw	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a referee or current educator in Columbus County, I am a concerned citizen of Columbus County	Teachers use a research-based literacy program for reading.	Yes
7/23/2019 21:54:23	shakylaw@gmail.com	Kristyghil Tart	910-770-5331	Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I am a concerned citizen of Columbus County		Yes
7/23/2019 21:56:17	shelbyheath@gmail.com	Zelmer Thomas	910-918-8801	Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I am a concerned citizen of Columbus County		Yes
7/23/2019 21:58:16	brunswick@comcast.net	Larry	910-840-4997	Lumberton	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Not Applicable	I am a referee or current educator in Columbus County, I am a concerned citizen of Columbus County		Yes
7/23/2019 22:03:37	lucodes5@gmail.com	Timothy Coffer	7259	Whiteville	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I am a concerned citizen of Columbus County	I fully support you!	Yes
7/23/2019 22:05:55	em@productions802@gmail.com	Albert O Smith Jr. (AJ)	910-626-4051	Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I am a concerned citizen of Columbus County		Yes
7/23/2019 22:07:12	mlaw_ajen@proton.com	Angela Leach	910-668-4056	Chatham	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I will have a child entering the 8th grade		Yes
7/23/2019 22:09:27	zcoff@comcast.net	Zelma H. Coffer	910-662-4959	Whiteville	Family Engagement (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs) (including courses for increased Student Learning Time, STEAM - Science, Technology, Engineering, Art, Music, Summer Programs)	Very Likely	I will have a child entering the 7th grade, I am a concerned citizen of Columbus County	Thinking Positive Opinel	Yes

Timeline	Email Address	Name	Contact Number	In which city/town do you reside?	If a new charter school opens in your area what kinds of programs or services are most important to you?	How likely are you to send your child to a charter school based research and culturally responsive instruction. (1=Not likely at all, 5=Very likely)	For the 2019-2020 school year, indicate all that apply:	Please provide any additional comments or concerns.	If you would be willing to offer a letter of intent below.
7/23/2019 22:13:27	inveshelskian@jornal.com	Trishela Barnes	910-207-8982	Chatham	Culturally Aware, Family Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Summer Programs	Very Likely	I will have a child entering the 4th grade	I support 100%	Yes
7/23/2019 22:11:21	tsalati74@gmail.com	Sylvia Bellamy	910-840-0693	Chatham	Culturally Aware, Family Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Summer Programs	Very Likely	I will have a child entering the 4th grade	I support 100%	Yes
7/23/2019 22:14:47	fernand115@gmail.com	Anna Prince	910-840-0632	Tabor City	CTE - Career and Technical Education, Culturally Aware, Family Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Very Likely	I am a concerned citizen of Columbus County		Yes
7/23/2019 22:18:40	fernandysalati@gmail.com	Franyve Boone - Novela	910-317-6847	Camden	CTE - Career and Technical Education, Culturally Aware, Family Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Very Likely	I am a concerned citizen of Columbus County		Yes
7/23/2019 22:21:53	spjpryor31@gmail.com	Cryst Price	910-840-8982	Tabor City	Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Not Applicable	I am a concerned citizen of Columbus County	I am excited for our county to have this opportunity! (Love)	Yes
7/23/2019 22:23:17	tsalati74@gmail.com	Ornella Bria		Whiteville	Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Uncertain/Don't know	I will have a child entering the 6th grade		Yes
7/23/2019 22:28:07	fernand3899535@gmail.com	Troy Jordan	925-8420	Chatham	Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Very Likely	I will have a child entering the 7th grade		Yes
7/23/2019 22:29:27	rosesetha1@hotmail.com	Claire Kelly	910-840-8985	Chatham	Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Likely	I am a concerned citizen of Columbus County	Currently, programs are added with Name of the school and change from 7 being Whiteville	Yes
7/23/2019 22:31:25	spjpryor31@gmail.com	Ashlee Smith		Chatham	Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Very Likely	I am a concerned citizen of Columbus County	Jobs availability, transportation for students and staff	
7/23/2019 22:34:37	spjpryor31@com.com	Josana Chivers	910-204-3094	Chatham	Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Very Likely	I am a referred or current educator in Columbus County	I will support and work to make this program a great success	Yes
7/23/2019 22:40:16	rosesetha1@com.com	Margaret Lee	910-840-4486	Mount Olive Community	Engagement (including courses or seminars), Financial Literacy Practices (institutions related to suspension), Small Class Size, STEAM - Science, Technology, Engineering, Art, Music, Social-Emotional Wellness, Social Justice (issues in terms of opportunities through campaigning and social change), Summer Programs, Year-Round School	Very Likely	I am a referred or current educator in Columbus County, I am a concerned citizen of Columbus County, NCAE member (codes for Educator)	As a member of NCAE, we strongly believe in strong students, strong schools produce a strong community and bring about economic development. We completely believe in this opportunity. We need to be involved in the education of our children and grandchildren.	Yes
7/23/2019 22:43:36	spjpryor31@gmail.com	Nicolee Spawling	910-818-9192	Whiteville	Financial Literacy, High-Quality Teachers, Small Class Size, Summer Programs, Year-Round School	Not Applicable	I am a referred or current educator in Columbus County		Yes

MEMORANDUM OF UNDERSTANDING
BETWEEN
DAVIS ACADEMY, INC.
AND
COLUMBUS COUNTY DREAM CENTER, INCORPORATED

THIS MEMORANDUM OF UNDERSTANDING (this "MOU"), dated as of July 22, 2019, sets forth certain nonbinding understandings and binding agreements between Davis Academy, Inc. ("Davis Academy"), a North Carolina nonprofit, and the Columbus County Dream Center, Incorporated (the "Dream Center"), a North Carolina nonprofit relating to the proposed provision of health and education services. Davis Academy and the Dream Center are sometimes referred to individually as a "Party" and collectively as the "Parties."

1. MOU Subject to Definitive Agreement: This MOU is for discussion purposes only and is not intended to constitute a legally binding or enforceable agreement or commitment on either Party, except for Section 3 which shall be binding on the parties in accordance with its terms.
2. Nonbinding Understandings: This Section 2 sets forth the nonbinding understandings of the Parties with respect to the proposed provision of health and education services. It is the present intention of the Parties that the Dream Center would provide the services or services substantially similar to those set forth in Section 2 on terms and conditions set forth in Section 2. These terms are based upon information currently available. They do not reflect all of the material terms of the Proposed Transaction but provide a basis for negotiating the Definitive Agreement (as defined below).
 - a. Definitive Agreement: The Parties intend to negotiate a formal written agreement that would govern the proposed provision of health and education services ("**Definitive Agreement**"). Binding obligations with respect to the proposed provision of health and education services shall only arise upon the execution of the Definitive Agreement by both Parties.
 - b. Fee: **[Input language that briefly describes how the Dream Center operates in providing free services and if there is any nominal fee associated]**
 - c. Services: The proposed services include:
 - i. For Children:
 1. Safe Haven After School Tutoring
 - WIA Youth Workforce **Boy Scouts / Girl Scouts**
 - ii. For the Parents and the Community:
 1. Parenting empowerment classes
 - EITC – free tax preparation and filing

f. No Assignment. Neither this MOU, nor any rights or obligations hereunder may be assigned, delegated or conveyed by either Party without the prior written consent of the other Party.

g. Counterparts. This MOU may be executed in counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one agreement.


IN WITNESS WHEREOF, the Parties hereto have executed this MOU as of the date set forth above.

Davis Academy, Inc.

By: 

Name: Yolanda N. Davis
Title: Board Chair

Columbus County Dream Center, Incorporated

By: 

Name: Carol Underhill
Title: Executive Director

H.E.A.R.T.S

Helping Everyone Achieve Rewards Towards Success

7/25/19

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern:

Re: Davis Academy Chadbourn – Letter of Support

On behalf of the HEARTS Non-Profit Organization, please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn.

HEARTS (Helping Everyone Achieve Rewards Towards Success) is a grass roots community organization and our mission is to improve the lives of youth within our community.

I am offering my support to Davis Academy Family due to their ongoing consistency and driven commitment to provide the educational tools that is needed for our community. I believe that Davis Academy will be an amazing asset to the youth of Chadbourn, NC. I have learned that the The Davis Academy family believes that all students have the capacity to learn regardless of their unfortunate circumstances and for that, I stand firmly behind them.

Sincerely,

LaShoney Frink, CEO
HEARTS Foundation

**Columbus County Education Foundation
2383 Red Bug Rd
Hallsboro, NC 28442**

July 25, 2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern:

Re: Davis Academy Chadbourn – Letter of Support

On behalf of **Columbus County Education Foundation, Inc**, please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn.

The foundation is particularly interested in STEM, and STEAM (science, technology, engineering, arts and math) programs for youth that serve all populations in Columbus County. We encourage collaborative efforts and projects that blend our collective interests in these and other areas of education.

Such projects will assist in the education of our children and ensure they will be able to conduct themselves in their community as well as a global society.

We choose to support the Academy because there is a need in the community for organizations that assist in the development of programs, and social issues that will improve student learning.

If you require more information regarding the Columbus County Education Foundation, Inc, please contact us at 910-646-1718 or drnanjohnson@msn.com.

Sincerely,

Nan W Johnson

Nan W Johnson, PhD



Nichad, Shonda & Yolanda Davis <info@davisacademy.us>

Charter School Teacher Pipeline (Columbus County)

Zoe W Locklear <zoe.locklear@uncp.edu>

Thu, Jul 25, 2019 at 7:15 AM

To: "Nichad, Shonda & Yolanda Davis" <info@davisacademy.us>

Cc: Kayonna Pitchford <Kayonna.Pitchford@uncp.edu>, "Lisa N. Mitchell" <lisa.mitchell@uncp.edu>, Latoya B <latoya.n.beatty@gmail.com>

Ms. Davis,

Thank you for your email. It's most exciting to hear of your work on behalf of children and families in the Columbus County community. I also received an email from Ms. Latoya Beatty in reference to the development of this charter school. I have copied Ms. Beatty on this reply.

I regret that I was not available earlier in the week to speak with you, but I could be available on Monday or Tuesday of next week.

I have also copied Dr. Kayonna Pitchford, Director of University-School Partnerships, on this response. Dr. Pitchford assists the School of Education and the greater UNCP community with outreach and service to our regional public school districts and charter schools. Should we speak by phone or meet in person, I would include Dr. Pitchford in such meeting.

Please advise as to your availability on Monday or Tuesday, July 29-30.

Thank you so much,
Zoe Locklear

Zoe W. Locklear, Ph.D.
Interim Dean
School of Education
UNC Pembroke
phone: (910) 521-6539

From: Nichad, Shonda & Yolanda Davis <info@davisacademy.us>**Sent:** Sunday, July 21, 2019 8:55 PM**To:** Zoe W Locklear <zoe.locklear@uncp.edu>; Lisa N. Mitchell <lisa.mitchell@uncp.edu>**Subject:** Charter School Teacher Pipeline (Columbus County)

[Quoted text hidden]

July 25, 2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern,

Re: Davis Academy Chadbourn – Letter of Support

Please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn.

My career in education began as a teacher in a charter school committed to all students in our Washington D.C. neighborhood having access to an excellent education—an education that would provide them with the academic, social emotional and leadership skills to be prepared for college and career. In 2008, I returned to North Carolina and for the past decade, I've had the opportunity to work closely with some of the top charter schools serving low-income students in rural eastern North Carolina in Henderson Collegiate and KIPP Eastern North Carolina and have had the privilege of serving as a founding board member of PAVE Southeast Raleigh. My experiences with these schools and the students and families they serve have provided me with the opportunity to witness what is possible when students of color and students from low-income backgrounds receive access to an excellent education in a school that is dedicated to a mission of education equity. I know that the founders of Davis Academy Chadbourn have a commitment to that same mission and believe that their experience as educators leading students to achieve ambitious results, analyzing and disrupting systemic inequity and providing a learning environment where all students can thrive will be critical in helping them open and operate a successful school in Columbus County.

I am committed to helping the founders of the school recruit education talent and teacher candidates as they open their school and expand it over time, as I know the need for equity-driven, excellent schools is great in rural eastern North Carolina and believe in their mission to create a high-performing school that provides the students of Chadbourn with an empowering education.

If you require more information, please contact me via email at andrew.lakis@gmail.com or phone at 919-225-7226.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Lakis", is centered within a light gray rectangular box.

Andrew Lakis



Yolanda N Davis <ydavis@they9group.com>

Fwd: Davis Academy

Agatha Brown <aggieb54@gmail.com>
To: ydavis@they9group.com

Thu, Jul 25, 2019 at 12:09 PM

I hope you can still use this.
I am still trying to contact Kenan Educational Foundation
All the best.

Agatha

----- Forwarded message -----
From: **Susan Heinemann** <anc1959@gmail.com>
Date: Thu, Jul 25, 2019, 11:26 AM
Subject: Davis Academy
To: <aggieb54@gmail.com>

Hi Agatha,

I am considering giving a small grant from SEH Tabitha Foundation to Davis Academy in 2020.

Best Regards,
Susan Heinemann

Susan Heinemann
Director SEH Tabitha Foundation
[75 Smokey Ridge Trail](#)
Arden, NC. 28704
828-335-5833



Mt. Olive Missionary Baptist Church
Dr. Timothy A. Lance, Pastor
5548 Silver Spoon Road
Whiteville, North Carolina 28472
Telephone: (910) 648-2476

Board of Deacons

Clarence Williams, Chairman
Herman Lewis, Cecil Simmons
Brisson Lyons, Charles Reed
Starlin McKenzie, Michael Powell

Board of Trustees

Carlton Campbell, Chairman
Edward Little, Leon Wooten
Charlie Martin, Donnie McKenzie
Alexander Singletary

July 27, 2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern:

Re: Davis Academy Chadbourn – Letter of Support

On behalf of Mt. Olive Missionary Baptist Church, please accept this letter of support for Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn.

Mt. Olive Missionary Baptist Church is a faith-based organization located in Columbus County. Our organization exist to offer opportunities for Christian worship, fellowship, and educate members in the Christian faith. Most of the children who attend our services also attend the public schools in Chadbourn and surrounding communities.

We are supporting the Davis Academy because we believe in their vision “to promote equity and to close the achievement gap present within the public educational system.” In addition, we believe that Davis Academy has the ability to fulfill its vision and reach many of our children who are currently falling behind in their education due to poverty and lack of resources, which leads to apathy, hopelessness, and depression.

If you require more information about Mt. Olive Missionary Baptist Church, please contact us via email at moderatorlance@aol.com. Or, I can be reached by telephone at 910-489-3582.

Sincerely,

T. A. Lance, M.Div., D.Min.
Chaplain (LTC), US Army (Ret)
Pastor

07/20/2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, N.C. 27699-6307

To Whom It May Concern;

Re: Davis Academy Chadbourn- Letter of support

Please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn.

I am a concerned citizen of Chadbourn, N.C. I also have school age family members and neighbors with school age children who, along with me, would like to see and need the facility formerly known as Chadbourn Middle School to reopen to once again serve our community in the educational capacity that Davis Academy, Inc. has detailed.

If you require more information please contact me at (910) 234-7130 or e-mail me at shoonieb@aol.com.

Sincerely,

Sarah Brown

Sarah Brown
Community Member

July 25, 2019

Office of Charter Schools
Attn: Advisory Board
6307 Mail Service Center
Raleigh NC 27699

To Whom It May Concern,

Re: Davis Academy

Please accept this letter of support to Davis Academy, Inc. in their accelerated charter application.

I feel Davis Academy is really needed in our area. For this reason I am offering my support. With there only being 1 school in our town only servicing kids in grades K-4 leaving grades kids in grades 5-8 having to go to another school outside of the city. I don't think it's fair for the kids in Chadbourn to have to travel that far to school just because they are not being offered the same opportunities as every other child in our county. With the help of Davis Academy, the kids in Chadbourn can have a fair chance at success and have some of the same opportunities as the other kids.

If you need more information, please contact me at (910) 234-7918.

Sincerely,

Bryan Powell
Community Member

957 West Smith Street
Chadbourn NC 28431

July 23, 2019

N.C. Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh NC 27699

To Whom It May Concern:

Re. Davis Academy Chadbourn – Letter of Support

Please accept this letter of support for Davis Academy, Inc. in the accelerated application process they have initiated.

I am a concerned citizen of the Westside community, grandmother and retired nurse. I support the Davis Academy establishing its charter school in Chadbourn, at the former Chadbourn Middle School location, because it fills the void in education currently occurring in our county schools. Davis Academy will continue to retain the site's original and historical purpose to educate members of our community.

It is my opinion, that Davis Academy will effectively address the needs of area children with culturally sensitive methods and practices. My granddaughter will attend another area charter school during the upcoming year, but we anxiously await the opening of Davis Academy for the 2020-2021 school year. Thank you.

Sincerely,

Angela S. Leach

Angela Sue Leach
Community Member

July 25, 2019

Office of Charter Schools

Attn: Advisory Board

6307 Mail Service Center

Raleigh, NC 27699

To Whom It May Concern,

Please accept this letter of support to Davis Academy, Inc. in their accelerated charter application. I offer my support because I believe that Davis Academy desires to provide the community of Chadbourn, NC a renewed opportunity and educational experience for all children. If you need more information, please contact me at valtwin22@yahoo.com.

Respectfully Submitted,

Valarie M. Farnum

Valarie M. Farnum, M.Ed.
Special Education Teacher
Language! Literacy Instructor
STEM Advisor - ROCAME Club

July 23, 2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern,

Re: Davis Academy Chadbourn – Letter of Support

Please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn. I am committing to mentoring the leaders over the course of their opening and development.

Much of my career in education has been with KIPP (Knowledge in Power Program), a successful national network of college preparatory schools, in Houston and New York City. I began my path into school leadership with the first KIPP elementary school in Houston, TX in 2006 as an instructional coach and founding first grade teacher. From there I began the Fisher Fellowship and opened KIPP Infinity Elementary School (KIES) in west Harlem in 2009. As the principal of KIES, I led a staff of 60 to serve 500 students in grades K-4. Our student population was over 90% free and reduced lunch, 20% students with disabilities, and 100% students of color from the Harlem and Washington Heights communities of New York City. With high expectations, rigorous curriculum, and innovative professional development, we were able to outperform district test scores and prove that your socio-economic status is not a determinant of your academic potential. Since returning to North Carolina, I have worked with New Leaders to train and coach the principals and assistant principals of Guilford County to implement data driven instruction and equitable practices in K-12 classrooms. Each month I lead district wide professional development sessions as well as conduct school visits with district leadership.

I plan to mentor and support Davis Academy Chadbourn by providing quarterly school visits where I can see instruction happening and discuss problems of practice with the school leaders. Together we will look at data, discuss stakeholder management, and strategically plan so that the school is constantly reflecting and improving on practice. It is my belief that Davis Academy Chadbourn will be a cornerstone of the community by providing an excellent education to all students that walk through their doors.

If you require more information, please contact me via email at ssadamsnc@gmail.com.

Sincerely,


Stephanie Adams

July 22, 2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern:

Re: Davis Academy Chadbourn – Letter of Support

Please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn.

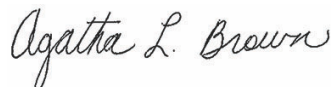
Having been actively involved in the opening of Global Scholars Academy, a charter school in Durham during the 2011 school year and serving as the head of school for seven years, I feel as if I can serve as an outside advisor for Davis Academy. Like many of the students that will attend Davis Academy, many of our students were from disadvantaged homes that required a holistic approach to their education. I have a total of over 40 years in education in NC and at least 10 of these with charter schools. I am currently serving as an outside consultant to Global Scholars Academy.

I hold master degrees in the following areas: K-6, curriculum and instruction, K-12 literacy specialist as well as a National Board Certified Teacher. Again, I will use my expertise in the aforementioned areas to advise Davis Academy in the following areas: finance, fundraising, curriculum, and the day to day operations of the school.

Columbus County is my original hometown and I very much understand the needs of the community and would like very much to give back by serving as an outside advisor to the school.

If you require more information, please contact me at abrown1923@yahoo.com or 910-620-6387.

Sincerely,



Agatha Brown
Community Member

957 W. Smith St.
Chadbourn NC 28431

May 28, 2019

Dear Ms. Davis,

As a prior student of what was then called Chadbourn Middle School, I was sensitive about the name change, but the “legacy” was still there. When my two eldest children were coming up, not only was “it” still there “it” was striving to maintain the consistency relative to the quality of education “it” had in the past.

I know of the old Westside High School and its’ legacy because I am a product of a family of educators derived from and fostered on those same grounds. The thread that runs through all of the vast array of memories about “the school at the end of my block” are safety and family.

The absence of that school at the end of this block has created a void felt by the community in its entirety, as well as a fear! There are children who behind closed doors endure abuse and a lack that many would not recognize off hand, wanderers in strange lands. We see the deficit in our community in walks around the block, the vacant yet noble structure and grounds left to waste away.

Without the school in our community, there is little opportunity for the fostering of friendships, the strengthening of family ties, nor maintaining the relationships which carry you through life. Without the school in our community, there is no beacon of hope and our children deserve hope for the future.

Davis Academy, Inc. has shown us hope in spite of our despair. I believe this project will carry the Westside community to the next level in equipping a generation for success. That land has been committed and dedicated to the cause of education from the “Westside to the Middle School” and now in faith, onward and upward with the Academy. My best regards to you in this endeavor.

Thank you,

Letisha W. Allen

Concerned Parent

July 23, 2019

Hello my name is Ruth Haynes,

I am a parent in this community in Chadbourn NC. I am Writing to put in my opinion about our new charter school experience in our neighborhood it would be wonderful for us to have something in our community for young people to have a place to learn a trade finish high school equivalent as well as the older generation to learn how use the computers .

Something close to home will be great for our people with and transportation they can exercise by walking to the Davis Academy to either their learning in this new time we live in.

Truly yours.

Rth-hyns@yahoo.com

910-918-6601



Nichad, Shonda & Yolanda Davis <info@davisacademy.us>

Letter of Support

Latrice Hollingsworth <trice71879@gmail.com>
To: info@davisacademy.us

Thu, Jul 25, 2019 at 7:09 PM

July 25, 2019

Office of Charter Schools
Attn: Advisory Board
6307 Mail Service Center
Raleigh NC 27699

To Whom It May Concern,

Re: Davis Academy

Please accept this letter of support to Davis Academy, Inc. in their accelerated charter application.

I chose to offer my support because I feel a school of this magnitude is really needed in our area. We currently only offer school for grades K-4 with kids in 5-8 having to travel to another city to attend school. With the help of Davis Academy, we will be able to operate as the other cities in our county. My daughter attended a charter school from 5th-8th grade and did very well. She was able to experience school on a level that most of the kids in Chadbourn couldn't. By the time she entered high school she had all the fundamentals she needed and was ahead of all her peers. She graduated in the top 10 percent of her class and I feel the charter school had a big influence on her fulfilling this goal.

If you need more information, please contact me at (910) 234-1563.

Sincerely,

Latrice Hollingsworth
Community Member

Sent from my iPad

July 24, 2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

To Whom It May Concern:

Re: Davis Academy Chadbourn – Letter of Support

Please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn.

With Baby Boomers retiring left and right, thus the exodus of our rural NC teachers of color from the profession, especially in our town of Chadbourn. Pre-integration Chadbourn had been home to the Westside School, a colored school that bred doctors, lawyers, and educators of color that returned home to teach in Columbus County: most in the Chadbourn community. Westside later became Chadbourn Middle School and in a district that covers roughly 900 square miles of students, this small school was never a priority for the district office whose employees mainly hail from one neighborhood in the southeast of the county. Over time, our schools began to resegregate and neighborhood schools of color's enrollment numbers dwindled. Chadbourn Middle was the first on the chopping block by the district--the second, a predominantly Native American school.

The district ignored the fact that, unlike the ultra rural towns that our children have currently been relocated to, Chadbourn is a major thoroughfare to NC and SC beaches and the town is a preferred stop among tourists and traveling sports teams. By closing the school (and shutting down the potential for school sports in town), a tight-knit, walkable community has lost their neighborhood school and a town with a falling tax base has lost additional revenue. The relationship between teachers, parents, and administrators that was once a short walk down the street is now a 20 minute drive for a low-income community where many do not have drivers licenses and/or cars.

Reopening the school in Chadbourn as Davis Academy would contribute to the rebirthing of the town, as county commissioners and council members alike are touting the "rebirth of the railroad industry" in Chadbourn with R.J. Corman locating its headquarters here. Our local community college, Southeastern Community College, technically located in town and less than 5 miles from the campus is undergoing the construction of a state-of-the-art advanced manufacturing training facility. The town of Chadbourn is experiencing change, with the private sector leading the way.

I fully support Davis Academy Chadbourn to bring change in the way of educating the people of the Chadbourn community in the ways that they deserve through positivity, resilience, innovation and entrepreneurship.

If you require more information, please contact me at shalonsmithmaed@gmail.com , <https://sites.google.com/view/mrsshalonstutoring/home> , <https://ncbraindrain.wordpress.com/> .

Sincerely,

**Shalon Brown Smith, MAEd
Concerned Parent and Educator**

223 Broadway Rd
Chadbourn, NC 28431

May 28, 2019

Dear Yolanda,

Your deeds speak for you far better than anything I can say. You have devoted yourself unselfishly to a host of humanitarian causes. Your activities have been so extensive it would seem one lifetime could not encompass them all.

The Chadbourn community was devastated when the Chadbourn Middle School was closed. I cannot tell you how much it means to us knowing that you are interested in acquiring it to be used as a Charter School. I and many others are willing to do whatever we can to make this happen. We are so afraid it will become a “drug haven” if it is not put to a constructive use.

Thank you so much for taking an interest in our community. May God richly bless you.

Sincerely yours,

Doris S. Dees
Retired Educator

May 27, 2019

Monte Herring, Chairman
Columbus County Board of Education
817 Washington Street
Whiteville NC 28431

Dear Mr. Herring,

The purpose of the correspondence to offer my full support to the initiatives of Ms. Yolanda Davis, on behalf of Davis Academy, Inc. As a lifelong member of the Westside community in Chadbourn, I hold the opinion that this project will address several of the socio-economic problems of my community caused by the abrupt closure of the Chadbourn Middle School two weeks prior to the beginning of the 2018-2019 school year.

The former Westside High School site has produced positive results during its' tenure as such, and even prior as Gould's Academy and Chadbourn Negro High School. The facility has been utilized for educational purposes since the late 19th century and the iconic institution possesses the potential to perpetuate those same successes into the 21st century and beyond.

I believe in the effectiveness of community schooling having been the beneficiary of that type of education. In this global society in which we live and as a retired educator, I have experienced, and witnessed the more holistic needs of millennial learners. It is more imperative than ever to equip today's students with the inter- and intrapersonal skills necessary to be effective members of society. Thank you.

Sincerely,

Crystal D. Frink

Program Committee Chair
Westside Alumni Association

4780 Smyrna Road
Whiteville, NC 28472

July 23, 2019

Office of Charter Schools
ATTN: Charter Schools Advisory Board
6307 Mail Service Center
Raleigh, NC 27699-6307

RE: DAVIS ACADEMY CHADBOURN – Letter of Support

Dear Charter Schools Advisory Board:

Please accept this letter of support for Davis Academy, Inc., in their accelerated application for the charter school, Davis Academy Chadbourn.

Students and their parents need another option. As a retired teacher (41 years in public and private schools) in grades 6 -12, in three states (Florida, North Carolina, Virginia), in all areas of language arts and social studies, I see a critical need for the kind of learning the Davis Academy will offer. We are not teaching students knowledge; we are teaching them skills. We're teaching them to be test-takers. Becoming a successful test-taker is a worthy goal if there is a knowledge foundation. Students (all students) are falling behind because their education is so fragmented, and no one seems to making the connections they so desperately need to give *skills* some **meaning**. I have full confidence that the Davis Academy Chadbourn will make those meanings for students!

I will be delighted to share more information as well as reasons for my support. My advocacy is for the many students who **will** greatly benefit from the varied and well-rounded experiences at Davis Academy Chadbourn. I trust the people and the plan!

Sincerely,

Judy B. Petteway jlbpelp@aol.com 910-642-4744 Community Member

BARBARA S. YATES-LOCKAMY
4820 OLD LUMBERTON ROAD · (910) 840 3916
barfenn3@yahoo.com
July 24,2019

Office of Charter Schools
Attn: Charter Schools Advisory Board
6307 Mail Services Center
Raleigh, NC 27699-6307

TO WHOM IT MAY CONCERN,

Re: **Davis Academy Chadbourn- Letter of Support**

On behalf of the great children and hardworking families of Columbus County, active and retired education professionals, please accept this letter of support to Davis Academy, Inc. in their accelerated application for the charter school, Davis Academy Chadbourn

Having lived, worked and served our children and schools for over 30+ years, I have never seen our schools and educational system in such great need. From low teaching staff to inadequate funding in per pupil spending, I have witnessed the value of our education system decline. In the past few years, these conditions have worsened because of the severe flooding and destruction caused in Hurricane Matthew and Hurricane Florence. Many of these families and communities are still in recovery including our schools and educators. With the Davis Academy, a pathway for our kids to recover will be opened for families who are rebuilding and remaining in the area.

The Davis Academy will help provide needed resources, educational support and recovery assistance for everyday living for the families of this county. As the third largest land mass county in the state and a large commuter community, providing a closer local school and learning environment is essential. It creates better access to quality education for many families.

Moreover, it has been the pursuit of our communities to help prepare our rural children with early and advanced education opportunities to become globally competitive. From early language development to beginning STEM programs; the availability of enhanced curriculums will help accelerate our children's success rate for years to come.

Sincerely

Barbara S. Yates-Lockamy

Retired Educator
Columbus County Board of Education



TOWN OF CHADBOURN

"The Strawberry Capital"

602 NORTH BROWN STREET · CHADBOURN, NORTH CAROLINA
28431

TELEPHONE: (910) 654-4148 FAX: (910) 654-4147

May 29, 2019

Columbus County School Board
Monte Herring, Chairman
817 Washington Street
Whiteville, NC 28472

Dear Mr. Herring:

As a member of the Town Council of Chadbourn, I, Colene S. Kelly, support Davis Academy Chadbourn. We applaud their efforts and dedication to educate the community in an innovative and creative ways through facilitators, professional development and community school. The town of Chadbourn and children in our community can benefit from their holistic approach to educate our children to become model citizens. Again I support Davis Academy Chadbourn.

Colene S. Kelly, Councilwoman
Town of Chadbourn



[Home/News/](#) New charter school envisioned on closed Chadbourn campus

New charter school envisioned on closed Chadbourn campus



Evergreen last August.

BY DIANA MATTHEWS dianamatthews@nrcolumbus.com

Revised on: **06.18.2019 at 10:35 a.m.**

Posted on: **06.18.2019 at 06:00 p.m.** | **🔒 PREMIUM CONTENT**

1 Free Article Remaining (through 08/26/19)

Columbus County native Yolanda Davis is heading an effort to open a new charter school on the grounds of the former Chadbourn Middle School. If she and her cousin Shonda Davis, and their friend Nichad Davis, are successful, area families may have another educational option with the opening of Davis Academy in August 2020.

Yolanda Davis presented the plan to the county school board last week, saying Davis Academy will accommodate 60-100 sixth through eighth grade students.

Background

Davis lived in Whiteville through ninth grade, then attended and graduated from East Columbus High School. She earned a bachelor's degree in biology and chemistry from Winston-Salem State University and a master's degree in accountancy from the Wayne Calloway School of Business and Accountancy at Wake Forest University.



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She spent more than a decade as a consultant in the accounting and nonprofit fields before earning her law degree at Campbell University and becoming a member of the N.C. Bar. She is currently an associate in a law firm specializing in corporate and tax law. She has worked for the N.C. School Boards Association and for the General Assembly's Analysis Division as well as performing volunteer work for groups such as the N.C. Association of Women Attorneys.

She and her cousin cofounded an educational consulting nonprofit known as Davis Academy two and a half years ago; Nichad Davis, whom she met in law school, joined the nonprofit educational consulting organization in 2018.

In an e-mail to *The News Reporter*, Yolanda Davis said she and Nichad Davis provide training and professional development in restorative justice practices to North and South Carolina public school students, teachers and administrators and implement and facilitate restorative circles and mediation

to assist educators in implementing brain-based pedagogical practices and providing hands-on assistance in the development of effective instructional and operational systems.”

Community support

Yolanda Davis gave the school board letters of endorsement from three local leaders who have already joined the academy’s Community Advisory Board: Crystal D. Frink, Colene Kelly and Doris Dees.

Frink taught civics, economics, history, psychology and sociology at ECHS for 25 years. She is a volunteer guardian ad litem, a trustee of First Missionary Baptist Church in Chadbourn and a member of many community groups, including the Westside Cultural Development Organization.

In a phone interview Monday morning, Frink said Yolanda Davis was “an excellent student all around” at ECHS. Frink accepted the job of chairing the community advisory board because, “We were devastated by the closure of Chadbourn Middle School, and I heard of her (Davis’) initiative.” She described the Davis Academy plans as a “very, very comprehensive package and plan for the future. It’s really awesome what they’ve done I feel the project will give life to the community, and hope again to residents of the Westside.”

No previous schools

The News Reporter asked via email whether Davis Academy would offer curriculum not available at other area schools.

“While Davis Academy may offer some subjects that aren’t being taught in existing county schools, the main differentiating factor will be in the methods of instruction,” Davis replied. “Our goal is to have culturally responsive pedagogy that is trauma informed. At Davis Academy, we value community and understand the importance of relationship and learning through storytelling.

“Children learn best when they feel connected to people they trust and are taught concepts that relate to their lens of the world. Our school community will engage in both formal and informal processes that foster trust, understanding, shared values and common behaviors.”

The directors’ “immediate next steps,” Davis wrote, “are to participate in the N.C. Office of Charter Schools’ accelerated application process and planning year, while also engaging with the community we hope to serve.

“The plan is for Shonda Davis to serve as Head of School (acting principal). Yolanda Davis is chair of the board of directors and will not initially hold a paying position. Nichad Davis’ efforts will focus on training and professional development outside of the school.”

School board member Ronnie Strickland asked at the Monday, June 10, meeting if Davis Academy had previously managed any other schools.

“This will be a new entity in terms of charter schools,” Davis told him, “but we have been doing trainings and facilitations, mostly around Restorative Practices in schools.”

“Restorative justice practices help to reduce disproportionate discipline and provide an alternative to suspensions by addressing the root causes of misbehavior. Students are empowered to take responsibility, resolve conflicts, repair harm, and successfully rejoin the school community.

“One example of restorative practices is the use of mediation to help students resolve conflicts with one another to foster collaborative healing, rather than seeking punishment for wrongdoings. Another example is the use of restorative circles to help students work through their conflicts. Unlike mediation, circles aren’t always reactive to conflicts but instead are a proactive way to address the root of the problem.”

Campus

Chadbourn Middle School was closed and the students sent to Evergreen Elementary in August 2018 due to low enrollment. Columbus County Schools interim superintendent Jonathan Williams offered the property to the county commissioners as is required by law, but the commissioners did not want to purchase it.

The law allows charter schools to use a vacant school campus if approved by the school board.

Davis’ proposal, she wrote, was to pay the county schools a minimal amount of money but provide services that would benefit the entire school system in return for the use of the CMS campus. “The proposal outlines an annual lease of \$1 plus providing educational consulting services to address needs presented in the Columbus County Schools board’s strategic plan.”

The county would also benefit, Davis wrote, because “the school board will have a historically valuable building occupied and used in a manner consistent with the spirit of its original purpose; as well as access to needed resources and services provided by Davis Academy.”

Davis said she and her partners “wanted to meet a need and build upon a legacy. Chadbourn Middle School’s brick and mortar has a rich history of educating, specifically the African American community, with the establishment of the first school dating back to the 1920s.”

Her proposal went on to say that, “With the closing of CMS, the community is left with only a couple of options. In addition, state and local data indicate that students from marginalized communities perform disproportionately lower than other students. The disparities in achievement reflect the need for both structural and programmatic changes at both the district and local levels. Davis Academy offers an educational experience tailored specifically for those who are marginalized. It provides students and families within the community expanded choices in the types of educational opportunities that are available within the public school system.”

The proposed middle school will accept “any child who is qualified under the North Carolina laws for admission to a public school.”

Educating the community

opportunity in Chubbourn. She told the school board she and her partners hope to help the schools “improve education county-wide.”

When asked for specifics, Davis pointed out that only 10 of the county’s 18 schools met their expected growth in standardized test scores in 2018. “I’m just saying that there’s always room for improvement, and I want to help to bring that improvement if possible,” said Davis.

“The public schools are doing a very commendable job,” said Frink, “but they have very limited resources and a long list of needs.”

Would Frink consider coming out of retirement to teach at Davis Academy, or help recruit other passionate educators? “I’m willing to work in whatever capacity (the academy’s directors) see fit,” she said.

Of the many locations Davis and her partners could have chosen for their charter school, Frink believes the fact that they are giving back to Columbus County is “so wonderful. So many of our students benefit from the public schools as she did, but they move on and never look back.”

The board was not scheduled to take immediate action on the proposal, but Williams told Davis the board would take her proposal under advisement.

Spread the Word:

Community Events

JULY, 2019 [<](#) [>](#)

30
JUL

COLUMBUS COUNTY DEMOCRATIC PARTY MEETING



DAVIS ACADEMY
CHADBOURN COMMUNITY
THINK TANK



Sunday, May 5, 2019
4:00 PM - 5:30 PM



First Missionary Baptist Church
505 S Wilkes Street
Chadbourne, NC 28431

Hosted by
Yolanda N. Davis, Esq.



DAVIS ACADEMY
CHADBOURN COMMUNITY
THINK TANK



davisacademy.us

@davisacademyinc



DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK



Sunday, May 5, 2019
4:00 PM - 5:30 PM



First Missionary Baptist Church
505 S Wilkes Street
Chadbourn, NC 28431

Hosted by
Yolanda N. Davis, Esq.

AGENDA

- Introductions
- Who is Davis Academy?
- Columbus County Schools Racial Equity Report Card
- Think Tank: Chadbourn Middle School
 - Community Needs, Wants, and Concerns
 - Ideas/Solutions

DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

MEET YOLANDA



As an Associate Attorney with a mid-size regional law firm's Corporate and Tax Practice Group, Yolanda supports corporate clients in transactional matters including corporate governance, compliance, entity structure and formation, and commercial agreements with emphasis on small businesses and nonprofit and exempt organizations.

Other practice areas include economic development, intellectual property (trademark, copyright, and licensing law), banking and finance (small business lending), and hemp law.

Prior to being admitted into the North Carolina Bar, Yolanda spent more than a decade in the accounting and nonprofit industries as a consultant, and real estate industry as a Realtor®/Broker licensed in North and South Carolina. As a nonprofit and accounting consultant, Yolanda advised a diverse group of nonprofits and small businesses in 501(c)(3) nonprofit administration and management, and business financial management. Her clients included sports philanthropists, human services organizations, private foundations, churches and other religious organizations, schools, financial counseling and money management organizations, start-up charities, and small businesses such as a gift boutique, marketing and media company, technology firm, and online fashion boutique.

Yolanda's passion for education stems from her love of learning as a young child. As an education advocate, Yolanda co-founded and currently chairs the board of Davis Academy, a nonprofit focused on education, restorative practices, and community schools. She also serves as a volunteer facilitator and trainer for Campbell Law's Restorative Justice Clinic in Wake County Schools.

Yolanda received a B.S. degree, magna cum laude, in Biology and minor in Chemistry from Winston-Salem State University and M.S. degree in Accountancy from the Wayne Calloway School of Business and Accountancy at Wake Forest University. After obtaining her masters, she worked for a "Big 4" public accounting firm as a Fortune 500 Business Assurance and Advisory Services professional. Thereafter, she obtained a Graduate Certificate in Nonprofit Management from the University of North Carolina at Charlotte and received her J.D. from Campbell University, Norman A. Wiggins School of Law.

During law school, she worked as a legal and policy extern for both the North Carolina School Boards Association and North Carolina General Assembly's Legislative Analysis Division. She also served as the American Bar Association's Law Student Division liaison to the Commission on Women in the Profession, law student representative on the North Carolina Bar Association's Education Law Section Council, Advisory Board Member



DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

for the Research Study on the Law School Experiences of Women of Color at the Center for Women in Law (University of Texas School of Law), and Vice President and Cabinet Member of Campbell Law's Women in Law student group.

Active in the community, Yolanda continues to serve as a member and advisory board member of the Wake Women Attorneys chapter of the North Carolina Association of Women Attorneys and the Center for Women in Law, respectively; and in different capacities with the American Bar Association's Commission on Women in the Profession.



DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

WHO IS DAVIS ACADEMY?

America's history of trauma and racism still impacts people within marginalized communities nationwide. In schools across the country, the disparities that exist amongst student performance indicators (i.e. attendance data, discipline data, achievement data, etc.) suggests that the needs of all students, particularly poor students, students of color and English language learners, are not being met. Davis Academy is committed to promoting equity and closing the achievement gap present within America's educational system. We acknowledge the socio-political context framing the public educational system and strive to provide poor students, students of color and English Language Learners a comprehensive educational experience that supports their academic, social and emotional needs.

The Davis Academy family believes that all students have the capacity to learn and that it is our responsibility, as educators, to strategically and effectively foster learning. As a result, our instructional model is rooted in both brain and evidence-based research and is structured to ensure the proper environments and conditions are created to promote learning and achievement. Our academic program is designed to cultivate learning by meeting the physiological needs of the brain through pedagogical practices, structures, supports and experiences that promote information processing and build intellectual capacity.

Research indicates that people who are mentally and physically well perform better and have a better quality of life than those who are not well. At Davis Academy, our goal is to support the proper development of the "whole" child (mind, body and spirit), by providing educational experiences and opportunities that not only equip students with the skills needed to flourish in college and/or the workforce, but in day-to-day life as well. We provide a high-quality instructional program for all students that is supplemented with academic and behavioral enrichment and supports for children and families in need. Such supports include experiential learning opportunities and on-going coaching to assist our students, their families and our overall community adopt lifestyle practices that promote social and emotional well-being.

At Davis Academy, we value community and understand the importance of both relevance and relationship. We know that the human brain is wired for connection and that children learn best when they feel connected to people they trust. As a result, relationship and rapport building are prioritized to ensure that the proper mental and emotional environment is created for students. Our school community engages in both formal and informal processes that proactively promote relationship, positive rapport and community through the nurturing of trust, understanding, shared values and common behaviors. Our inclusive school environment and supportive culture give Davis Academy a "home away from home" feeling that makes every child safe and comfortable enough to take the risks required to step outside of their comfort zones to learn.

DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

DAVIS ACADEMY FOUNDERS

In addition to Yolanda, Davis Academy was founded by:



Shonda A. Davis

Shonda Davis earned a B.A. degree, with honors, in Biology from Kean University in Union, NJ, a Master's degree in Educational Administration and Supervision from Saint Peters University in Jersey City, NJ, and is a Doctoral candidate in Seton Hall University's Executive Ed.D., K-12 School Administration program. She has served students and families within marginalized communities for over 14 years as both a school leader and district executive. Early in her career, she noticed the dysfunction that often exists within and between schools and district offices in urban areas. She observed educators at every level of the

hierarchical system of education carry the burden of "transforming" school environments that were afflicted by the interplay of poverty, managerial failure, systemic imbalance, personal and interpersonal dysfunction as well as the varied sociopolitical factors framing education. Shonda's love of community, her extensive knowledge of the brain and her unique ability to identify the interconnectedness of systems have enabled her to transform troubled school environments into cultures of care, respect and achievement. Her efforts as a school reform agent have led to significant and unprecedented improvements in both student achievement and school-wide climate and culture within the schools she has led and districts she has serviced.

Shonda is an educator with a proven history of success in assisting low performing schools and districts, within marginalized communities, attain dramatic improvements in climate and culture as well as student achievement. She specializes in whole-school reform, school-wide and classroom-based climate and culture, teacher and school leadership development, systems thinking, restorative disciplinary practices and culturally responsive teaching and learning. She has nine years of administrative experience; two of which were served as a Special Assistant of Student Supports, four as Principal, one as a Climate and Culture Specialist, and two as a Department Chairperson. As an administrator in all capacities she has worked, coached, and trained educators and has been instrumental in promoting significant growth and sustained change at both the school and district levels.

Over the last two years, she trained and coached principals and leadership teams in the development of school-wide systems and norms which have promoted not only teaching and learning but, the social and emotional



DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

well-being of all stakeholder groups within the school community. A large portion of her work consisted of developing support structures within school communities for students who struggled as evidenced by attendance, grades and disciplinary records. Support structures included professional development opportunities for teachers and administrators in the areas of identifying their own personal implicit biases and imbedding both brain-based and culturally responsive pedagogical practices into the teaching and learning experience.

Shonda is a former principal who served at both the secondary and elementary levels. As a high school principal of one of the lowest performing urban schools in New Jersey, she transformed the school environment from a state of chaos and confusion to a place in which learning flourished. Dramatic improvements to the school's climate and culture as well as the implementation of a rigorous instructional program and effective student support structures led to a significant increase in the graduation rate and an increase in the percentage of students accepted to college. Within approximately a year and a half of her appointment to the position of secondary principal, accolades were given to the school she led for attaining the highest gains in the state of New Jersey on the High School Proficiency Assessment (HSPA). As a principal of an elementary school, Shonda established various community partnerships that supported both the school and the neighboring community. She secured millions of dollars in grant money to supplement learning and within a year of my appointment, student performance on the New Jersey Assessment of Skills and Knowledge (NJASK) significantly improved in 9 of 12 indicators.

DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK



Nichad Davis

Nichad Davis is a Juris Doctorate graduate of Campbell University, Norman A. Wiggins School of Law. He is passionate about creating coalitions across lines of difference, implementing restorative discipline practices in schools, and combatting systemic inequality. Much before Nichad decided to attend law school he became a servant-leader to communities across the state of North Carolina. Originally from Greensboro, NC, Nichad began his efforts as a teenager serving the East Side of Greensboro through minority-male mentorship initiatives. As a grandchild of the Civil Rights movement, Nichad remembers meeting the likes of Ezell Blair (Jabril Khazaan), Franklin McCain and other members of the heroic “Greensboro Four” who are

most known for integrating the lunch counters of Woolworth Restaurants and sparking student-led non-violent protests throughout the country. Nichad’s grandfather, Estell Harper was a legend in the community and at North Carolina A&T State University.

Nichad attended the University of North Carolina at Charlotte and continued his mission of service by co-founding the organization “Talents, Ambition, and Passion” which became the two-time Dr. Martin Luther King, Jr. service organization of the year at UNC-Charlotte. It was here that Nichad again ignited his passion for alleviating cycles of poverty, dismantling the school-to-prison pipeline and combatting other systemic barriers to success for marginalized populations. Upon graduation in May 2013, Nichad joined Teach for America and began his journey as a 7th grade Social Studies teacher in Duplin County, NC. Throughout his time in the classroom, Nichad allied with the NC Dropout Prevention Coalition and other community engagement groups who partnered to end “Zero Tolerance” discipline policies. Nichad serviced students in the nationally renowned Duke University T.I.P. program. He also taught students in Rocky Mount, NC’s Children’s Defense Fund “Freedom School” network. Nichad’s experiences have equipped him with the knowledge and skills needed to train teachers and school leaders in delivering culturally responsive pedagogy and rigorous curriculum and raise expectations for students that come from communities that are historically underfunded and underrepresented.

Nichad Davis is one of three members of Davis Academy who is committed to creating new narratives and new legacies through education.

DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

OUR SERVICES



Facilitators

We facilitate school mediations and restorative circles at schools to support two main goals of restorative practices: building community; and responding to harms through dialogue.

Professional Development

We teach schools how to seamlessly integrate restorative practices, such as mediations and restorative circles, into the classroom, curriculum and culture of the school.



Community Schools

COMING SOON!

THE DIFFERENCE - A HOLISTIC APPROACH

Trauma Sensitive Framework

Restorative Justice Practices

Experiential Learning

Health & Wellness Conscious

Entrepreneurial

Family & Community Focused

DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

RACIAL EQUITY REPORT CARD DATA

What are Racial Equity Report Cards (RERCs)?

The RERCs use public data to provide a snapshot of a community's school-to-prison pipeline, including any racial disproportionalities that exist in the pipeline. There is a Report Card for each of the state's 115 school districts and one for the state as a whole.

What is the school-to-prison pipeline (STPP)?

The STPP is the system of policies and practices that push students out of school and into the juvenile and adult criminal systems. The STPP has many entry points. Once students are caught in the STPP, it can be very difficult for them to reengage and be successful at school. In almost every NC community, students of color are overrepresented at each entry point to the pipeline.

<http://youthjusticenc.org/wp-content/uploads/2016/08/2018-RERC-Columbus.pdf>

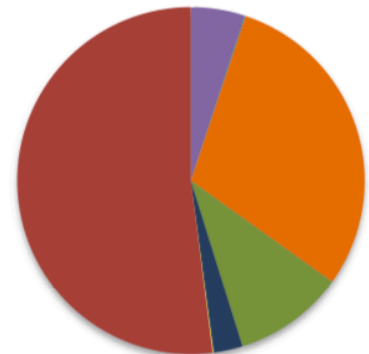
Columbus County Schools



Columbus County, North Carolina

School District Demographics

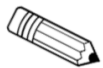
2017-18



- American Indian (5%)
- Asian (.1%)
- Black (29.8%)
- Hispanic (10.3%)
- Multi-Racial (2.7%)
- Pacific Islander (.1%)
- White (52%)

**Total District Population:
5,655**

IN THIS DISTRICT



1.9X

White students in grades 3-8 were **1.9 times more likely** to score "Career and College Ready" on end-of-grade exams than Black students. (2017-18)



3X

Black students were **3 times more likely** than White students to receive a short-term suspension. (2016-17)



2.9X

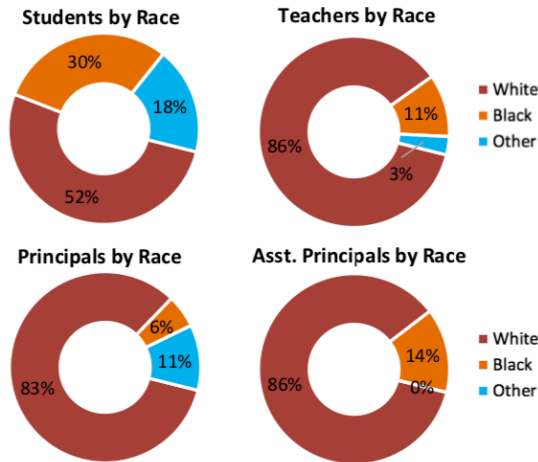
Black youth were **2.9 times more likely** than White youth to be referred to juvenile delinquency court. (2017)

DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

SCHOOL PERSONNEL

A diverse school staff representative of the student body is one important way to help equalize opportunities for students of color. A recent study revealed that low-income Black students in North Carolina who had at least one Black teacher in elementary school were significantly more likely to graduate high school and consider attending college. Despite this, North Carolina's teaching force remains disproportionately White. **In 2017-18, 79% of the state's teachers were White, even though only 48% of the state's student population was White.**

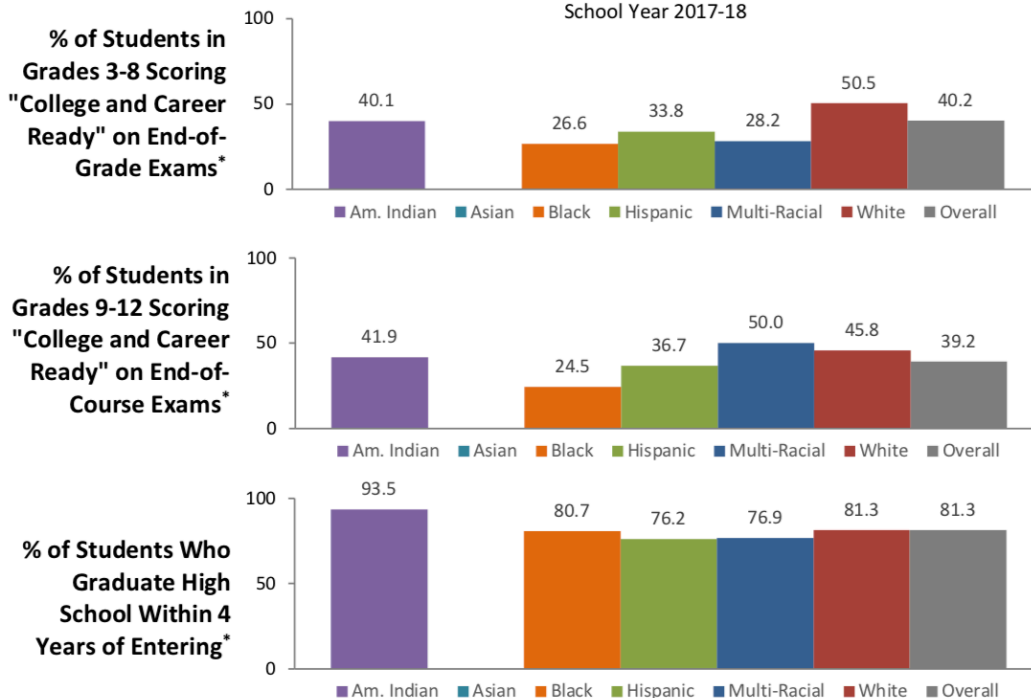
School Year 2017-18



ACADEMIC ACHIEVEMENT

Students who are behind academically are more likely to have attendance issues, experience behavior struggles, and drop out of school. **Statewide, only 30% of Black students in grades 3-8 scored "College and Career Ready" on their final exams, compared to 62% of White students in 2017-18.** While standardized test scores are not a reliable measure of true ability for all students, they serve as the basis for many important decisions (e.g. course placement, grade promotion). Thus, low test scores negatively impact a student's overall academic opportunities and outcomes.

School Year 2017-18



DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

SCHOOL DISCIPLINE

Any time a student spends out of the classroom for disciplinary reasons is time that student is not learning. Research shows that out-of-school suspension is ineffective at correcting student misbehavior and, instead, increases a student's chances of experiencing negative academic outcomes and future court involvement. Further, the use of suspension has no measurable positive impact on overall school safety.

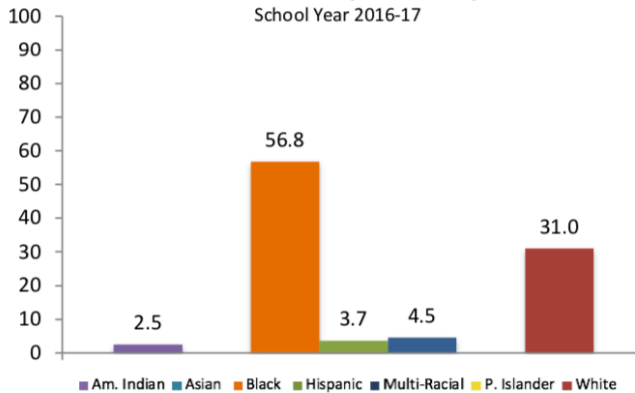
Importantly, some students are more likely to receive a suspension. **Statewide, Black students received 57% of all short-term suspensions, even though they made up only 25% of the student population in 2016-17.** This disproportionality exists despite the fact that studies show Black and White students misbehave at similar rates.

While many schools have decreased suspensions in recent years, there has been an increase in other discipline measures that take students out of their normal classroom or school, such as in-school suspension or transfers to alternative schools. Like suspension, these measures disrupt student learning and are often ineffective unless appropriate support is provided in the alternative setting.

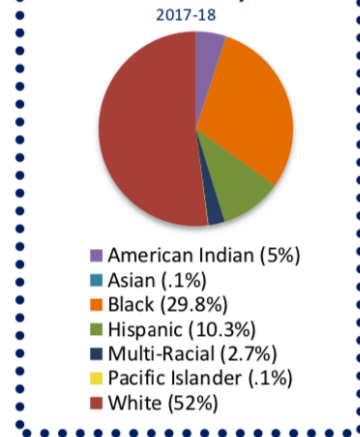
2016-17 DISTRICT OVERVIEW

Short-Term Suspensions (STS) <i>(1-10 school days)</i>	807
High School STS Rate <i>(Per 100 Students)</i>	19.15
Long-Term Suspensions <i>(more than 10 days)</i>	5
Expulsions (indefinite)	0

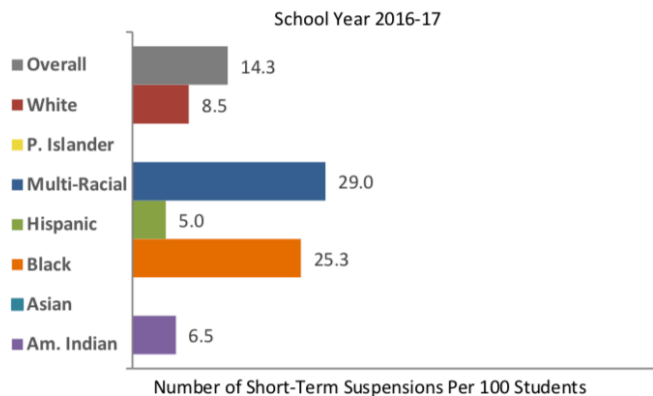
% of Short-Term Suspensions by Race[†]



% of Students by Race



Short-Term Suspension Rates by Race[†]



---- MISSING INFORMATION ----

Unfortunately, statewide data is not publicly available for many important measures such as:

- Use of in-school suspension at the school and district level
- Suspensions disaggregated by offense, grade, length, etc.
- Assignments to alternative programs
- School-based arrests & use of force

These are only a few examples of data that should be collected and reported by the N.C. Department of Public Instruction.

DAVIS ACADEMY CHADBOURN COMMUNITY THINK TANK

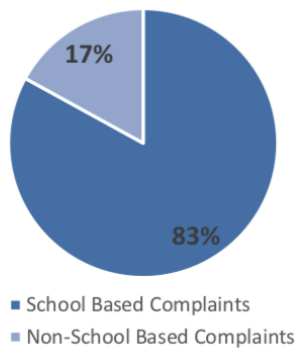
COURT INVOLVEMENT

2017 COUNTY OVERVIEW

Total # of Juvenile Court Complaints	107
Total # of Juvenile Detention Admissions	17

% of Juvenile Complaints in County that were School Based

July 2017-June 2018

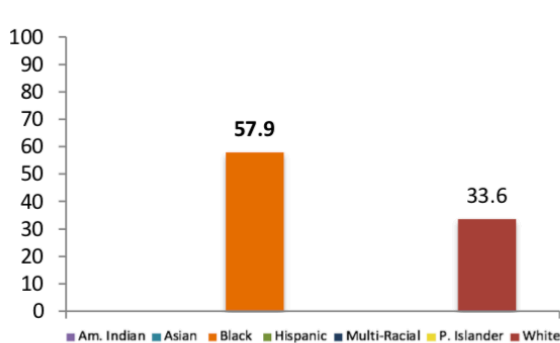


Criminalization of youthful misbehavior has immediate and long-term consequences. Studies show youth who are court involved are more likely to reoffend and experience lifelong entanglement in the criminal system. Furthermore, court involvement can impact a youth's access to education, employment, housing, public benefits, voting rights, and other sources of opportunity and support. **Statewide, 42% of juvenile court referrals came from schools in 2017-18.** Further, 54% of all juvenile complaints were filed against Black youth even though they make up only a quarter of the population.

The data in this section only includes youth under 16 years old. In North Carolina, all 16- and 17-year-olds are automatically sent to the adult criminal system regardless of the offense. This will change in December 2019 when most youth under age 18 will instead be sent to the juvenile system, with only the most serious offenses sent to adult criminal court. However, until this change takes effect, data on arrests and detention for youth who are 16 and older is not publicly available.

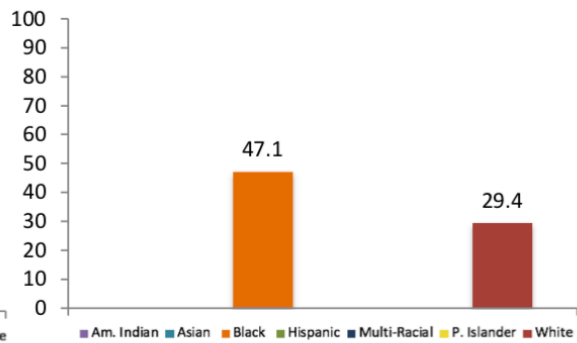
% of Juvenile Complaints by Race**

Calendar Year 2017



% of Juvenile Detention Admissions by Race**

Calendar Year 2017



Data Notes:

*Lack of data in a category indicates the district did not have sufficient data for reporting in that category. Percentages greater than 95 or less than 5 are reported by the state as >95 and <5 respectively. Here, they are displayed as 95 and 5 respectively.

† In some instances, it is impossible to know the exact number of suspensions for a racial group because of the way suspension data is publicly reported. If there is enough data to approximate percentages or rates by race, the RERCs display those approximations. All approximations are equal to or slightly lower than the actual percentages or rates.

**Lack of data in a racial subgroup indicates the county reported less than 5 complaints or detention admissions in that subgroup.

Youth Justice Project of the Southern Coalition for Social Justice works to ensure equity, fairness, and justice for youth in high-quality education, juvenile, and criminal systems.

For more information, visit us at youthjusticenc.org.

MATHEMATICS PROFICIENCY

% of STUDENTS PERFORMING BELOW GRADE LEVEL (BY SUBGROUP)

DATA SPEAKS...

	ACME-DELCO	CHADBOURN	HALLSBORO	NAKINA	TABOR CITY	CENTRAL
Black/African American	84.1	61.3	66.1	65.5	85.5	49.2
Hispanic	87.5	-	69.3	68.9	60.0	34.0
White/Caucasian	63.8	60.9	46.6	37.8	66.2	29.6
American Indian	-	-	50.9	-	-	-
2 or More Races	-	-	75.0	-	-	50.0
Economically Disadvantaged	87.0	70.0	63.2	70.6	82.6	48.7
English Learners	88.8	-	78.6	77.8	-	39.4
Students w/ Disabilities	92.6	77.8	100.0	100.0	100.0	79.2

ENGLISH LANGUAGE ARTS/READING

% of STUDENTS PERFORMING BELOW GRADE LEVEL (BY SUBGROUP)

	ACME-DELCO	CHADBOURN	HALLSBORO	NAKINA	TABOR CITY	CENTRAL
Black/African American	68.2	49.3	43.0	58.6	80.5	51.8
Hispanic	76.0	-	42.3	51.1	50.0	40.4
White/Caucasian	42.6	39.1	23.3	23.6	48.6	20.0
American Indian	-	-	36.9	-	-	-
2 or More Races	-	-	58.3	-	-	47.1
Economically Disadvantaged	61.9	47.1	44.2	54.4	73.9	45.4
English Learners	84.2	-	64.3	66.7	-	48.5
Students w/ Disabilities	77.8	77.8	92.3	92.3	92.6	73.5

LISTEN!

SUSPENSION RATE

OF SUSPENSIONS PER 1000 STUDENTS

	COLUMBUS COUNTY SCHOOLS	WHITEVILLE CITY SCHOOLS		
SHORT-TERM	IN-SCHOOL	SHORT-TERM	IN-SCHOOL	
Black/African American	279.26	166.37	263.16	461.30
Hispanic	65.07	130.14	58.56	139.64
White/Caucasian	70.34	62.18	75.17	145.79
American Indian	173.76	180.85	142.86	285.71
2 or More Races	316.13	129.03	176.06	577.47
Economically Disadvantaged	178.91	104.77	204.42	368.42

DAVIS ACADEMY

MAKES A DIFFERENCE

- Brain-based Learning
- Culturally Responsive Pedagogy
- Social and Emotional Learning (SEL)
- Exploratory and Problem-based Learning
- Health and Wellness Curriculum
- Community Garden

- Financial Literacy
- Entrepreneurship Program
- Community Service
- Family Workshops

- Mentoring
- Clubs and Sports
- Student Government
- Caring Environment
- Restorative Practices

Our Mission

To foster culturally aware school and community-based agents of change who actively uplift themselves, their community and the world at large through school pride (Positivity, Resilience, Innovation, Discipline, Education/Entrepreneurship).

Our Vision

To promote equity and close the achievement gap in education by cultivating learning and supporting students in identifying the interconnectedness between home, school, community and global society through the lenses of identity, citizenship, justice and activism.



• PANTHER •

- P** > POSITIVITY
- R** > RESILIENCE
- I** > INNOVATION
- D** > DISCIPLINE
- E** > EDUCATION + ENTREPRENEURSHIP

BEST
option

6th-8th
Grade



Proudly Serving:
Columbus County Schools
and Whiteville City Schools

*Learning is a Journey.
Davis Academy is the Road Map.*

On the Road to Success

Events

- Events
- Calendar
- Birthdays
- Discover
- Hosting

Create Event



JUL 20 Davis Academy Chadbourn Meet & Greet
 Public · Hosted by Davis Academy

Going

Saturday, July 20, 2019 at 10 AM – 1 PM
2 days ago

Chadbourn Depot Museum
201 W 1st Ave, Chadbourn, North Carolina 28431 [Show Map](#)

Hosted by Davis Academy [Message Host](#)
Typically replies within a day

About Discussion

Write Post | Add Photo/Video | Live Video | Create Poll

Write something...

PINNED POST

Davis Academy
July 10 at 7:16 PM ·

BUILDING HEALTHY SCHOOL COMMUNITIES & CREATING NEW NARRATIVES

WHO WE ARE We are Davis Academy, Inc., a nonprofit organization with plans to establish a charter school for grades 6 to 8 in Chadbourn, NC by August 2020.

WHAT WE ARE ABOUT Our goal is to support the proper development of the "whole" child's mind, body and spirit by providing educational experiences and opportunities that equip students with the skills needed to flourish in life.

WHERE WE WILL BE Chadbourn Depot, 201 West 1st Avenue, Chadbourn, NC 28431

WHEN WE WILL BE THERE Drop in anytime July 20, 2019 between 10 a.m. and 1 p.m.

WHY YOU SHOULD ATTEND We're excited to meet prospective 6-8 grade students, their families, and members of the community. Meet our Board Chair and Whiteville native, Yolanda Davis, and Head of School, Shonda Davis.

HOW YOU CAN SUPPORT The best way you can support is to make plans to attend and spread the word!

Davis Academy Chadbourn | www.davisacademy.us

INSIGHTS [See More](#)

2.7K
People Reached
+1.5K last 7 days

81
Responses
+15 last 7 days

Audience
Women 35-44
23% of total reach

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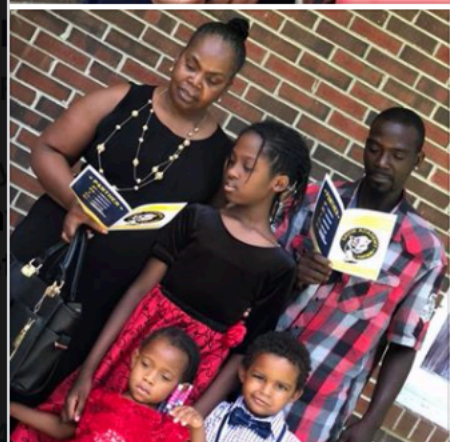
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Frankye Boone-Newkirk is with Crystal D. Frink and 3 others. ⋮

Yesterday at 2:00 PM · 🌐

After church 🏰 everyone was talking about Davis Academy!!!! The Panthers are coming!!!! To find out more about Davis Academy visit them online & Like their Facebook page!!!! #WeArethePanthers #BetterTogether #DavisAcademy



54

4 Comments 1 Share

Love

Comment

Share

4
People Reached

4
Engagements

Boost Unavailable

1

Like

Comment



RECENT ACTIVITY



Crystal D. Frink

July 20 at 8:50 PM ·

Number 1 recruit @
Zion Leach is picture perfect and ready!!



You and 2 others

1 Comment

Love

Comment



Sarah Brown Awesome 1

Like · Reply · Message · 2d



Write a comment...

Press Enter to post.

OLDER



Crystal D. Frink
July 20 at 8:50 PM ·

Generations!! Everyday is a new beginning...we are the Panthers.



You and 4 others

Love

Comment



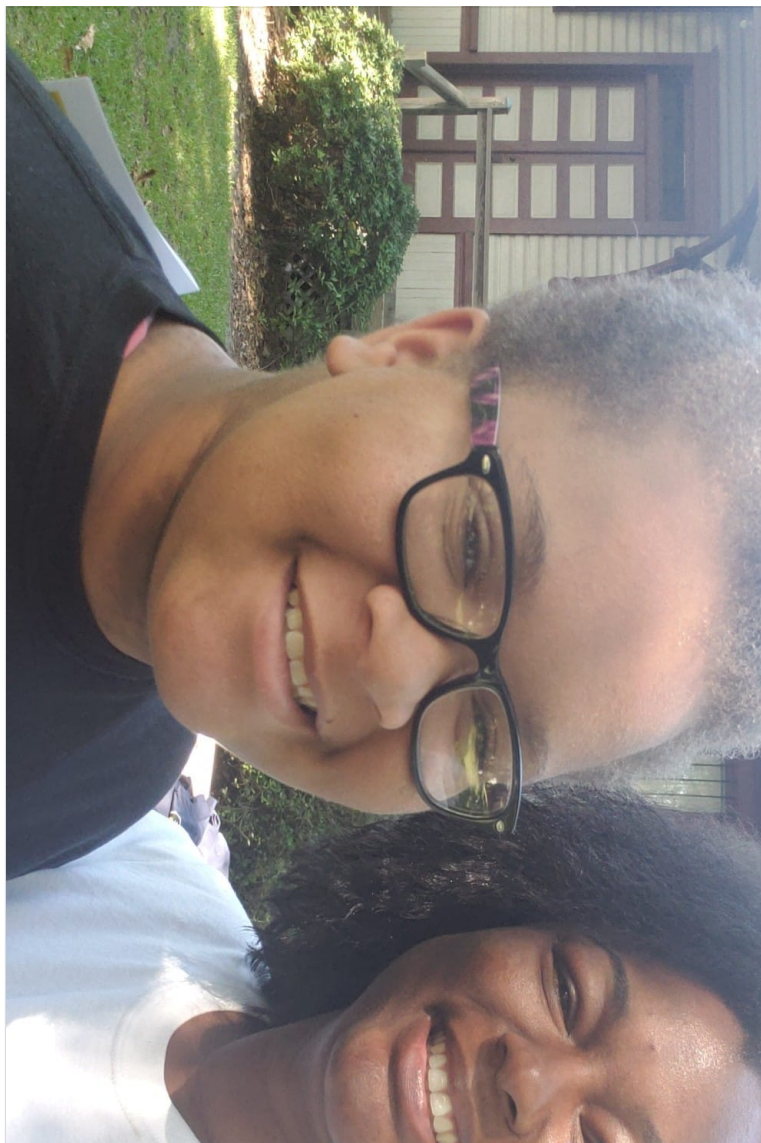
Write a comment...

Press Enter to post.



Cynthia Ellis
July 20 at 3:01 PM ·

We are here to support!!!!



You and 4 others

Love

Comment



Write a comment...

Press Enter to post.



Cynthia Ellis

July 20 at 3:01 PM ·

This is AWESOME



You and 4 others

Love

Comment



Write a comment...

Press Enter to post.



Davis Academy

July 19 at 7:02 PM ·

We're excited to see you all tomorrow and we've got a few surprises! Drop-in anytime between 10 am and 1 pm.

18
People Reached

10
Engagements

Boost Unavailable

5

Like

Comment

Find out more at the Davis Academy Meet & Greet:

JULY 20, 2019
10 A.M. - 1 P.M.

CHADBOURN DEPOT
201 WEST 1ST AVE.

JUL 20 Davis Academy Chadbourn Meet & Greet
 Public · Hosted by [Davis Academy](#)

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Event Insights

201 W 1st Ave, Chadbourn, North Carolina 28431

Hosted by [Davis Academy](#) [Message Host](#)
 Typically replies within a day

About Discussion

[Write Post](#) [Add Photo/Video](#) [Live Video](#) [Create Poll](#)

Write something...

24 Went · 57 Interested [See All](#)



Stephanie Thompson, Crystal and 19 other friends went

Details

What if there was another option for your middle schooler's education? Find out more at the Davis Academy Meet & Greet. Drop in anytime between 10 am and 1 pm on Saturday, July 20th to meet with our Board Chair and Whiteville native, Yolanda Davis, and Head of School, Shonda Davis.

Why You Should Attend: We're excited to meet prospective 6-8 grade students, their families, and members of the community. We'll share details about Davis Academy's plans, meet members of the community and welcome questions.

How You Can Support: The best way you can support is to make plans to

INSIGHTS [See More](#)

2.7K
 People Reached
 +1.5K last 7 days

81
 Responses
 +15 last 7 days

Audience
Women 35-44
 23% of total reach

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attend and spread the word!

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[Causes](#) [Kid Friendly](#)

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Davis Academy — Added a photo
Pinned Post



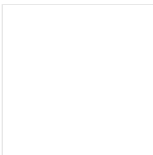
Crystal D. Frink — Number 1 recruit @ Zion Leach is picture perfect and ready!!
July 21, 2019 at 12:50 AM



Crystal D. Frink — Generations!! Everyday is a new beginning...we are the Panthers.
July 21, 2019 at 12:50 AM

[See All Posts](#)

About Davis Academy



Davis Academy

Nonprofit Organization

Building healthy school communities and creating new narratives! #PantherPRIDE

About the Venue

Chadbourn Depot Museum

History Museum · 16 likes



[Go to Page](#)

Gallery





Cynthia Ellis is with Stephanie Thompson Shaw and Yolanda N Davis.



July 20 at 11:29 AM · 🌐

Plans for Davis Academy, a charter school, to open in Chadbourn, NC are already underway! I attended a meet and greet this morning to get to know the Founders and their vision. These intelligent folks are nothing less than phenomenal. My children have aged out, but I will do all that I can to support their mission. Go meet them, talk to them, look at the plans, support them, and pray for them! Chadbourn Depot Museum 201 W 1st Avenue, Chadbourn, NC 28431 7/20/19 10am-1pm
www.davisacademy.us #children #vision #support #nc #meet #academy



71

2 Comments 3 Shares

Love

Comment

Share



Sarah Brown Praying greatly for this mission.



Love · Reply · 2d



Robin Benjamin Awesome I will be praying God Blessings our children need options and Christian schools

Love · Reply · 2d





Frankye Boone-Newkirk is attending Davis Academy Chadbourn Meet & Greet with Stephanie Thompson Shaw and 3 others at Chadbourn Depot Museum.

July 20 at 3:12 PM · Chadbourn ·

The PANTHERS are coming!!!!!!!!!!

Something different is in the air....it's a vibe...it's Panther Pride!!!!

The Davis Academy Meet & Greet was such a wonderful treat!!!!!! BIG things are already happening!!!!!! #WeAreThePanthers



+7

Friend Requests

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Kehaulani George
185 mutual friends

[Confirm](#) [Delete](#)



Raequan Eady
52 mutual friends

[Confirm](#) [Delete](#)



Holland Alicia
5 mutual friends

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Deutsch

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Facebook © 2019

Love

Comment

Share



Kelly Spivey



Love · Reply · 2d



Ann Ferguson Is it over?

Like · Reply · 2d



Stephanie Thompson Shaw replied · 1 Reply



Ann Ferguson Sorry I got there too late. Had a funeral.

Like · Reply · 2d



Stephanie Thompson Shaw replied · 2 Replies



Ly'Tonia Latisha Awesome!

Like · Reply · 2d



Tamieka Ingraham Awesome

Like · Reply · 1d



Arika Ervin Awesome! Can't wait

Like · Reply · 1d



Write a comment...

Chat



Crystal D. Frink is with Stephanie Thompson Shaw and Yolanda N Davis.

July 20 at 10:08 AM ·

It is on...



26

2 Comments

Love

Comment

Share



Crystal D. Frink The dawn of a new era...and the legacy still continues!

Love · Reply · 2d



Latoya Beatty Love it! Glad to be a part...Yolanda and her cousins are amazing...lovin' the family affair and seem to get along great.

Like · Reply · 1d



Write a comment...

Friend Requests

See All



Kehaulani George
185 mutual friends

Confirm

Delete



Raequan Eady
52 mutual friends

Confirm

Delete



Holland Alicia
5 mutual friends

Confirm

Delete

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Deutsch



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Chat

Colene Kelly is ¹⁴ attending Davis Academy Chadbourn Meet & Greet with Yolanda N Davis at Chadbourn Depot Museum. July 20 at 5:44 PM · Chadbourn ·
 Yolanda N Davis AJ Smith we are better together!!! #watchGodwork



46 5 Comments
 Love Comment Share

- Nora Keel** 1
 Like · Reply · 2d
- Denelda Walls** Wish could have been there but sent prayers Walls family from Durham NC 1
 Like · Reply · 2d
- Crystal D. Frink** Closer and closer!!
 Like · Reply · 2d
- Tara Keel** This is AWESOME! ❤️ I hate I missed the meet and greet. #communitystrong
 Like · Reply · 1d
- AJ Smith** Awesome time and experience!!!
 Like · Reply · 1d
- Write a comment...

- Friend Requests See All
- Kehaulani George**
 185 mutual friends
 - Raequan Eady**
 52 mutual friends
 - Holland Alicia**
 5 mutual friends

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Appendix B : Curriculum Outline for Each Grade Band the School Will Ultimately Serve

Davis Academy Chadbourn



Number and Operations

Read, write, and count

Ready Lessons are indicated in blue

	K	1	2	3	4	5	6	7	8
Read, write, and count	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4 K.CC.B.5	1.NBT.A.1 18	2.NBT.A.2 2.NBT.A.3 5, 10–11, 24–25		4.NBT.A.2 1	5.NBT.A.3 3			
	1–5, 7, 9, 11, 22, 24–25								
Compare numbers	K.CC.C.6 K.CC.C.7 5, 12	1.NBT.B.3 22	2.NBT.A.4 12	3.NF.A.3 18–19	4.NBT.A.2 4.NF.A.2 4.NF.C.7 2, 14, 22	5.NBT.A.3 4	6.NS.C.5 6.NS.C.7 12–13		
Compose and decompose numbers	K.OA.A.3 K.OA.A.4 K.NBT.A.1 6, 8, 10, 13, 21, 23	1.NBT.B.2 1–2, 17	2.OA.B.2 2.NBT.A.3 3, 11		4.NF.B.3 15, 17				
Understand place value	NBT.A.1 21, 23	1.NBT.B.2 1.NBT.B.3 12, 17, 21–22	2.NBT.A.1 10	3.NBT.A.1 8	4.NBT.A.1 4.NBT.A.3 1, 4	5.NBT.A.1 5.NBT.A.2 5.NBT.A.4 1–4			
Understand fractions as numbers				3.NF.A.1 3.NF.A.2 14–15					
Equivalent fractions				3.NF.A.3 16–17	4.NF.A.1 4.NF.C.5 13, 20				
Understand decimal notation					4.NF.C.6 21				
Understand rational and irrational numbers							6.NS.C.5 6.NS.C.6 12	7.NS.A.2 5	8.EE.A.2 8.NS.A.1 8.NS.A.2 2–3

	K	1	2	3	4	5	6	7	8
Number and Operations, Cont'd.									
Understand addition and subtraction	K.OA.A.1 14, 16	1.OA.B.3 1.OA.B.4 4, 8	2.NBT.B.7 13-14						
Use place value to add and subtract		1.NBT.C.4 1.NBT.C.5 1.NBT.C.6 19-20, 23-25	2.NBT.B.8 2.NBT.B.9 7-8, 13-14			5.NBT.B.7 7-9			
Add and subtract whole numbers	K.OA.A.5 15, 17, 20	1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8 1-2, 6-7, 9-11, 13-14, 16, 18	2.OA.B.2 2.NBT.B.5 2.NBT.B.6 1, 3, 7-9, 15	3.NBT.A.2 9	4.NBT.B.4 3				
Add and subtract fractions and decimals					4.NF.B.3 4.NF.C.6 16-17, 21	5.NF.A.1 10	6.NS.B.3 9	7.NS.A.1 1-3, 7	
Represent and solve addition and subtraction problems	K.OA.A.2 15, 17-19	1.OA.A.1 1.OA.A.2 3, 5, 15	2.OA.A.1 2.MD.C.8 2, 6, 9, 21, 25	3.MD.A.1 3.MD.B.3 3.MD.D.8 20-21, 24, 25, 30	4.NF.B.3 16-17	5.NF.A.2 11			
Represent and solve multiplication and division problems				3.OA.A.3 3.MD.C.7 11, 28-29	4.OA.A.1 4.OA.A.2 4.OA.A.3 5-6, 9-10	5.NF.B.3 5.NF.B.6 5.NF.B.7 5.MD.C.5 12, 16, 18, 26-27			
Represent and solve problems involving the four operations				3.OA.D.8 3.MD.A.2 12-13, 22-23	4.OA.A.3 4.MD.A.2 9-10, 24-25	5.MD.A.1 5.MD.B.2 21-23		7.NS.A.3 8	
Work with equal groups			2.OA.C.3 2.OA.C.4 4-5	3.OA.A.1 3.OA.A.2 1, 4					

Reddy Lessons are indicated in blue

	K	1	2	3	4	5	6	7	8
Number and Operations, Cont'd.									
Use place value to multiply and divide				3.NBT.A.3 10		5.NBT.A.2 2			
Multiply and divide whole numbers				3.OA.B.5 3.OA.B.6 3.OA.C.7 2-3, 5-6	4.NBT.B.5 4.NBT.B.6 11-12	5.NBT.B.5 5.NBT.B.6 5.NBT.B.7 5.NFB.3 5-9, 12	6.NS.B.2 8		
Factors and multiples					4.OA.B.4 7		6.NS.B.4 11		
Multiply and divide with fractions and decimals					4.NF.B.4 18-19	5.NBT.B.7 5.NFB.3 5.NFB.4 5.NFB.7 7-9, 12-14, 17-18	6.NS.B.3 10	7.NS.A.2 4, 6	

Algebra and Algebraic Thinking

Scaling, scale drawings, and scale factors						5.NF.B.5 15		7.G.A.1 22	
Ratios							6.RP.A.1 6.RP.A.3 1, 3	7.RP.A.1 9	
Rates and unit rates							6.RP.A.2 6.RP.A.3 2, 4-5		
Proportional relationships								7.RP.A.2 7.RP.A.3 10-13	8.EE.B.5 11
Write and evaluate numerical expressions, including equivalent expressions						5.OA.A.1 5.OA.A.2 19	6.EE.A.1 6.EE.A.2 6.EE.A.3 6.EE.A.4 15-17	7.EE.A.1 7.EE.A.2 14-15	

Ready Lessons are indicated in blue

Algebra and Algebraic Thinking, *Cont'd.*

	K	1	2	3	4	5	6	7	8
Write and solve equations and inequalities							6.EE.B.5 6.EE.B.6 6.EE.B.7 6.EE.B.8 18-20	7.EE.B.3 7.EE.B.4 16-17	
Ordered pairs, coordinate graphs, and the coordinate plane						5.OA.B.3 5.G.A.1 5.G.A.2 20, 28-29	6.NS.C.6 6.NS.C.8 6.G.A.3 14, 23		8.G.B.8 25
Functions							6.EE.C.9 21		8.FA.1 8.FA.2 8.FB.5 6-7, 10
Linear functions									8.FA.3 8.FA.4 8-9
Linear equations and models									8.EE.B.6 8.EE.C.7 8.SPA.2 8.SPA.3 12-14, 29-30
Systems of equations									8.EE.C.8 15-17
Exponents and scientific notation									8.EE.A.1 8.EE.A.3 8.EE.A.4 1, 4-5
Pythagorean Theorem									8.G.B.6 8.G.B.7 23-24
Identify and generate patterns				3.OA.D.9 7	4.OA.C.5 8	5.OA.B.3 5.NBT.A.2 2, 20			

Ready Lessons are indicated in blue

Measurement and Data

	K	1	2	3	4	5	6	7	8
Measure lengths		1.MD.A.1 1.MD.A.2 31-33	2.MD.A.1 2.MD.A.2 16-18	3.MD.B.4 26	4.MD.B.4 27				
Estimate lengths			2.MD.A.3 19	3.MD.B.4 26					
Describe and compare measures and lengths	K.MD.A.1 K.MD.A.2 26-27		2.MD.A.4 20		4.MD.A.1 23				
Add and subtract lengths			2.MD.B.5 2.MD.B.6 21-22						
Measure liquid volume and mass of objects				3.MD.A.2 22-23					
Convert measurements					4.MD.A.1 23	5.MD.A.1 21-22			
Understand, measure, and solve problems with area				3.MD.C.5 3.MD.C.6 3.MD.C.7 27-29	4.MD.A.3 26	5.NF.B.4 14	6.G.A.1 22	7.G.B.4 7.G.B.6 20-21	
Understand, measure, and solve problems with perimeter					4.MD.A.3 26			7.G.B.4 21	
Understand, measure, and solve problems with volume						5.MD.C.3 5.MD.C.4 5.MD.C.5 24-27	6.G.A.2 25	7.G.B.6 23	8.G.C.9 26-27
Understand and solve problems with surface area							6.G.A.4 24	7.B.G.6 24	
Tell and write time		1.MD.B.3 34	2.MD.C.7 24	3.MD.A.1 20-21					
Solve problems involving money		Additional Lesson 35	2.MD.C.8 25						

Ready! Lessons are indicated in blue

	K	1	2	3	4	5	6	7	8
Measurement and Data, <i>Cont'd.</i>									
Classify objects	K.MD.B.3 28								
Represent, interpret, and display data		1.MD.C.4 29–30	2.MD.D.9 22–23	3.MD.B.3 3.MD.B.4 24–26	4.MD.B.4 27	5.MD.B.2 23	6.SP.A.2 6.SP.A.3 6.SP.B.4 6.NS.B.5 27–29	7.SP.A.2 7.SP.B.3 7.SP.B.4 27–29	8.SP.A.1 8.SP.A.2 8.SP.A.3 8.SP.A.4 28–31
Understand statistical questions and samples							6.SP.A.1 26	7.SP.A.1 26	
Probability								7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.8 30–33	

Geometry

Identify, describe, and compare attributes of shapes and/or solids	K.G.A.1 K.G.A.2 K.G.A.3 29–30	1.G.A.1 26	2.G.A.1 26	3.G.A.1 31–32	4.G.A.2 32	5.G.B.3 5.G.B.4 30–31		7.G.A.3 25	
Compare, create, and compose shapes	K.G.B.4 K.G.B.5 K.G.B.6 32	1.G.A.2 27							
Partition shapes		1.G.A.3 28	2.G.A.2 2.G.A.3 27–28	3.G.A.2 33	4.G.A.3 33				
Angles, angle measures, and angle relationships					4.MD.C.5 4.MD.C.6 4.MD.C.7 28–30		7.G.B.5 18	8.G.A.5 21–22	
Draw lines, angles, or triangles					4.G.A.1 4.G.A.3 31, 33		7.G.A.2 19		
Transformations and Similarity								8.G.A.1 8.G.A.2 8.G.A.3 8.G.A.4 18–20	

Correlation Charts

North Carolina Standard Course of Study Mathematics Standards Coverage by *Ready® Instruction*

The table below correlates the North Carolina Standard Course of Study Mathematics Standards to the *Ready® Instruction* lesson(s) that offer(s) comprehensive instruction on the standards. Use this table to determine which lessons your students should complete based on their mastery of the standards.

North Carolina Standard Course of Study for Grade 3 Mathematics Standards	Ready® Instruction Lesson(s)
Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
NC.3.OA.1 For products of whole numbers with two factors up to and including 10: <ul style="list-style-type: none"> Interpret the factors as representing the number of equal groups and the number of objects in each group. Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties. 	1, 2, 3
NC.3.OA.2 For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: <ul style="list-style-type: none"> Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor. 	4
NC.3.OA.3 Represent, interpret, and solve one-step problems involving multiplication and division. <ul style="list-style-type: none"> Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem. 	11
Understand properties of multiplication and the relationship between multiplication and division.	
NC.3.OA.6 Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.	5
Multiply and divide within 100.	
NC.3.OA.7 Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. <ul style="list-style-type: none"> Know from memory all products with factors up to and including 10. Illustrate and explain using the relationship between multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. 	6

**North Carolina Standard Course of Study for Grade 3
Mathematics Standards**

**Ready®
Instruction
Lesson(s)**

Operations and Algebraic Thinking *continued*

Solve two-step problems.

NC.3.OA.8 Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number. 12, 13

Explore patterns of numbers.

NC.3.OA.9 Interpret patterns of multiplication on a hundreds board and/or multiplication table. 7

Number and Operations in Base Ten

Use place value to add and subtract.

NC.3.NBT.2 Add and subtract whole numbers up to and including 1,000.
 • Use estimation strategies to assess reasonableness of answers.
 • Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
 • Use expanded form to decompose numbers and then find sums and differences. 8, 9

Generalize place value understanding for multi-digit numbers.

NC.3.NBT.3 Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90. 10

Number and Operations—Fractions

Understand fractions as numbers.

NC.3.NF.1 Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;
 • Explain that a unit fraction is one of those parts.
 • Represent and identify unit fractions using area and length models. 14, 15

NC.3.NF.2 Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.
 • Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.
 • Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0. 14, 15

NCSCS Mathematics Standards Coverage by Ready® Instruction, continued

North Carolina Standard Course of Study for Grade 3 Mathematics Standards	Ready® Instruction Lesson(s)
Number and Operations—Fractions <i>continued</i>	
Understand fractions as numbers. <i>continued</i>	
<p>NC.3.NF.3 Represent equivalent fractions with area and length models by:</p> <ul style="list-style-type: none"> • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 	16, 17
<p>NC.3.NF.4 Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the $>$, $<$, and $=$ symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.</p>	18, 19
Measurement and Data	
Solve problems involving measurement.	
<p>NC.3.MD.1 Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.</p>	20, 21
<p>NC.3.MD.2 Solve problems involving customary measurement.</p> <ul style="list-style-type: none"> • Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit. • Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds. • Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units. 	22, 23, 24
Represent and interpret data.	
<p>NC.3.MD.3 Represent and interpret scaled picture and bar graphs:</p> <ul style="list-style-type: none"> • Collect data by asking a question that yields data in up to four categories. • Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. • Solve one and two-step “how many more” and “how many less” problems using information from these graphs. 	25, 26

Measurement and Data *continued*

Understand the concept of area.

NC.3.MD.5 Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.	27
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<p>NC.3.MD.7 Relate area to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> • Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles. 	28, 29
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Understand the concept of perimeter.

NC.3.MD.8 Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an unknown side length.	30
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NCSCS Mathematics Standards Coverage by Ready® Instruction, continued

North Carolina Standard Course of Study for Grade 3 Mathematics Standards	Ready® Instruction Lesson(s)
Geometry	
Reason with shapes and their attributes.	
<p>NC.3.G.1 Reason with two-dimensional shapes and their attributes.</p> <ul style="list-style-type: none"> Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids. 	31, 32

Math in Action Correlations

Grade 3 Math in Action Lessons	North Carolina Standard Course of Study
Unit 1 Use Multiplication and Division	NC.3.OA.1, NC.3.OA.2, NC.3.OA.3, NC.3.OA.6, NC.3.OA.7
Unit 2 Use Rounding and Operations	NC.3.NBT.2, NC.3.NBT.3, NC.3.OA.7
Unit 3 Use the Four Operations	NC.3.NBT.2, NC.3.OA.3, NC.3.OA.8
Unit 4 Use Fractions	NC.3.NF.1, NC.3.NF.3
Unit 5 Solve Measurement Problems	NC.3.MD.2, NC.3.MD.5, NC.3.MD.7, NC.3.MD.8, NC.3.OA.1, NC.3.NBT.2
Unit 6 Work with Shapes	NC.3.G.1

Appendix D : Yearly Academic Calendar

Davis Academy Chadbourn





**DAVIS ACADEMY CHADBOURN
PROPOSED SCHOOL CALENDAR
SY: 2020-2021**

DATE	CALENDAR EVENT
August 3 rd – August 7 th	Teacher Work Days – Induction Program (Professional Development)
August 10 th – August 14 th	½ Day Summer Program for Students
August 10 th – August 14 th	Teacher Work Days - ½ day Summer Program for Students and ½ day Common Planning and Classroom Set-up
August 17 th	First Day of School
September 7 th	Labor Day – No School
September 16 th	Teacher Work Day – Professional Development and Common Planning
October 12 th	Indigenous Peoples’ Day – No School
October 16 th	End of 1st Marking Period
October 21 st	½ Day – Noon Dismissal Parent-Teacher Conferences 1:00 pm – 6:30 pm
November 11 th	Veterans Day – No School
November 18 th	Teacher Work Day – Professional Development and Common Planning
November 26 th – November 27 th	Thanksgiving Break – No School
December 23 rd	½ Day – Noon Dismissal
December 24 th – January 1 st	Winter Break – No School
January 4 th	End of 2nd Marking Cycle
January 13 th	Teacher Work Day – Professional Development
January 18 th	Dr. Martin Luther King Day – No School
February 15 th	Presidents’ Day – No School
March 3 rd	Teacher Work Day – Professional Development and Common Planning
March 23 rd	End of 3rd Marking Cycle
March 25 th	½ Day – Noon Dismissal Parent Teacher Conferences 1:00 pm – 6:30 pm



**DAVIS ACADEMY CHADBOURN
PROPOSED SCHOOL CALENDAR
SY: 2020-2021**

DATE	CALENDAR EVENT
April 2 nd – April 9 th	Spring Break – No School
May 24 th – May 26 th	½ Day – Noon Dismissal Last Day of School – May 26th
May 27 th – May 28 th	Teacher Work Days – Inventory and Classroom Maintenance

MONTH	TOTAL # OF DAYS	TOTAL # OF HOURS	TOTAL # OF MINUTES
August	5 half days (20 hrs.) and 11 full days	98.83	5,930
September	20	143.33	8,600
October	1 half day (4 hrs.) 19 full days	140.16	8,410
November	18	129	7,740
December	1 half day (4 hrs.) 16 full days	118.66	7,120
January	18	129	7,740
February	19	136.16	8,170
March	1 half day (4 hrs.) 21 full days	154.5	9,270
April	16	114.66	6,880
May	3 half days (4 hrs.) 19 full days	148.14	8,890
TOTALS	11 half days + 177 full days = 188 Total Days	1,312.44	78,750

Appendix E : Daily and Weekly Schedule for Each Grade Band the School Will Ultimately
Serve

Davis Academy Chadbourn



SAMPLE K-2nd GRADE SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00am-8:15am	ARRIVAL/BREAKFAST				
8:15am-8:30am	MORNING MEETING				
8:30am-9:00am	READING ENRICHMENT	READING ENRICHMENT	READING ENRICHMENT	READING ENRICHMENT	READING ENRICHMENT
9:00am-9:50am	ELA	ELA	ELA	ELA	ELA
9:50am-10:40am					
10:40am-11:30am					
11:30am-12:20am	SOCIAL STUDIES	SCIENCE	MATH	SCIENCE	SOCIAL STUDIES
12:20pm-1:10pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:10pm-2:00pm	PHYS ED/HEALTH	PHYS ED/HEALTH	MATH	PHYS ED/HEALTH	PHYS ED/HEALTH
2:00pm-2:50pm	MATH	MATH	EARLY-DISMISSAL (STAFF PD) 2:30pm-4:30pm	MATH	MATH
2:50pm-3:40pm					
3:40pm-4:20pm	COMPUTER	LIBRARY		LIBRARY	ART
4:20pm-4:30pm	HOMEROOM/DISMISSAL				

At the K-2 level, students benefit from 180 minutes of ELA instruction daily which includes a 30 minute intervention period (Reading Enrichment) where students receive explicit and targeted skills-based instruction in Reading. Students receive 100 minutes of mathematics daily. Instruction in science and social studies is implemented twice per week for 50 minutes per session totaling 100 minutes per week for each subject. Students engage in four 50 minute elective classes each week in which they participate in instruction in the following areas: computers, library and art. To support students in developing a love of reading, students are exposed to a plethora of texts in library exploration twice per week.

SAMPLE 3RD -5TH GRADE SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00am-8:30am	ARRIVAL/BREAKFAST				
8:30am-9:00am	SCHOOL-WIDE CONVOCATION	ADVISORY	ADVISORY	ADVISORY	SCHOOL-WIDE CONVOCATION
9:00am-9:40am	MATH	MATH	MATH	MATH	MATH
9:40am-10:20am					
10:20am-11:00am	ELA	ELA	ELA	ELA	ELA
11:00am-11:40am					
11:40am-12:20pm	SCIENCE	SCIENCE	ELA ENRICHMENT	GARDENING	SCIENCE
12:20pm-1:00pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00pm-1:40pm	SOCIAL STUDIES	LEADERSHIP	MATH ENRICHMENT	SOCIAL STUDIES	SOCIAL STUDIES
1:40pm-2:20pm	PHYS ED/HEALTH	PHYS ED/HEALTH	PHYS ED/HEALTH	PHYS ED/HEALTH	PHYS ED/HEALTH
2:20pm-3:00pm	ELA-ENRICHMENT	ELA-ENRICHMENT	EARLY-DISMISSAL (STAFF PD) 2:30pm-4:30pm	ELA-ENRICHMENT	ELA-ENRICHMENT
3:00pm-3:40pm	MATH-ENRICHMENT	MATH-ENRICHMENT		MATH-ENRICHMENT	MATH-ENRICHMENT
3:40pm-4:20pm	DANCE	ART		MINDFULNESS	COMPUTER
4:20pm-4:30pm	HOMEROOM/DISMISSAL				

At the 3rd-5th grade level, students benefit from a double block of both ELA and Math instruction totaling 80 minutes of instruction in each subject daily and 400 minutes of instruction in each subject weekly. They also benefit from an additional 40 minute enrichment period in both ELA and Math instruction five times per week which serves as an intervention period in which students receive 200 additional minutes of explicit and targeted skills-based instruction in both subjects on a weekly basis. Students receive 40 minutes of science instruction three times per week totaling 120 minutes weekly. They also participate in a 40 minute gardening class once per week in which they gain basic knowledge of gardening theory and engage in practical application activities in the school-based community garden. Students receive 40 minutes of social studies instruction three times per week totaling 120 minutes weekly. They also participate in a 40 minute leadership course once per week in which they learn critical leadership skills which include time management, responsibility, prioritization, and team work. Students engage in five 50-minute elective classes each week in which they explore the following 5 subjects/focus areas: Dance, Art, Creative Exploration (interest-based), Mindfulness and Computer.

SAMPLE 6TH -8TH GRADE SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00am-8:30am	ARRIVAL/BREAKFAST				
8:30am-9:00am	SCHOOL-WIDE CONVOCATION	ADVISORY	ADVISORY	ADVISORY	SCHOOL-WIDE CONVOCATION
9:00am-9:40am	ELA	ELA	ELA	ELA	ELA
9:40am-10:20am					
10:20am-11:00am	MATH	MATH	MATH	MATH	MATH
11:00am-11:40am					
11:40am-12:20pm	SCIENCE	SCIENCE	ELA ENRICHMENT	AGRONOMY	SCIENCE
12:20pm-1:00pm	SOCIAL STUDIES	CITIZENSHIP/GOVERNANCE	MATH ENRICHMENT	SOCIAL STUDIES	SOCIAL STUDIES
1:00pm-1:40pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:40pm-2:20pm	PHYS ED/HEALTH	PHYS ED/HEALTH	PHYS ED/HEALTH	PHYS ED/HEALTH	PHYS ED/HEALTH
2:20pm-3:00pm	ELA-ENRICHMENT	ELA-ENRICHMENT	EARLY-DISMISSAL (STAFF PD) 2:30pm-4:30pm	ELA-ENRICHMENT	ELA-ENRICHMENT
3:00pm-3:40pm	MATH-ENRICHMENT	MATH-ENRICHMENT		MATH-ENRICHMENT	MATH-ENRICHMENT
3:40pm-4:20pm	ART	CREATIVE EXPLORATION (HOBBY)		ENTREPRENEURSHIP/TECH	MINDFULNESS
4:20pm-4:30pm	HOMEROOM/DISMISSAL				

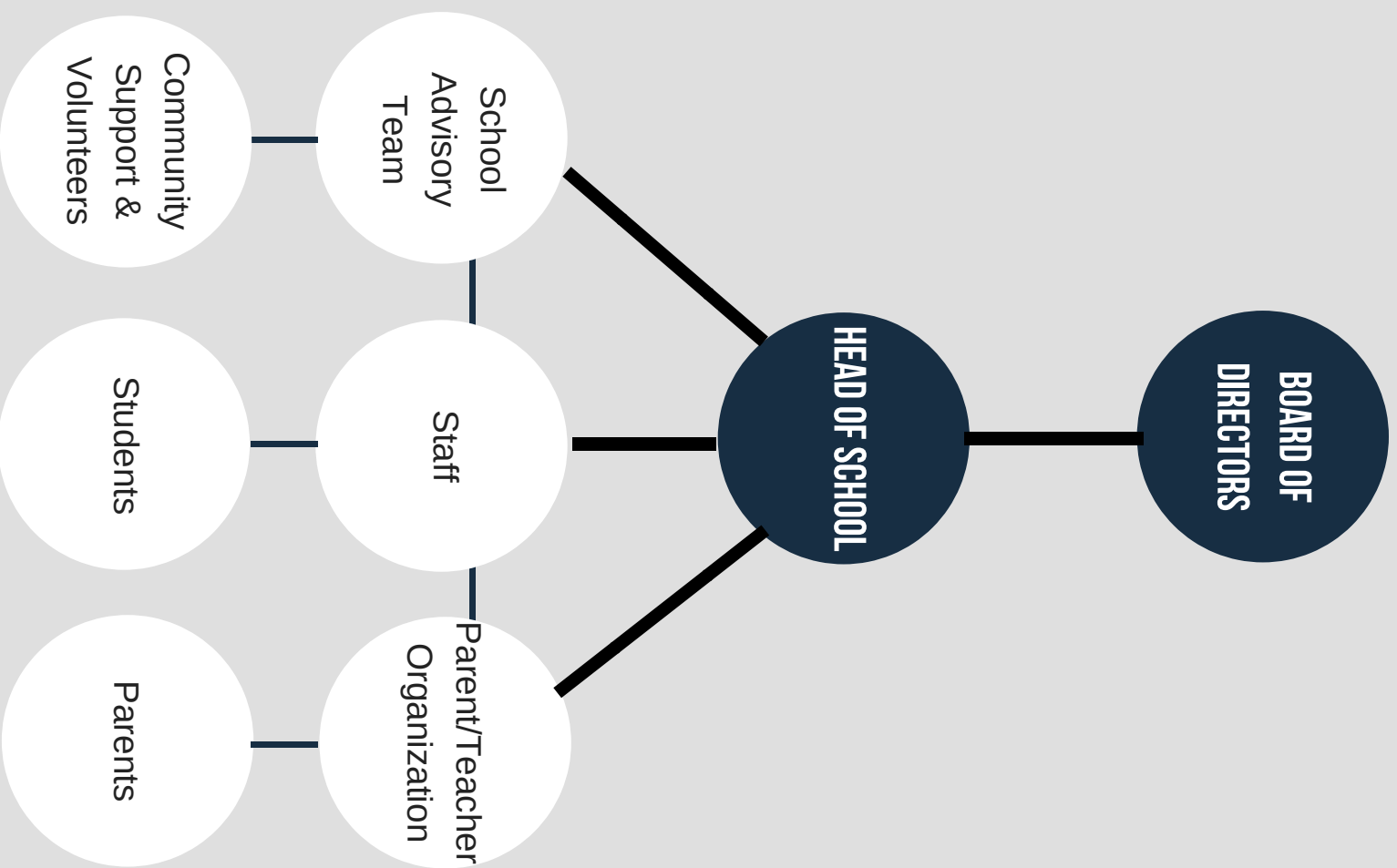
At the 6th-8th grade level, students benefit from a double block of both ELA and Math instruction totaling 80 minutes of instruction in each subject daily and 400 minutes of instruction in each subject weekly. They also benefit from an additional 40 minute enrichment period in both ELA and Math instruction five times per week which serves as an intervention period in which students receive 200 additional minutes of explicit and targeted skills-based instruction in both subjects on a weekly basis. Students receive 40 minutes of science instruction three times per week totaling 120 minutes weekly. They also participate in a 40 minute agronomy class in which they learn about soil management and crop production and apply knowledge and skills in the school-based community garden. Students receive 40 minutes of social studies instruction three times per week totaling 120 minutes weekly. They also participate in a 40 minute citizen/governance course once per week in which they participate in school-wide decision making through a school governance structure. Students engage in five 50 minute elective classes each week in which they explore the following 5 subjects/focus areas: Art, Creative Exploration (interest-based), Financial Lit, Entrepreneurship/Technology and Mindfulness.

Appendix G : Organizational Chart*

Davis Academy Chadbourn



DAVIS ACADEMY GHADBURN



Appendix H : Charter School Board Member Response and Resume

Davis Academy Chadbourn



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: Davis Academy

2. Full name: Michael L. Baldwin Sr

Home Address: 16 Richelieu Ter Newark New Jersey 07106

Business Name and Address: 1215 Coot Ct Hope Mills NC, 28348

Telephone No.: 973-964-4139

E-mail address: m.baldwin@eastorange.k12.nj.us

3. Brief educational and employment history.

M.A Special Education New Jersey City University

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

No: Yes: X

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

I was recruited by Ms. Davis because of my passion to educate. I wish to serve on the board , because it would allow me an opportunity to effectively make change happen from the top down.

6. What is your understanding of the appropriate role of a public charter school board member?
To provide Students and parents educational options that they may not be afforded in a traditional setting.
7.
To ensure that the school is compliant with all State and Federal rules and regulations as it relates to education.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on several boards with various community service groups.
 - a) President of my undergraduate chapter of Phi Beta Sigma Frat Inc.
 - b) Past Master of Tyre Lodge #29 P.H.A
9. Describe the specific knowledge and experience that you would bring to the board.
The ability to motivate and organize from a grass root level. Strength as it relates to perseverance to accomplish goals and achieve outcomes.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission is family and community centered with school P.R.I.D.E. (Positivity, Resilience, Innovation, Discipline, Education/Entrepreneurship) as the guiding posts. Values are based around citizenship and cultural awareness; and ultimately empowering the students and empowering them to empower their communities.
2. What is your understanding of the school's proposed educational program?
Davis Academy's proposed educational system is literacy-centered due to the correlations that exist between literacy and academic performance, poverty, and the school-to-prison pipeline. Varied learning environments will be used to engage all levels of learning.
3. What do you believe to be the characteristics of a successful school?
A successful school is one that takes into account all stakeholders. This includes but is not limited to Students, Parents, religious groups, local business, etc.
4. How will you know that the school is succeeding (or not) in its mission?
Grades are only 1 factor that determines success. Parent/Student feedback, student attendance, as well as data collected on individual student success.

Governance

1. Describe the role that the board will play in the school's operation.
The board will make sure that the day to day operations meets the needs of every child. The board will make sure the school is student center and community based.

2. How will you know if the school is successful at the end of the first year of operation?
Data collected and analyzed from every aspect of the program will help determine the success and failure of what's working and what needs to be re-examine and changed.
3. How will you know at the end of five years of the schools is successful?
By the impact the school has on the community and by tracking the progress of the students we serve.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
By focusing on the whole child and not just the academic component. Realizing that education doesn't stop after the end of a school day.
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?
By respectfully having the conversation, regardless of how uncomfortable it maybe. All matters of unethical concern should be addressed head on and professionally.

*Please include the following with your Information Form

- a **one page** resume

*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. [Click or tap here to enter text.](#)

Certification

I, **Michael L. Baldwin Sr.**, 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 Davis Academy Charter School is true and correct in every respect.

Signature

Michael L. Baldwin Sr.

Date

July/22/1019

[Appendix I – Board Member Background Certification Statement and Completed Background Check*](#)

MICHAEL L. BALDWIN SR

16 Richelieu Terrace ▪ Newark, New Jersey 07106
Telephone: 973.964-4139 ▪ Email: m.baldwin@eastorange.k12.nj.us

EXPERIENCED EDUCATOR

K - 12 Instruction (Mathematics and Social Studies)/At-Risk & Special Needs Students/Individualized Education Program Documentation

PROFESSIONAL PROFILE

- An innovative, passionate and results-driven Educator with demonstrated experience in teaching mainstream and diverse student populations and developing and implementing various curricula based on state and federal educational standards and requirements.
- An effective and resourceful motivator, team-builder and facilitator with exceptional communication and presentation skills possessing an innate ability to perform accurate student assessments and employ varied instructional techniques and technologies to meet the individual needs of each student.
- Self-reflective, life-long learner committed to establishing and maintaining solid relationships with the administration and students, continuing teacher education initiatives and advancing organizational goals.
- Exceptional interpersonal, organizational, analytical, troubleshooting and critical-thinking skills; superior written, oral and technical aptitude.

CORE COMPETENCIES

- *Differentiated Instruction*
- *Special Education/Inclusion*
- *Standardized Testing/Scoring*
- *Parent/Staff/Student Relations*
- *After School Program Planning*
- *Creative Lesson Planning*
- *Curriculum Development*
- *Small Group Facilitation*
- *Technology Integration*
- *Tutoring/Remedial Support*
- *Learning Strategies/Skill-Building*
- *Classroom/Behavior Management*
- *Student Engagement/Goal-Setting*
- *Diagnostic Assessment/Evaluation*
- *Documentation/Records Management*

EDUCATION

Masters in Special Education – New Jersey City University, Jersey City, New Jersey (2002)
Bachelor of Arts in Sociology; Minor in Criminal Justice – William Paterson University, Wayne, NJ (1993)
Registered Athletic Administrator -The University of Maine (2016)

CERTIFICATIONS

- Teacher of Handicapped Standard Certificate ▪ New Jersey Supervisor Certificate ▪ Standard CPR/AED/First-Aid

PROFESSIONAL EXPERIENCE

Director Of Athletics East Orange School District	East Orange NJ	Sept. 2017- Present
Disciplinarian/Teacher East Orange School District	East Orange, NJ	Sept. 1995 - Present
Owner/Operator Platinum Plus Limousine	Newark, NJ	Sept 2013 – Present
Home Instructor Maplewood/South Orange School District	South Orange/Maplewood, NJ	Sept. 2009 - 2015
Correction Officer Minnesota Department of Corrections	Saint Cloud, MN	June 1993 - 1995

KEY QUALIFICATIONS/HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

- Athletic Coach
- Director of Kids Will Grow After School Program
- Chess Club Advisor
- Teacher of the Year; Patrick F. Healy Middle School East Orange
- Teacher of the Year; John L. Costley Middle School East Orange
- The 2014 Governor's Teacher Recognition/Educational Services Professionals Program Certificate of Recognition

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: Davis Academy Chadbourn
2. Full name: Latoya Nicole Beatty

Home Address: 343 Gum Swamp Road Bolton, NC 28423

Business Name and Address:

Alumni in Action: Bolton & Neighbors Recovery Team
15354 Sam Potts Highway
Bolton, NC 28423

Telephone No.: 910-918-0502

E-mail address: latoya.n.beatty@gmail.com

3. Brief educational and employment history.

I was born and raised in Columbus County, NC. I attended public schools in the eastern end of Columbus County. I obtained a Bachelor's Degree in English from the University of North Carolina at Chapel Hill in May 2008. Next, I obtained a Master's Degree in Public Health from Mercer University in May 2010. Then I obtained a Medical Degree from Howard University College of Medicine in December 2018. I worked as a Health Educator at Bladen County Health Department for almost two years during the gap between graduate school and medical school. At the health department, I also served as local coordinator for a grant for young moms aged 13-24 and their children. During medical school, I completed a one-year research and policy fellowship at NC Child, a state-wide non-profit agency focused on

child advocacy. Other positions include the following: tutor, substitute teacher, graduate assistantships, and research assistant. I am currently employed with Novant Oceanside Family Medicine.

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

No: Yes:

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

One of the founders, Yolanda Davis, invited me to join the Board of Directors. She explained why she thought I was a great fit and told me about the school's mission. When I heard the term equity, I was immediately intrigued. It's a growing topic in many workplaces and trainings. Another component that piqued my interest was the concept of the "whole child". As a physician with a public health background, I understand how health can be influenced by socioeconomic factor. I was taught to see the patient as a whole and the same applies in education. The "whole child" approach is highly needed in rural schools where resources are already limited within schools and local communities. I want to serve on the board of Davis Academy Chadbourn because I love the mission and I want to give back to my rural home county in more ways than medical-related. Education always come up in child health care, and it's one of the top issues plaguing this county with school closures, limited resources, poor academic performances and poor staff retention. Davis Academy is a breath of fresh air for Columbus County.

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

My understanding is that a public charter school board member must attend all meetings and be engaged at the meetings by contributing their area of expertise. A board member should ensure that the charter school is running smoothly in terms of finances, staff retention, meeting state requirements, etc. In other words, board members of a public charter school board serve as evaluators of the school. They are the checkpoints that moves a school forward to a next level.

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 recently joined the Board of Directors for the Youth Ambassadors program under Men and Women United for Youth and Families, a non-profit agency in Columbus County. Prior to this, I have no board service experience. However, I have held several leadership roles in various organizations. During my position as Health Educator/Local Coordinator, I led an Advisory Council, monitored contracts with local agencies, and completed monthly data documentation as part of the grant. During my Research Fellowship position with NC Child, I attended their Board of Directors meetings, analyzed data, and attended various coalition meetings related to education, health, and policy. My leadership experiences, community

ties to Columbus County, medical background, and public health background have equipped me to become an effective board member for Davis Academy Chadbourn.

8. Describe the specific knowledge and experience that you would bring to the board.
My expertise that I would bring to the board are medical input, knowledge about the local communities, and data analysis.

Medical input-The medical input I can provide can be cost saving by developing ways to reduce student absenteeism. Examples include the following: anaphylaxis management protocols, climate standards for outdoor activity, and education of diabetes and asthma management. In addition, I will provide medical expertise on brain health that aligns with the school's brain based pedagogy model.

Local ties-Since I am from the eastern end of the county, I am more familiar with organizations and leaders in this area. I will help Davis Academy Chadbourn conduct outreach in this area.

Data analysis-My educational background and research fellowship position equipped me with necessary data analysis skills to evaluate the success of this charter school. I am proficient in Microsoft Excel and SPSS (Statistical Package for the Social Sciences).

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school seeks to have a student body that is reflective of the community and will approach each student with the "whole child" approach. This approach seeks to find the best way for the student to learn the material using the brain-based pedagogy model.
2. What is your understanding of the school's proposed educational program?
My understanding is that the school will use a brain-based pedagogy and social and emotional learning approach that is divided among 3 tiers. Students will be placed into either of the 3 tiers based on their academic assessments at the beginning of the year. Tier 3 will be for students with needs that exceed the services offered in the first two Tiers. In addition, students will be placed into homogenous groups for reading and math based on initial assessments as well. Class size will be about 22 students (2 per grade level for grades 6-8).
3. What do you believe to be the characteristics of a successful school?
I believe successful schools have a strong Board of Directors, excellent leadership, and community support. Also, a successful school has diversity among the staff, students, and Board of Directors. Lastly, a successful school is organized, driven for success, and has proper ongoing evaluations measures in place.
4. How will you know that the school is succeeding (or not) in its mission?
Ongoing evaluations will reveal if the school is succeeding in its mission. At Board meetings, it will be imperative to explore staff retention/diversity and the results of student performance over time. The Head of School's annual evaluation will help

determine the progress of the school by providing data on academic achievement, school climate and culture, and human capital.

Governance

1. Describe the role that the board will play in the school's operation.
The school board will monitor the progress of the school through ongoing evaluations. The board will ensure that the school is meeting all state requirements and fulfilling the mission. The board will oversee the budget and ensure the school is financially healthy.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year of operation, one would have to analyze the Head of school's annual evaluation. If the majority of the goals are met, then the school was successful during its first year.
3. How will you know at the end of five years of the schools is successful?
At the end of five years, one would have to compare annual evaluations over time that includes academic achievement, school climate and culture, and human capital. If there is an overall upward trend and/or the majority of the goals are met, then the school is headed in the right direction.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Goal setting and strategic planning is crucial throughout each year. Teamwork and respecting each other are also very important among the Board of Directors. The Board of Directors is the backbone of the school and it has to be sturdy in order for the school to thrive.
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 file an ethics complaint to the board's ethic commission for the board member (s) acting unethically or not in the best interests of Davis Academy.

*Please include the following with your Information Form

- a **one page** resume

*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. [Click or tap here to enter text.](#)

Certification

I, Latoya Beatty, 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 Davis Academy Chadbourn Charter School is true and correct in every respect.

X *Latoya Beatty*

Latoya Beatty

Signature

Date

7-23-19

[Appendix I – Board Member Background Certification Statement and Completed Background Check*](#)

LATOYA BEATTY

343 Gum Swamp Road • Bolton, NC 28423 • 910-918-0502 • latoya.n.beatty@gmail.com

EDUCATION

Doctor of Medicine Graduated, Dec. 2018
Howard University College of Medicine
Washington, DC

Pre-Medical Non-Degree Post-Baccalaureate Program Completed, May 2011
University of North Carolina at Greensboro
Greensboro, NC

Master of Public Health Graduated, May 2010
Mercer University
Macon, GA

Bachelor of Arts in English Graduated, May 2008
University of North Carolina Chapel Hill
Chapel Hill, NC

WORK HISTORY

Novant Health Oceanside Family Medicine July 2019 – July 2020
Shallotte, NC
Scribe/Physician Assistant

NC Child July 2017 – July 2018
Raleigh, NC
2017-2018 Research and Policy Fellow

MedServe and Wake Area Health Education Center (AHEC) Sept. 2017 – Sept. 2018
Raleigh, NC
AmeriCorps MedServe Vista

Bladen County Health Department Jan. 2012 - May 2013
Elizabethtown, NC
Local Coordinator/Health Educator

RESEARCH ACTIVITIES

**National Medical Fellowships Program (NMF)/
Aetna Primary Care Fellows Program** Dec. 2014- June 2015
National Association of Community Health Centers
Washington, D.C.

Center for Rural Health and Health Disparities June 2009- April 2010
Mercer School of Medicine
Macon, GA
Community Coalition Builder/ Graduate Assistantship

CERTIFICATIONS

• CPR Certified July 2015- Present
American Red Cross

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: Davis Academy
2. Full name: Denise Corbett

Home Address: 2445 Sapphire Valley Drive, Raleigh, NC 27604

Business Name and Address: New Leaders, 30 West 26th Street, New York, NY 10010

Telephone No.: 704-299-6567

E-mail address: corbettdenise@gmail.com

3. Brief educational and employment history.
 - Bachelor of Science, Human Development and Psychoeducational Studies, May, 2002 (Howard University, Washington, DC)
 - Charlotte-Mecklenburg Schools, 2002 – 2009, Human Resources Administrator
 - New Leaders, 2009 -2019, Executive Director, Education Reform Non-profit
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 made aware of the Board of Directors by one of Davis Academy's co-founders and recruited based on nearly 20 years of experience working in both a large urban

public-school system and within an organization solely focused on education reform efforts.

- I wish to serve on the board as a part of both my personal and professional vision of ensuring all students have access to a high-quality public education, specifically those students from traditionally underserved areas.
6. What is your understanding of the appropriate role of a public charter school board member?
 - I believe that an effective board holds the charter accountable for working towards its mission/vision and must understand of the integrated pillars that drive the work of the school: academics, culture, family engagement, enrollment, financial sustainability, etc.
 - An effective board also provides the foundation for governance and financial management of a charter, adopting policies that help advance the mission and vision of the charter.
 - Finally, the board should work to hold the school leader accountable for meeting school-based goals annually to ensure outcomes for teachers and students are improving
 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 recently served as member of an investment strategy committee for a major non-profit
 8. Describe the specific knowledge and experience that you would bring to the board.
 - Strong project planning experience
 - Understand how to execute on a theory of change
 - Knowledge of program evaluation
 - Knowledge of NC K-12 grade-level standards
 - Budget management experience

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
 - Davis Academy believes all students can learn. They are committed to promoting equity and closing the achievement gap.
2. What is your understanding of the school's proposed educational program?
 - Equity-focused and culturally responsive instruction, all students have access to grade-level content, differentiation to meet students where they are while simultaneously working to close gaps
3. What do you believe to be the characteristics of a successful school?

- Clear vision and mission, strong academic program, routines and behavioral expectations for all (teachers/students), family engagement plan, clear recruitment and induction strategy for instructional staff
4. How will you know that the school is succeeding (or not) in its mission?
 - Reviewing key metrics and data points regularly

Governance

1. Describe the role that the board will play in the school's operation.
 - Support the development of a 5-year strategic plan and identify metrics to hold the school accountable to annually
2. How will you know if the school is successful at the end of the first year of operation?
 - Assessing the school against progress to year one goals and milestones.
3. How will you know at the end of five years of the schools is successful?
 - Key data points aligned to the school's 5-year strategic plan (e.g. student achievement data, teacher working conditions data, student enrollment data, financial sustainability data)
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - Develop a performance management system to track progress towards goals to ensure key milestones are being hit along the way
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?
 - Direct and transparent conversations, anchored in agreements, norms, and policies we have agreed to as board.

*Please include the following with your Information Form

- a **one page** resume

*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. [Click or tap here to enter text.](#)

Certification

I, Denise Corbett, 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 Davis Academy Charter School is true and correct in every respect.

Denise Corbett

Signature

07/22/2019

Date

[Appendix I – Board Member Background Certification Statement and Completed Background Check*](#)

DENISE N. CORBETT

2445 Sapphire Valley Drive, Raleigh, NC 27604, Cell: 704-299-6567, corbettdenise@gmail.com

SUMMARY

Highly motivated, goal-oriented professional with over 10 years of experience leading Recruitment & Selection, Assessment, Instructional Design and Program Delivery work in the field of education with an emphasis on improving efficiency, organizational consistency and alignment with the programmatic vision.

EDUCATION

HOWARD UNIVERSITY, Washington, DC

Bachelor of Science, Human Development and Psychoeducational Studies, May 2002. Magna cum laude

Concentration: Early Childhood Education, Minor: Business Administration

Dean's List; National Dean's List; Scholar Athlete; MEAC All Academic Team; President, Student Athlete Advisory Committee

EXPERIENCE

NEW LEADERS - New York, NY

Executive Director, Program Implementation *May 2015 – present*

Program Design and Implementation

- Oversee the design of all program content, implementation, and client engagement strategy for programming across a large portfolio of partners. Primary responsibilities include:

Evaluation

- Develop impact scenarios, program goals and corresponding metrics
- Oversee the development of the master data plan and corresponding data collection tools
- Monitor data that measures progress to goals and take swift corrective action when progress is off-track

External Relations

- In partnership with the External Relations team, develop and execute an effective marketing and sales strategy
- Support the development of marketing collateral that accurately represents the program objectives
- Represent the program externally in sales and funder calls
- In partnership with External Relations and Finance teams, annually analyze cost model and price point to ensure program is strategically priced

Client Engagement

- Manage the design and execution of a strategy for client engagement focused on vision, investment, and accountability
- In partnership with External Relations, ensure all Superintendents/ CEOs and principal supervisors of partner school systems understand the objectives, timelines, and steps of the program; buy-in to the program; and actively engage in supporting schools' completion
- Ensure that all partners within the assigned portfolio receive the highest level of customer service to complete the program successfully

Talent Management

- Developed hiring and onboarding practices that set the team up for future success
- Consistently retain high performers and model a culture of excellence within New Leaders
- Developed and implemented a team professional development plan and supported individual team members in meeting their professional goals

National Program Team, Director *December 2009 – May 2015*

CHARLOTTE MECKLENBURG SCHOOLS - Charlotte, NC

Human Resources, Administrator *March 2002 – December 2009*

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Background

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

2. Full name: Shonda A. Davis

Home Address: 222 Mount Vernon Ave.

Business Name and Address: 369 Passaic Ave, Fairfield, NJ 07004

Telephone No.: (973)592-5582

E-mail address: shonda.a.davis@gmail.com

3. Brief educational and employment history.

My entire career has been in service of marginalized youth. I started my career in education as a Biology teacher in an urban school district. Three years into teaching, I was promoted to a Department Chairperson position. Two years after that, I was promoted to the position of principal at the largest and lowest performing high school in the largest school district in New Jersey. A little over a year and a half after my appointment, the students in my school achieved the highest gains in test scores in the state. I served as principal of an elementary school in another urban district and my students made significant gains as well. I also served as principal of an alternative high school in which 100% of students were deemed "at-risk" due to two or more factors. In addition, I've trained leadership teams (as both a district executive and consultant) in developing environments conducive to learning.

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

No: X Yes:

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

Yolanda Davis and I are co-founders of Davis Academy, Inc. We recognized a need in the Chadbourn community and wanted to do all we could to support children and families. We decided to apply for a charter school in hopes that we would be able to use our knowledge and skills to educate children and empower families in Chadbourn, NC.

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

It is my understanding that charter school board members are responsible for overseeing and governing the fiscal relations of the school while ensuring that all programmatic features are implemented according to the school's mission, vision, and budget.

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

I do not have any experience in being a board member, however, my experiences in life have taught me that through passion, desire, strong will and effort anything can be learned and achieved. I am passionate about education and have a strong desire to support the Chadborn community. So, I will do all that I can and need to do to ensure that I serve the school board effectively.

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

I bring my knowledge and experience of successfully educating marginalized youth to the board. I also bring expertise in Systems Thinking, Multi-tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), Culturally Responsive Teaching (CRT) and mindfulness practices.

School Mission and Program

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

It is my understanding that the school's mission is to empower students with the knowledge and skills needed to uplift themselves and their community.

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

The school's proposed educational program will consist of brain-based and culturally responsive pedagogy. All educational components of the school's model are integrated to support the academic, social and emotional development of students.

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

Successful schools are schools in which teachers, school leaders and all other stakeholders believe students within that school community can achieve. Such schools build programming around the needs of students and connect their curriculum to real-life and the lived experiences of students. Successful schools are places that help students make sense of the world and assist them discover more about themselves. They are schools in which the expectations for students' success are not waiverable. Successful schools are data-driven and student-centered.

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

I will know that the school is succeeding if both staff and students are excited about coming to school. I'll know that it is succeeding if parents are proud to call the school their child's home away from home. It will be evident that the school is succeeding when anecdotal data and data from both formative and summative assessments indicate that progress is being made.

Governance

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

The board is the governing body whose only employee is the Head of School. The head of school manages the day to day operations of the school.

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

In the first year of operation, Davis Academy Chadbourn will have received a B or higher on its report card. All students within the school community will have grown more than they have in previous years as evidenced by the NCEOG tests.

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

I will know that Davis Academy Chadbourn is successful at the end of five years when by the fifth year, it will have earned a report card grade of B or higher for all years of existence. In addition, Davis Academy Chadbourn will be a school in high demand.

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

In order to ensure that the school is successful, the charter school board should conduct regular reviews of finances as well as all available student performance data. The school board should also conduct walkthroughs to observe school practices and provide feedback to the school leadership team.

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

If I believed one or more of the members were acting unethically, I would bring it to the attention of the school board chair with all relevant evidence to substantiate the claims I was making. I would ask the school board chair to verify/investigate whether the members were behaving in accordance with law and policy. The school board chair's findings would determine next steps.

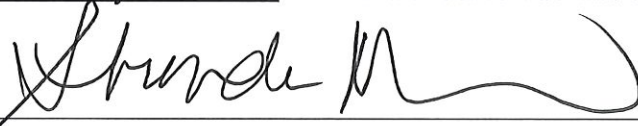
*Please include the following with your Information Form

- a one page resume

*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. [Click or tap here to enter text.](#)

Certification

I, Shonda A. Davis, 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 Davis Academy Chadbourn Charter School is true and correct in every respect.


Signature _____ Date 7/11/19

[Appendix I – Board Member Background Certification Statement and Completed Background Check*](#)

Shonda A. Davis

P.O. Box 1566 Raleigh, NC 27602 • (973) 592-5582 • Sadavis83@yahoo.com

EDUCATION

Seton Hall University, South Orange, NJ

Education Doctorate in Executive Leadership – in progress

New Jersey Certifications

State of New Jersey Principal Certificate of Eligibility, 2008

State of New Jersey Supervisory Standard Certificate, 2008

State of New Jersey Teacher of Biological Science Standard Certificate, 2006

Saint Peters College, Jersey City, NJ

Master of Arts in Education – Administration and Supervision, 2007

Kean University, Union, NJ

Bachelor of Arts in Biology, 2005

PROFESSIONAL EXPERIENCE

Davis Academy, Inc., Newark, NJ

Educational Consultant

January 2017 – present

Newark Public Schools, Newark, NJ

Special Assistant of Climate and Culture

Supported the alignment of district initiatives, school-wide priorities, and operational systems by training leadership teams in Systems Thinking.

August 2015 – July 2017

Willingboro School District, Willingboro, NJ

Climate and Culture Specialist

Promoted positive school-wide climate and culture by both developing and implementing comprehensive organizational systems. Proactively reduced disciplinary referrals by 70% through the implementation of comprehensive operational systems aimed at promoting accurate and effective intervention by school staff.

February 2015 – July 2015

Patterson Public Schools, Paterson, NJ

Principal

Led strategic plan that resulted in the improvement of students' performance in 9 of 12 New Jersey Assessment of Skills and Knowledge (NJASK) categories inclusive of improving 8th grade ELA score by 4.5 percentage points, 8th grade Math by 5.1 percentage points, 7th grade Math by 3.8 percentage points, 6th grade Math by 9.6 percentage points, 5th grade ELA scores by 2.9 percentage points, 5th grade Math by 9.9 percentage points, 4th grade ELA scores by 19 percentage points, 4th grade Math by 37 percentage points, and 3rd grade Math by 3 percentage points.

August 2013 – August 2014

Newark Public Schools, Newark, NJ

Principal

Served as school leader in strategic planning that resulted in both the increase in school's graduation rate from 36% to approximately 60%, as well as an increase in student proficiency ratings in Mathematics by 19.7% and Language Arts and Literacy by 14.2% within one academic year.

October 2010 – August 2013

Newark Public Schools, Newark, NJ

Department Chairperson

Utilized supervisory and leadership skills in the supervision of both the Science and World Languages departments, consisting of a team of 18 teachers, as well as the departmental procedures therein.

August 2008 – October 2010

Newark Public Schools, Newark, NJ

Teacher - Biology

September 2005 – June 2008

Newark Public Schools, Newark, NJ

Curriculum Writer & Senior Class Advisor

July 2007 – June 2008

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: Davis Academy Chadbourn

Full name: Yolanda N. Davis

Home Address: 255 W MLK Jr. Blvd, Unit 1002, Charlotte, NC 28202

Business Name and Address: Nexsen Pruet, 227 W Trade St, Suite #1500, Charlotte, NC 28202

Telephone No.: 984-212-7011

E-mail address: ydavis@theygroup.com

2. Brief educational and employment history.

Education

-B.S. degree, magna cum laude, in Biology and minor in Chemistry from Winston-Salem State University

-M.S. degree in Accountancy from the Wayne Calloway School of Business and Accountancy at Wake Forest University

-Graduate Certificate in Nonprofit Management from UNC-Charlotte

-J.D. from Campbell University, Norman A. Wiggins School of Law

Employment

-Business Assurance and Advisory Services Professional | Ernst & Young (2008 – 2009)

-NC & SC Real Estate Broker | Y9 Real Estate at Wilson Realty Co. (2010 – present)

-Principal Consultant | The Y9 Group (2011 – present)

-Associate Attorney | Nexsen Pruet (2019 – present)

3. 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:

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

I am one of the co-founders of the organization. I wish to serve the community and population that the school is tailored to as I am a native of Columbus County. This is an awesome opportunity to give back to my community.

5. What is your understanding of the appropriate role of a public charter school board member? The board acts as the organization's governing body. While in the beginning stages the board will execute some day to day activities, this should shift to the Head of School, the board's one employee. The board is legally responsible for the academic, financial, and operational quality of the school.

6. 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 an attorney and nonprofit consultant, I have experience in teaching boards about their fiduciary duties as the holders of the charter. I also have over a decade of experience in real estate that will allow me to be able to negotiate properties for the school. I also have an accounting background and can leverage that knowledge as skills that I can use to serve on the finance committee to ensure fiscal responsibility with taxpayer dollars.

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

I bring over a decade of experience in business financial management and nonprofit administration and management. I also have strong ties to the community the organization intends to serve.

School Mission and Program

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

The school's mission is to foster agents of change through positivity, resilience, innovation, discipline, and education/entrepreneurship. Davis Academy envisions helping to promote equity and to close the achievement gap.

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

The education plan is tailored to marginalized populations (i.e. poor, minority, and students with disabilities) with an instructional model grounded in brain-based instruction to ensure the academic, social, emotional, and physiological needs of the students are met to promote learning.

3. What do you believe to be the characteristics of a successful school?
An inclusive school environment that effectively fosters learning for **all** students. One that values community and understands its importance.
4. How will you know that the school is succeeding (or not) in its mission?
The board will set strategic goals (academic, financial, and operational) that align with the mission and evaluate where we are in meeting those goals on a regular basis. We'll look at data provided by the Head of School periodically and strategically plan to improve where needed. Because the school's mission reflects the importance of community, we'll also consider community feedback and work to effectively manage stakeholder expectations.

Governance

1. Describe the role that the board will play in the school's operation.
In the early stages, the board is a working board that both governs and assists with operations since there is no staff. Once staff is in place, the board works to raise resources for the Head of School to use in effectively managing the school's operations, leaving the board to govern.
2. How will you know if the school is successful at the end of the first year of operation?
Academic growth and increased school interest from all community stakeholders (families and community leaders).
3. How will you know at the end of five years of the schools is successful?
Student achievement, increased enrollment, teacher satisfaction, and community support.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Adequate board training, facilitating a strong relationship with the head of school, and continued monitoring of performance data based on goals.
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?
Address the board member and remind them of the policies and ethical standards that we must adhere to and maintain as members of the board. If necessary, follow our bylaws regarding taking action as a board to remove the member.

*Please include the following with your Information Form

- a **one page** resume

*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. [Click or tap here to enter text.](#)

Certification

I, Yolanda N. Davis, 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 Davis Academy Charter School is true and correct in every respect.



Signature

7/28/19

Date

[Appendix I – Board Member Background Certification Statement and Completed Background Check*](#)

YOLANDA N. DAVIS

PO Box 1566, Raleigh, NC 27602 ▪ 984-212-7011 ▪ yolanda.n.davis@gmail.com

EDUCATION

Campbell University School of Law, Raleigh, NC
Juris Doctor Candidate, December 2018

Charlotte School of Law, Charlotte, NC
Juris Doctor Candidate, January 2015 – December 2016

University of North Carolina at Charlotte, Charlotte, NC
Graduate Certificate in Nonprofit Management, December 2012 | GPA: 3.6

Wake Forest University, Winston-Salem, NC
Master of Science in Accountancy, May 2008 | GPA: 3.0

Winston-Salem State University, Winston-Salem, NC
Bachelor of Science in Biology (Minor in Chemistry), *magna cum laude*, May 2006 | GPA: 3.7

WORK EXPERIENCE

Nexsen Pruet, Raleigh, NC
Associate, May 2019 – present
Law Clerk, March 2019 – May 2019
Summer Associate, Summer II 2018

The Y9 Group, LLC, Charlotte, NC
Principal Consultant, January 2011 – present

- Empowered nonprofit managers to lead, make informed decisions, and produce superior results for their organizations through consultation, resources, and a community application.

Y9 Real Estate of Wilson Realty, Charlotte, NC
NC & SC Real Estate Broker, January 2010 – present

North Carolina General Assembly, Raleigh, NC
Legislative Analysis Division Extern, Summer I 2018

- Engaged in legal and policy research, analysis, and drafting for legislative committees and individual legislators covering a range of subjects.
- Developed a specialized base of knowledge in education law, including local government financing of education.

North Carolina School Boards Association, Raleigh, NC
Legal & Policy Extern, August 2017 – November 2017

- Researched and drafted legal memoranda on a variety of complex education law issues.
- Assisted with the development of legally compliant school board policies based on federal and state statutes and regulations.

Ernst and Young, LLP, Charlotte, NC
Assurance & Advisory Business Services Staff, September 2008 – September 2009
Busy Season Intern, January 2007 – March 2007 (hired as a full-time employee after graduation)

- Executed specific and detailed audit procedures, in conjunction with the completion of financial statement and integrated audits, to guarantee compliance with generally accepted accounting procedures (GAAP).
- Analyzed evidence, identified control weaknesses, and made control improvement recommendations.

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:

Davis Academy, Inc.

2. Full name: Crystal DeAnn Frink

Home Address: 216 Clark Street, Chadbourn NC 28431

Business Name and Address:

Telephone No.: 910-654-5953

E-mail address: mscriss2@msn.com

3. Brief educational and employment history:

West Columbus High School – Graduate (1972);

UNC-Pembroke B.A. History: Secondary Social Studies Education (1993)

Columbus County Schools/East Columbus High School (1993 – 2017)

Tabor City West Elementary School – Secretary Bookkeeper (1986 - 1989)

Employment Security Commission – Intermittent Clerk IV (1981 – 1984)

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

No: X

Yes

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

I feel that I was chosen to serve on this board because I have demonstrated commitment to social, economic and political equity, community activism and empowerment. I am an advocate of the increasing need for community schooling and support the Academy's premise and vision wholeheartedly. I wish to serve on the board of Davis Academy because doing so will afford me the opportunity to continue to affect meaningful change in my community and other underserved populations in similar situations.

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

My understanding of the appropriate role of a board member is to provide oversight and guidance in the planning, implementation, and assessment of policy. The board must provide leadership in maintaining the mission and vision of the school. The board provides information and resources to ensure the effective operation of the school.

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

The Davis Academy board is the first such position I have held, I am a retired educator and community activist and see the growing needs of our youth and the decreasing resources available to the public schools. As such I support a more holistic approach to student achievement via community well-being that necessarily involves instruction that is responsive to and supportive of a culturally diverse population.

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

As an educator, I have attended a myriad of workshops and had many opportunities to gain a wealth of knowledge regarding pedagogy, implementation and assessment of effective practices during my 25 year tenure. I have chaired and served on a variety of school committees, served as sponsor for academic clubs, and provided mentorship to many novice teachers and youth.

School Mission and Program

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

Davis Academy, Inc. and I share the same mission and guiding beliefs. First and foremost, that all students deserve an equal opportunity to be successful in life and a commitment to closing achievements gaps that are prevalent within the public educational system. My philosophy as an educator is that "all child can learn", it is our responsibility to ensure that meaningful learning takes place.

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

The educational program is inclusive and will create a learning environment that is inductive to learning and achievement. In my opinion, this is one of the key components needed to close achievement gaps. The plan is to not only provide students with the tools to be successful in school and life, but to also provide educators with the tools to be successful with at risk- students by using research-based practices to promote a sense self-awareness and autonomy in students.

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

A successful school in my opinion, is competent, sensitive and willing. I feel first and foremost a school must have a strong ability and commitment to its' mission and share common goals. A successful school needs to be aware of the needs of the population that it serves and capable of adaptation without compromise of values. And, lastly it must be willing to accept the challenges it faces as a team. Leadership is essential for a successful school and he/she must demonstrate and possess the aforementioned characteristics.

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

One common and traditional method of course is testing data, but I have always contended that test data is not the sole measure of student nor school levels of competence. A baseline comparison of data and self-reports by all stakeholders.

Governance

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

The board will play a leadership role in the operation of the school and ensure the school's goals and objectives are met through regular attendance at meetings. The board will develop and review governing policies of the school in conjunction with all laws concerning charter schools in the state. The board will provide oversight of employees to insure the proper execution of their duties and responsibilities.

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

Periodic review will enhance the success of the school. Indicators of success at the end of the first year should include attendance information, disciplinary measures taken and achievement data. Parent and community involvement are paramount indicators of the school's success.

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

At the end of five years the school should have reached its' maximum capacity in regards to student population. Another indicator of its' success would be the addition of additional grades (1 - 5) each year. Auxiliary programs implemented would also attest to the success of the school.

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

To ensure success of the school will make a concerted commitment to its' mission and goals, meaning teamwork. And, in my opinion a successful team is lead by successful leaders.

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

Personally, I hold a high standard for ethical behavior in all aspects of life. I would be led to report any and all incident(s) by following established protocol for doing so.

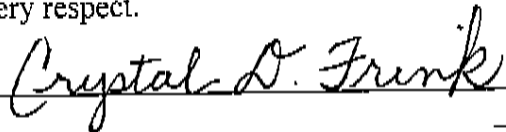
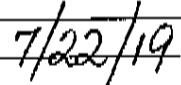
*Please include the following with your Information Form

- a one page resume

*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. Click or tap here to enter text.

Certification

I, _____ Crystal D. Frink _____, 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 _____ Davis Academy, Inc. _____ Charter School is true and correct in every respect.

Signature _____
Date _____

Appendix I – Board Member Background Certification Statement and Completed Background Check*

216 Clark Street, Chadbourn NC 28431 mssciss2@msn.com

Crystal D. Frink

Objective

To contribute my time, talent and experience to projects and endeavors that empower underserved communities and improve the well-being and quality of life in those same communities.

Experience

1993 – 2017

Columbus County Schools – East Columbus High School
Lake Waccamaw NC

Social Studies Teacher: provide direct instruction to students in grades 9 – 12 utilizing audio-visual resources to facilitate learning; plan, create and execute educational activities, provide assessments, feedback, grades, monitor student behavior and participation in staff and extracurricular duties.

1986 – 1989

Tabor City West Elementary School Tabor City NC

Secretary-Bookkeeper: maintain ledgers for accounts payable and receivable, acted as school treasurer, reconciliation of bank statements, prepare for end of year audit; organize and maintain pertinent records, reception duties in front office, correspondence and telephone etiquette.

1981 – 1984

N. C. Employment Security Commission Whiteville NC

Intermittent/Clerk IV: Assist and provide intake information to unemployment insurance benefit claimants and prospective job seekers; transcribed and computerized physical data, maintain file systems, and job vacancy postings.

Education

1990 – 1993

University of North Carolina-Pembroke Pembroke NC
B.A. History: Secondary Social Studies Education

1989 – 1990

Southeastern Community College Whiteville NC
College Transfer/Liberal Arts

(1972 -1974: Early Childhood Education - Mt. Olive Complex)

Interests

Spectator sports enthusiast, literacy, cultural, civic activism, and community empowerment.

References

Available upon request.

Available upon request.

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: Davis Academy

2. Full name: Jon Steven Powell

Home Address: PO Box 242 Willow Spring, NC 27592

Business Name and Address: Campbell University Law School 225 Hillsborough St, Raleigh, NC 27603

Telephone No.: 910 890-4452

E-mail address: jonpowell@campbell.edu

3. Brief educational and employment history.

BA in Communication from NC State University, 1995

JD from Campbell University, 1998

Carolina Power and Light Company 1979-1995

Powell Law Office 1998-2007

Campbell University Law School 2003-Current

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

No: x

Yes:

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

Work with the school to set standards and ensure those standards are being met.

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?

Face to face meeting with that person to hear from them and to correct behavior. If they are not willing to correct behavior they should be removed from the board.

*Please include the following with your Information Form

- a **one page** resume

*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. [Click or tap here to enter text.](#)

Certification

I, Jon Steven Powell, 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 Davis Academy Charter School is true and correct in every respect.

Signature

Date July 22, 2019

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Jon Steven Powell

Post Office Box 242
Willow Spring, NC 27592

Mobile: (910) 890-4452
Office: (919) 865-4695

Education:

May 1998

Juris Doctor

Norman Adrian Wiggins School of Law, Campbell University, Buies Creek, NC

- Charles B. Howard Christian Citizenship Award
- Case Editor for *Campbell Law Observer*
- Guardian Ad Litem Volunteer

May 1995

Bachelor of Arts in Communication

North Carolina State University, Raleigh, NC

Experience:

October, 2003-
Present

Clinical Professor and Director Restorative Justice Clinic

Norman Adrian Wiggins School of Law-Campbell University

- Teach and administrate Clinical Restorative Justice Program
- Chair, Faculty Committee on Community, Diversity and Student Life
- Member, Faculty Committee on Pro Bono and Student Service
- Faculty Advisor, Campbell Law Innocence Project
- Faculty Advisor, Lambda Law
- Former member Governor's Advisory Board on Juvenile Crime
- Lead planner, Third National Conference on Restorative Justice 2011

1998-2005

General Practice of Law

- Powell Law Office, Buies Creek, NC (2000-2005)
- Aguirre Law Office, Fuquay-Varina, NC (1998-2000)

1979-1995

Carolina Power and Light Company

- Distribution Specialist, West Raleigh District Office (1994-1995)
- Meter Technician, Northern Division Office (1985-1994)
- Meter Reader, Raleigh and Garner District Offices (1979-1985)

Publication:

- Florida Coastal Law Review, Fall 2015, *Making Space For Good Things To Happen: A Restorative Approach to the School to Prison Pipeline*

Appendix I : Board Member Background Certification Statement and Completed Background Check

Davis Academy Chadbourn



Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Michael L. Baldwin Sr., certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Michael L. Baldwin Sr. Date July/22/2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Latoya Beatty, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Latoya Beatty Date 7-12-19

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Denise Corbett, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Denise Corbett Date 07/22/2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

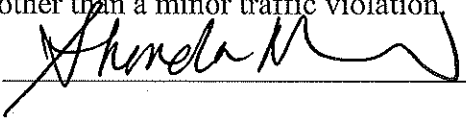
Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Shonda Davis, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 7/11/19

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Yolanda N. Davis, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 7/25/19

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Crystal D. Frink, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Crystal D. Frink Date 7/22/19

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**

Charter School Board Member Background Check Form

Certification Statement:

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

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Jon Steven Powell, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date July 22, 2019

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Appendix J : Proposed By-Laws of the School's Board of Directors

Davis Academy Chadbourn



Bylaws
Of
Davis Academy, Inc.

Article I – Name and Purpose

Section 1 – Name: The name of the organization shall be **Davis Academy, Inc.** It shall be a nonprofit organization incorporated under the laws of the State of **State**.

Section 2 – Purpose: **Davis Academy, Inc.** is organized exclusively for **charitable and educational** purposes.

The purpose of this corporation is:

- To lead the country in closing the achievement gap present within the public educational system by operating high performing public community schools in both rural and urban locations that support marginalized communities; and to train, coach, and support educators and educational institutions worldwide in adopting culturally responsive instructional practices that promote student achievement, familial well-being and community unification.

Article II – Membership

Section 1 – Membership: Membership shall consist of the board of directors.

Article III – Board of Directors

Section 1 – Board role, size, and compensation: The board is responsible for the overall policy and direction of the organization, and delegates responsibility of day-to-day operations to the staff and committees. The board shall have up to **11**, but not fewer than **3** members. Three of the members shall be the **Davis Academy** officers. The board receives no compensation other than reasonable expenses.

Section 2 – Terms: All board members shall serve one-year terms, but are eligible for re-election. There is no limit to terms in office.

Section 3 – Meetings and notice: The board shall meet at least semiannually, at an agreed upon time and place. An official board meeting requires that each board member have written notice at least two weeks in advance. In an effort to reduce administrative costs, the Board of Directors will encourage all members to provide a current e-mail address for the purpose of distributing meeting notifications.

Section 4 – Board elections: During the last month of each fiscal year, the board of directors shall elect Directors to replace those whose terms will expire at the end of the fiscal year. This election shall take place during a regular meeting of the directors, called in accordance with the provisions of these bylaws.

Section 5 – Election procedures: New directors shall be elected by a majority of directors present at such a meeting, provided there is a quorum present. Directors so elected shall serve a term beginning on the first day of the next fiscal year.

Section 6 – Quorum: A quorum must be attended by at least 51% of board members for business transactions to take place and motions to pass. No formal action shall be taken except to adjourn the meeting to a subsequent date.

Section 7 – Fiscal policies: The fiscal year of the board shall be January 1st to December 31st.

Section 8 – Officers and Duties: There shall be three officers of the board, consisting of a president, secretary and treasurer. Their duties are as follows:

The president will convene regularly scheduled board meetings, shall preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: secretary, treasurer. She will serve as Board of Directors chair; appoint all committees; monitor and ensure all books, records, reports and certificates are properly kept; be authorized to sign checks and drafts for the organization; and have those powers as may be reasonable construed as belonging to the chief executive of a similar organization.

The secretary shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, submit to the Board of Directors any and all communication which are addressed to the organization's secretary, assuring that corporate records are maintained, and attend to all organization correspondence and exercise all duties incident to the office of secretary.

The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, make financial information available to board members, and exercise all duties incident to the office of treasurer.

No Board of Director may expend more than one hundred dollars (\$100) without a majority vote of the Board of Directors.

No Board of Director may enter into any contract or agreement, whether written or oral, without a majority vote of the Board of Directors.

Section 9 – Resignation and termination: Resignation from the board must be in writing and received by the secretary. A board member may be removed for any reason by two-thirds vote of the remaining directors.

Article IV – Committees

Section 1 – Committee formation: The president will appoint all committees as needed, such as fundraising, public relations, etc.

Section 2 – Executive Committee: The three officers serve as the members of the Executive Committee. Except for the power to amend the articles of incorporation and bylaws, the Executive Committee shall have all powers and authority of the board of directors in the intervals between meetings of the board of directors, and is subject to the direction and control of the full board.

Article V – Amendments

Section 1 – Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the secretary to be sent out with regular board announcements.

Certification

These bylaws were approved at a meeting of the board of directors by a two-thirds majority vote on



President

January 25, 2017

Date

Amended and Restated Bylaws of Davis Academy

Effective Date: July 8, 2019

Bylaws of the Non-Profit Corporation Davis Academy, Inc.

Article I: NAME

The name of Corporation is Davis Academy, Inc. (hereinafter "Davis Academy")

Article II: PURPOSE

Davis Academy is a private non-profit corporation whose purpose is to provide and operate a Charter School and to pursue related educational endeavors in the state of North Carolina. The Corporation, which is organized under the Non-Profit Corporation Act of North Carolina, shall operate exclusively for charitable and educational purposes and in a manner consistent with Chapter 55A of the General Statutes of North Carolina and Section 501 (c)(3) or successor provisions of the Internal Revenue Code. It shall be the policy of the Board of Directors and the school not to discriminate in admissions and hiring practices in violation of the law.

Article III: MEMBERS

Davis Academy shall have no members, certificate holders, or shareholders. All functions and affairs of Davis Academy shall be conducted and performed entirely by the Board.

Article IV: OFFICES AND REGISTERED AGENT

The Corporation shall maintain a continuous, registered office and registered agent as such place in the State of North Carolina as may be established by the Board. The Board may change the registered agent from time to time as necessary and in compliance with the North Carolina Non-Profit Corporation Act. The Board may have offices at such other places as the Board may from time to time determine or as affairs of the corporation may require.

Article V: BOARD OF DIRECTORS

Section 1. General Powers. The property, business, and affairs of the Corporation shall be managed, controlled, and directed by the Board or such committees as the Board may establish. The Board of Directors' primary duties include the hiring and evaluation of the Head of School, the setting of general institutional policies, strategic planning, fundraising, and assessment of the school's effectiveness in manifesting the mission of the corporation in accordance with G.S.115.C-238.29E (d).

Section 2. Number. The number of persons constituting the Board who have voting authority shall be no fewer than five (5) but no more than eleven (11), not including the Head of School, who shall

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Effective Date: July 8, 2019

serve as an ex officio, non-voting member of the Board. The number of Board members may be increased by a simple majority of the voting members of the Board.

Section 3. Minimum Number of Board Meetings. The board will meet once a month during the school year in the months of August through June, with a brief adjournment of meetings for the month of July in each calendar year.

Section 4. Term. Board members shall serve for a staggered term of three years. The term of half the initial Board shall expire June 30 of each odd-numbered year, while the term of the remaining initial Board will expire June 30 of each even-numbered year. The Head of School shall serve as an ex officio, non-voting member of the Board for his or her term of employment. The number of terms is not limited; however, once a period of two consecutive terms has been served, a voting Board member is required to rotate off the board for a one year hiatus before serving any additional terms as a voting member.

Section 5. Compensation. All members of the Board shall serve without compensation. However, a person who is a non-voting member by virtue of being an employee of the Corporation may receive compensation for serving in such capacity at the Corporation.

Section 6. Vacancies. New Board members will be nominated and voted on by the Board by criteria defined by the Board. If a vacancy occurs in the Board, the remaining Board may fill the vacancy by a simple majority vote of the remaining Board within 60 days of the vacancy. The new member of the Board will then serve the remainder of the unexpired term of the member of the Board who is being replaced. If the minimum requirements for the number of Board Members remains after any such vacancy of a member, the remaining Board reserves the right to leave the vacancy open indefinitely if deemed appropriate.

Section 7. Removal. Board members may be removed with or without cause by a vote of a simple majority of the Board. In the event that any member of the Board is removed, a new member may be elected at the same meeting or within 60 days of the vacancy. If the minimum requirements for the number of Board Members remains after any such removal of a member, the remaining Board reserves the right to leave the vacancy open indefinitely if deemed appropriate.

Section 8. Resignation. A member of the Board may resign at any time by giving notice thereof to the Chairperson of the Board, in writing. When possible, a minimum of 30 days advance notice should be provided.

Section 9. Duties of the Board of Directors. The Board is committed to the education of all students and will see that the policies of the Corporation are carried out with imagination and dedication. The duties of the Board shall consist of the following:

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1. To provide leadership in order to carry out the goals and objectives of the Corporation.
2. To develop clear governing roles and responsibilities for all Board members to include all sub-committees and review them annually.
3. To govern the school in accordance with Federal and State Law, including compliance with the State Board of Education and all North Carolina laws governing charter schools.
4. To meet at such times and places as required by the Bylaws.
5. To appoint and remove, employ and discharge, supervise the duties of, and, except as otherwise provided herein, prescribe the duties and fix the compensation of the officers, agents, and the lead administrator: the Head of School.
6. To ensure adequate resources for the Corporation.
7. To approve compensation arrangements and document the decision in meeting minutes.
8. To provide proper financial and personnel oversight as a fiduciary of the Corporation.
9. To provide enhancement of the Corporations public standing.
10. To track, be aware of, and be prepared to accommodate new legislative requirements.
11. To provide support, finance management, policy development, dedication to the mission, and relationship building.
12. To provide all Board members with the information and training needed to perform effectively.
 - a. Develop a Board member manual
 - b. Develop a variety of orientation/training strategies, which may include but not limited to the following:
 - i. New Board member orientation
 - ii. Ongoing Board education training.
 - iii. Mini-seminars on special interest topics.
 - iv. Access to pertinent publications and conferences.

Article VI: MEETINGS BY THE BOARD OF DIRECTORS

Section 1. Regular Meetings of Board of Directors. The Board shall hold regular monthly meetings as follows:

1. All regular meetings by the Board shall be at a time and place as advertised by the Chairperson of the Board.
2. All regular meetings shall take place at the schools administration building or other appropriate place as designated by the Chairperson of the Board.
3. At each annual regular meeting of the Board, the Board shall adopt a schedule for the upcoming year stating the date, time, and place for each regular meeting.

Section 2. Special Meetings of Board. The Board shall hold special meetings as follows:

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1. On the request of three or more Board members, one of which is required to be an officer or the Head of School in accordance with state law.
2. Each special meeting must be advertised to the public and at a minimum include the posting of a written notice for at least 48 hours at the place of regular meetings and by giving written or oral notice at least 48 hours in advance at the front door of the administration building.
3. All special meetings require all Board members to be provided at least 48 hour notice of the special meeting.
4. When reasonably practicable, all Board members shall be provided a list of all topics to be discussed at the special meeting 24 hours in advance of the meeting.

Section 3. Emergency Meetings of Board of Directors. The Board shall hold emergency meetings as follows:

1. Emergency meetings may be held by the Board of Directors immediately after ALL Board members are notified on the occasion of special circumstances as declared by the Board. At least one officer must be present for an Emergency Meeting of the Board.
2. Forty-eight (48) hour notice is not required for emergency meetings. However, all Board members and the public should be provided as much notice as is reasonably possible under the circumstances of the date, time, and topics to be covered.
3. At the meeting, the Board shall document the reason for the meeting, the nature of the notice given, and the approval of the Board of Directors, which declares such meeting as an emergency meeting.

Section 4. Requirements of all Meetings of the Board of Directors. All meetings by the Board shall be governed by the following provisions:

1. The members of the Board are committed to adhere to the letter and the intention within North Carolina's Open Meeting Laws when Davis Academy becomes a public body as defined in G.S. 143-318.10 (b).
2. Advanced notice date, time, and location of regular meetings will be posted on the Davis Academy website and other media approved by the Board seven days prior to meeting, with the exception of Special and Emergency Meetings that will follow Sections 2 and 3, respectively.
3. All notice of any meeting classification shall be made by email, facsimile, or any other available form of written communication to all members of the Board.
4. All notice to the public will be displayed in the school administration office and school website.

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5. Board meeting minutes will be approved and kept available to the public and will be published on the school website within 10 business days of being approved by the board.
6. Board members should attend at least 80% of meetings and serve on at least one Board Committee with the same attendance requirements. Failure to attend the required number of Board or Committee meetings can result in the removal of the Board member.

Section 5: Closed Meeting.

1. A closed meeting shall be held only when required to permit a public body to act in the public interest as permitted in this section. A public body may hold a closed meeting and exclude the public only when a closed session is required in accordance with NC Open Meeting Law (G.S. 145-318.11).
2. A closed meeting may be held only upon a motion duly made and adopted at an open meeting.
3. Every motion to close a meeting shall cite one or more of the permissible purposes listed in NC Open Meeting Law (G.S. 145-318.11) section (a).
4. When a public body meets in a closed session, it shall keep a general account of the closed session so that a person not in attendance would have a reasonable understanding of what transpired.
5. Such minutes and accounts shall be public records within the meaning of the Public Records Law (G.S. 132-1 et seq) provided; however, the minutes or an account of a closed session conducted in compliance with G.S. 143-318.11 may be withheld from public inspection so long as public inspection would frustrate the purpose of a closed session.

Section 6: Quorum. A simple majority of the voting members of the Board, shall constitute a quorum for the transaction of business at any meeting of the Board of Directors with at least one officer present. If a quorum shall not be present at such meeting, the voting members of the Board present may reschedule the meeting without further notice until a quorum shall be established. A quorum should be determined and established by the Chairperson of the Board; this rule is fulfilled and shall remain regardless of a board member leaving or departing the meeting prior to adjournment.

Section 7: Participation. Any Board member can participate in a meeting of the Board by means of communication through which all persons participating in the meeting can simultaneously hear each other during the meeting. A Board member participating in a meeting through this alternate means is deemed to be present and in person at the meeting.

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Section 8: Presumption of Assent. A Board Member who is present at a meeting of the Board at which action on any corporate matter is taken shall be conclusively presumed to have assented to the action taken unless his or her dissent has been entered in the minutes of the meeting or unless he or she has filed his or her 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 Board member who voted in favor of such action.

Section 9: Manner of Voting. The act of a majority of the voting members of the Board present at a meeting in which a quorum is present shall be the act of the Board of Directors, unless the Articles of Incorporation, these Bylaws or provisions of law require a greater percentage or different voting rules for approval of a matter by the board. Electronic vote by the Board members will be accepted and counted. A voting member of the Board is considered present and eligible to cast ballots if connected by telephone or other electronic means at the time of the vote. In the event said connection is terminated, the quorum should not be affected.

Article VII: OFFICERS

Officers of the Corporation shall be Chairperson, Vice Chairperson, Secretary, Treasurer, and Head of School. Any two offices, except for the office of Chairperson may be held by one person. However, no officer shall sign or execute any document in more than one capacity.

Section 1. Chairperson.

1. The Chairperson shall preside at all meetings of the Board of Directors.
2. The Chairperson shall work closely with the Head of School and the Board of Directors. The Chairperson shall keep abreast of the needs of the school and will serve as a liaison between the school and the Board to assure smooth and accurate communication.
3. The Chairperson shall be principal executive officer of the Corporation and subject to control of the Board of Directors.
4. The Chairperson shall supervise the control and management of the Corporation in accordance with these Bylaws.
5. The Chairperson shall also perform such other duties as are assigned by the Board of Directors.

Section 2. Vice Chairperson.

1. The Vice Chairperson, unless otherwise determined by the Board of Directors, shall, in the absence or disability of the Chairperson, perform the duties and exercise the powers of that office.

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2. The Vice Chairperson shall work closely with the Chairperson as deemed necessary by the Chairperson.
3. The Vice Chairperson shall perform such other duties and have such other powers as the Board shall designate.

Section 3. Secretary.

1. The Secretary shall keep accurate records of the acts and proceedings of all meetings of the Board of Directors.
2. The Secretary shall be responsible to give all notices required by law and by these Bylaws, unless otherwise stated in these Bylaws.
3. The Secretary shall have general charge of the corporate books and records and of the corporate seal, and shall affix the corporate seal to any lawfully executed instrument requiring it.
4. The Secretary shall also perform such other duties as are assigned by the Board.

Section 4. Treasurer.

1. The Treasurer shall have custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors.
2. The Treasurer shall keep full and accurate accounts of the finances of the Corporation in books especially provided for that purpose. This person shall cause a true statement of the Corporation's assets and liabilities as of the close of each fiscal year, of the results of its operations, and of changes in surplus for such fiscal year, all in reasonable detail, to be made and filed at the registered or principal office of the Corporation within four months after the end of such fiscal year. The statement so filed shall be kept available for inspection by any member of the Board for a period of 10 years, and the Treasurer shall mail or otherwise deliver a copy of the latest statement to any member of the Board upon their written request therefore.
3. The Treasurer shall, in general, perform all duties incident to the office and such other duties as may be assigned to him or her from time to time by the Chairperson or by the Board of Directors.

Section 5. Head of School.

The Head of School shall be:

1. Responsible, in general, for the overall operation of the school.
2. Authorized to oversee all employees.
3. Authorized to recommend the hiring and the dismissal of all employees to the Board of Directors.

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4. Responsible for compliance with the charter of the State of North Carolina.
5. Working closely with colleagues in establishing school policies and procedures.
6. Responsible for keeping the Board well informed of the overall progress of the school as well as its financial and material needs.
7. Coordinating fundraising activities. The Corporation will apply and obtain a license from the North Carolina Secretary of State to solicit donations prior to undertaking fundraising efforts. The Corporation will renew this license annually.
8. Ensuring that ABC is in compliance with all North Carolina Department of Public Instruction testing regulations.
9. Responsible for performing such other duties as are assigned by the Board.

Section 6. Requirements for All Officers.

1. A person needs to be at least twenty-one (21) years old to hold any position as an officer of the Corporation and a routine background check will be completed.

Section 7. Election and Removal of Officers.

1. All officers will be elected, removed, and evaluated by the Board of Directors. At its regular meeting each year, the Board shall organize and elect each officer. In the event an officer position is vacant before the regular meeting of the Board, the Board shall call a special meeting to replace such vacancy. A replacement for any vacancy should be found and vetted before the Board of Directors within 60 days of the vacancy.
2. All officers may be removed by simple majority vote of the Board with or without cause.
3. Any officer, except the Chairperson or Secretary, may resign at any time by giving 30 days advance notice when possible in writing to the Chairperson or Secretary. The Secretary may resign at any time by giving notice in writing to the Chairperson. The Chairperson may resign at any time by giving notice in writing to the Board. Such resignation shall take effect at the time specified, or if no time is specified, at the time the notice is received.
4. All officers shall be appointed by the Board by entering into a contract with the Board to serve in that capacity. The contract shall specify the period of time for which the person is employed as well as their authority and duties.

Article VIII: CODE OF CONDUCT AND CONFLICT OF INTEREST

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non-profit and charitable organizations. The

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Code of Conduct and Conflict Policy shall be reviewed by the Board on an annual basis to determine if any changes should be recommended.

Section 2. Acknowledgment. All Board members, the Officers, and all other management personnel and committee members of the Corporation shall acknowledge and agree by signature to abide by the Code of Conduct and Conflict of Interest Policy as incorporated herein. Each individual covered by this policy shall submit an annual Certificate of Compliance to the Chairperson of the Board, along with permission for the Corporation to obtain a personal background check within ten (10) days of the start of each school year.

Section 3. Definitions.

1. Interested Person: Any member of the Board, officer, or member of a committee with governing Board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
 - b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or
 - c. 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.
 - d. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.
3. Compensation: Direct and/or indirect remuneration as well as gifts or favors that are not insubstantial not to exceed \$50.00 in monetary value.

Section 4. Procedures.

1. 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 governing Board delegated powers considering the proposed transaction or arrangement.
2. 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 governing Board or committee meeting while the determination of a conflict of

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interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest:
 - a. An interested person may make a Presentation no more than 5 minutes at the governing Board 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.
 - b. The chairperson of the governing Board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing 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.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing Board or committee shall determine by a simple majority vote of the disinterested directors 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, the Corporation shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy:
 - a. If the governing Board or committee has reasonable cause to believe a member has failed to disclose actual or possible 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 at the next scheduled board meeting.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing Board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action within 30 days.

Section 5. Records of Proceedings.

The minutes of the governing Board and all committees with Board delegated powers shall be published within 10 business days from approval by the Board and contain:

1. 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

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financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed.

2. 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 voting member of the governing Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

1. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
2. No voting member of the governing Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 7. Nepotism Policy.

All employees shall be hired, evaluated and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, national origin, or any other factors not involving professional qualifications and performance. The following restrictions shall be observed with respect to personnel matters to avoid the possibility of favoritism based on family or personal relationships:

1. Related individuals are defined as husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.
2. No one with supervisory responsibility shall hire or supervise any related employee.
3. Related persons currently employed shall immediately disclose all family and personal relationships with other school employees. All persons wishing to be considered for employment shall disclose family and personal relationships with any then current employee.
4. No Board member, member of the school administration or faculty member shall engage in recommendations, discussions, or otherwise participate in any final decision or

Amended and Restated Bylaws of Davis Academy

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recommendation relating to an appointment, promotion, retention, tenure, raise or other condition of employment of a related person.

Section 8. Annual Statements.

Each director, principal officer, and member of a committee with governing Board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. 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. The Corporation with annually certify its exempt status.

Section 9. Periodic Reviews.

To ensure that 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 should be conducted in the month of July on an annual basis, unless deemed otherwise by the Board of Directors and shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
2. 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 an excess benefit transaction.

Section 10. Use of Outside Experts.

When conducting the periodic reviews as provided for in Article VIII Section 9, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

Article IX: LIABILITY AND INDEMNIFICATION

Section 1. Indemnity of Board of Directors, Officers and Others.

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1. Subject to any restrictions or limitations imposed by law, by the Articles of Incorporation, or by these Bylaws, the Corporation shall indemnify and hold harmless the Board of Directors, the individual members of the Board of Directors, the members of the School Administration, School Personnel, and Agents of the School against liabilities to others arising out of acts of such Board of Directors, members of the School Administration, School Personnel or Agents of the School, unless such acts shall have been made fraudulently, or with gross negligence, or criminal intent, or with knowledge that he or she was acting beyond the scope of his or her authority. The indemnification authorized by this section shall be in addition to that permitted by G.S. Sections 55A-17.2, or 55-17.3, or North Carolina General Statutes or as authorized by these bylaws.
2. Board members shall serve with the understanding that every member is covered under G.S. 143-300.2 through 143-300.6, of The Defense of the State Employees Act. "Employee" for purposes of the act includes any agents of state agencies, as well as employees.
3. The Corporation shall indemnify any present or former members of the Board, Officers, Director, or any other employee or agent against liabilities and reasonable litigation expenses, including attorneys fees, incurred in connection with any action, suit, or proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board member, Officer, Director, or other employee except in relation to matters as to which the person shall be adjudged in such action, suit or proceeding to have acted in bad faith, to have been liable or guilty by reason of willful misconduct in the performance of duty, to have taken actions known or believed by the person to be clearly in conflict with the best interests of the Corporation, to have received an improper personal benefit, or in connection with a proceeding by or in the right of the Corporation, where the person was adjudged liable to the Corporation.
4. The indemnification shall be in addition to that permitted by the North Carolina General Statutes.
5. The Corporation may purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, Director, or other employee or agent of the Corporation, or is or was serving at the request of the Corporation.
6. Expenses incurred by a Director, Officer, or other employee or agent in defending a civil suit or criminal action or other proceeding may be paid by the Corporation in advance of the final disposition of such action, suit, or proceeding as authorized by the Board of Directors.

Section 2. Liability of Directors and Officers.

1. A member of the Board and any Officer shall be subject to the liabilities imposed by law upon them.
2. All Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the articles of incorporation, or bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution.

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3. All Officers shall stand in a fiduciary relationship to the Corporation and shall discharge the duties of their respective positions in good faith, and with the diligence and care which a reasonably prudent person would exercise in similar circumstances and like positions.

Article X: COMMITTEES

The Board may create such committees as are necessary from time to time to assist the Board of Directors, including ad hoc or temporary committees. Future committees will be added based on need.

Section 1. Governing Committee.

1. The Governing Committee shall consist of the Chairperson, Vice-Chairperson, Secretary, and Treasurer and will carry on the business affairs of the Corporation as delegated by the Board of Directors.
2. The Governing Committee cannot be delegated powers to election of officers, appointment of committee members (even to fill vacancies), distribution of assets, dissolution or merger, sale of substantially all of the assets, or amendments or repeal of the corporate articles of incorporation or bylaws.
3. The Governing Committee will inform the Board of any actions taken by the Governing Committee since the last Board meeting.

Section 2. Instructional Program Committee

1. The Instructional Program Committee shall be established which will include, but not limited to at least one officer and the Head of School.
2. The purpose of said committee shall be to ensure that high standards are being maintained in the standard academic curriculum and review any significant changes to or modifications of the academic curriculum to ensure the quality of teaching continues to be enhanced.
3. The Instructional Program will present to the Board any potential changes to the curriculum and research to support recommendation.

Section 3. Finance Committee.

1. The Finance Committee shall be established which shall consist of non-employee Board members who have the appropriate expertise and independence.
2. Members of the Finance Committee will include but not limited to the Chairperson and Treasurer.
3. The responsibility of the Finance Committee is to:

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- a. Work with the Head of School and other staff to prepare a detailed annual budget that aligns hiring and other variable expenses with a conservative projection of student enrollment.
- b. Develop strategic financial plans to ensure financial viability and future success of the Corporation.
- c. Monitor the cash flow and overall financial health of the Corporation and adjust accordingly to ensure fiscal health at all times.
- d. Monitor General Fund Balance and ensure the Corporation meets its target General Fund contribution annually.
- e. Obtain and monitor a contingency funding line of credit with a local financial institution.
- f. Monitor compliance to all reporting requirement.

Section 4. Audit Committee.

The Board will establish an Audit Committee to oversee the audit work and perform the following functions:

1. Solicit at least three (3) bids for audit services through Request for Proposal (RFP) process in accordance with Article XI. To prevent conflict of interest issues and provide sufficient checks and balances, accounting and auditing services will be provided by separate firms. Obtain Board approval and appoint Auditors.
2. Establish the audit fees.
3. Approve the audit plan.
4. Review all material written communication between the external auditors and management.
5. Review with the Board and management annual financial statements and audit results.
6. Evaluate the performance of the external auditors on an annual basis.
7. Review and obtain approval of the Board on the Return of Organization Exempt from Income Tax (Form 990).

Section 5. Fund Developmental Committee.

One of the primary responsibilities of an effective Charter School Board is to ensure the fiscal viability of the school. The Board will establish a Fund Developmental Committee to oversee and coordinate the outreach to the community. The committee will perform the following functions:

1. Establish development goals and organizational structures.
2. Develop and implement an annual fund development plan.
3. Work collaboratively with the Head of School to identify and assist in recruiting fundraising volunteers (including parents and alumni).

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4. Assist in the identification of major donors and make contact with major donors if a committee member is the right person to do so.
5. Monitor the progress of the annual campaign and keep the board informed
6. Establish a system of recognition for active board and other fundraising volunteers.

Article XI: CONTRACTS, LOANS, CHECKS, DEPOSITS

Section 1. Authority.

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

Section 2. Bid Process.

The School Director or members of the Board will solicit at least three (3) bids through a Request for Proposal (RFP) process for provision of contract services. The RFP will include submission of client references, accreditation, insurances, and costs for services. Bids will then be submitted and approved by the Board of Directors.

Section 3. 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. No loans shall be made by the School to the Board of Directors, the individual members of the Board of Directors, the members of the School Administration, School Personnel or agents of the School.

Section 4. Checks, Drafts and other payments.

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 from time to time be determined by resolution of the Board of Directors.

Section 5. 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 shall direct. All deposits should be made within 48 hours of receipt, weekends excluded.

Section 6. Audit Request.

Amended and Restated Bylaws of Davis Academy

Effective Date: July 8, 2019

Upon request of the simple majority of the Board, the accounts of the Corporation shall be audited by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

Article XII: GENERAL PROVISIONS

Section 1. Principal Office.

The Corporation shall keep at its principal office, as well as on a dedicated secure website, the following documents:

1. A copy of the Corporation's Articles of Incorporation and these Bylaws as amended to date.
2. A record of its Board and any officers, including their names and addresses and telephone numbers, email addresses, dates of election to the Board, and if applicable, dates of election to office.
3. A record of its committees and committee members, as well as any committee minutes.
4. Minutes of all meetings of the Board.
5. Every member of the Board shall have the absolute right at any reasonable time to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records, and properties of this Corporation as may be required.

Section 2. Seal.

The corporate seal of the Corporation shall be in such form as approved by the Board.

Section 3. Waiver of Notice.

Whenever any notice is required to be given to any member of the Board or officers, under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the Bylaws of this Corporation, a waiver thereof in writing signed by the person or persons entitled to such notice whether before or after the time stated therein, shall be equivalent to the giving of such notice.

Section 4. Fiscal Year.

Unless otherwise ordered by the Board of Directors, the fiscal year of the Corporation shall be from July 1 to June 30.

Section 5. Amendments.

Amended and Restated Bylaws of Davis Academy

Effective Date: July 8, 2019

These Bylaws may be amended or repealed and new Bylaws enacted at any regular or special meeting upon a simple majority vote of all members of the Board of Directors. The original or copy of Articles of Incorporation and Bylaws, as amended, or otherwise altered to date, certified by the Secretary and Head of School shall be recorded in a book that shall be kept in the Head of School's office, and such book shall be open to inspection by the Board of Directors and the general public at all reasonable times during office hours.

Article XIII: ELECTION AS A SECTION 501(c)(3) CORPORATION

Section 1. Purpose of Corporation

The corporation is organized exclusively for charitable and educational 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, or the corresponding section of any future federal tax code.

Section 2. Prohibited Activities

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 Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other 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 Internal Revenue Code, or the corresponding section of any future federal tax code,
or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Section 3. Dissolution

Upon the dissolution of the corporation, the Board shall, after paying or making remaining assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue 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

Amended and Restated Bylaws
of
Davis Academy

Effective Date: July 8, 2019

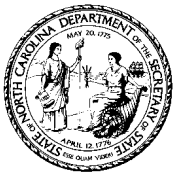
county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Amended by the Board of Directors on the 8th day of July, 2019.

Appendix K : Articles of Incorporation or Municipal Charter

Davis Academy Chadbourn





NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

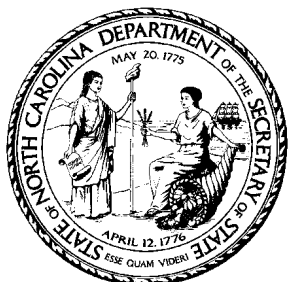
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

DAVIS ACADEMY, INC.

the original of which was filed in this office on the 25th day of January, 2017.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 25th day of January, 2017.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

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

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

3. The name of the initial registered agent is: Yolanda N Davis

4. The street address and county of the initial registered agent's office of the corporation is:
Number and Street: 201 N. McDowell St #31274
City: Charlotte State: NC Zip Code: 28231 County: Mecklenburg
The mailing address *if different from the street address* of the initial registered agent's office is:
Number and Street or PO Box: PO Box 31274
City: Charlotte State: NC Zip Code: 28231 County: Mecklenburg

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

Name	Address
<u>Yolanda N Davis</u>	<u>PO Box 31274, Charlotte, NC 28231</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: 855-994-7687

Number and Street: 201 N. McDowell St. #31274

City: Charlotte State: NC Zip Code: 28231 County: Mecklenburg

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

Number and Street or PO Box: PO Box 31274

City: Charlotte State: NC Zip Code: 28231 County: Mecklenburg

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

Name	Address	Title
Shonda A. Davis	PO Box 31274, Charlotte, NC 28231	Chief Executive Officer
Yolanda N. Davis	PO Box 31724, Charlotte, NC 28231	Chief Financial Officer

Privacy Redaction

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

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

12. These articles will be effective upon filing, unless a future time and/or date is specified: 1/30/2017

This is the 23rd day of January, 2017.

Davis Academy, Inc.

Incorporator Business Entity Name



Signature of Incorporator

Yolanda N. Davis, Chief Financial Officer

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

NOTES:

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

CORPORATIONS DIVISION
Revised November, 2016

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

Purpose of Corporation

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

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

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

Prohibited Activities

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

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

Distributions Upon Dissolution

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

Appendix L : Insurance Quotes

Davis Academy Chadbourn



INSURANCE PEOPLE

Below are the estimated annual premiums: **Davis Academy, Inc.**

Property Premium Estimate **\$1,150**

Building	\$700,000
Contents	\$202,500
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

General Liability Premium Estimate **\$1,247**

Rating Basis:	Students	135
	Faculty	12

Limits:

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

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

Premium Estimate **\$3,057**

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

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$2,300
Two School Buses		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$4,239
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$692,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$14,794
Student Accident Coverage		\$7.00/ student

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

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

07/23/2019

Appendix N : Proposed School Budget for Year 1 through Year 5

Davis Academy Chadbourn



Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1: What percentage of students from the LEA selected above will qualify for EC func

LEA #2: What percentage of students from the LEA selected above will qualify for EC func

LEA #3: What percentage of students from the LEA selected above will qualify for EC func

Grade	Year 1			Year 2			Year 3		
	LEA #1 240	LEA #2 241	LEA #3	LEA #1 240	LEA #2 241	LEA #3	LEA #1 240	LEA #2 241	LEA #3 240
Kindergarten									
Grade 1									51
Grade 2									51
Grade 3									51
Grade 4									51
Grade 5				51	9		51	9	51
Grade 6				51	9		51	9	51
Grade 7				51	9		51	9	51
Grade 8				51	9		51	9	51
Grade 9									
Grade 10									
Grade 11									
Grade 12									

LEA Totals:	153	27	0	204	36	0	255	45	0	357
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For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	240-Columbus		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,440.71	153	\$985,428.63
Local Funds	\$872.00	153	\$133,416.00
State EC Funds	\$4,464.16	11	\$47,811.15
Federal EC Funds	\$1,514.35	11	\$16,218.69
Total:			\$1,182,874.47

LEA #2:	241-Whiteville City		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$6,634.15	27	\$179,122.05
Local Funds	\$973.00	27	\$26,271.00
State EC Funds	\$4,464.16	2	\$7,231.94
Federal EC Funds	\$1,514.35	2	\$2,453.25
Total:			\$215,078.24

LEA #3:	242-Whiteville City		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
Total:			\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 1,164,551	\$ 1,552,734	\$ 1,940,918	\$ 2,717,285	\$ 3,493,652
Local Per Pupil Funds	\$ 159,687	\$ 212,916	\$ 266,145	\$ 372,603	\$ 479,061
State EC Funds	\$ 55,043	\$ 73,391	\$ 91,738	\$ 128,434	\$ 165,129
Federal EC Funds	-	\$ 18,672	\$ 31,120	\$ 43,568	\$ 56,016
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 1,379,281	\$ 1,857,713	\$ 2,329,921	\$ 3,261,890	\$ 4,193,858

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix M.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Office						
Office Supplies	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Paper	\$ 11,000.00	\$ 12,500.00	\$ 14,000.00	\$ 16,000.00	\$ 18,000.00	\$ 18,000.00
Computers & Software	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Communications & Telephone	\$ 12,000.00	\$ 12,500.00	\$ 13,000.00	\$ 13,500.00	\$ 14,000.00	\$ 14,000.00
Copier leases	\$ 10,000.00	\$ 11,000.00	\$ 11,500.00	\$ 13,000.00	\$ 14,000.00	\$ 14,000.00
Other						
*** Insert rows and edit text as needed ***						
Management Company						
Contract Fees						
Other						
*** Insert rows and edit text as needed ***						
Professional Contract						
Legal Counsel	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Student Accounting	\$ 4,725.00	\$ 6,300.00	\$ 7,875.00	\$ 11,025.00	\$ 14,175.00	\$ 14,175.00
Financial	\$ 12,825.00	\$ 17,100.00	\$ 21,375.00	\$ 29,925.00	\$ 38,475.00	\$ 38,475.00
Other						
Financial Audit	\$ -	\$ 12,000.00	\$ 12,500.00	\$ 13,000.00	\$ 13,500.00	\$ 13,500.00
Facilities						
Facility Lease/Mortgage	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00
Maintenance	\$ 50,000.00	\$ 35,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Custodial Supplies	\$ 13,000.00	\$ 14,000.00	\$ 14,500.00	\$ 15,000.00	\$ 16,000.00	\$ 16,000.00
Custodial Contract						
Insurance (p915)						
Other						
*** Insert rows and edit text as needed ***						
Utilities						
Electric	\$ 12,000.00	\$ 13,000.00	\$ 14,500.00	\$ 16,000.00	\$ 18,000.00	\$ 18,000.00
Gas	\$ 6,000.00	\$ 6,500.00	\$ 7,000.00	\$ 7,500.00	\$ 8,000.00	\$ 8,000.00
Water/Sewer	\$ 4,000.00	\$ 4,250.00	\$ 4,500.00	\$ 4,750.00	\$ 5,000.00	\$ 5,000.00
Trash	\$ 2,500.00	\$ 2,750.00	\$ 3,000.00	\$ 3,250.00	\$ 3,500.00	\$ 3,500.00
Other						
*** Insert rows and edit text as needed ***						
Transportation						
Buses	\$ 30,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Gas	\$ 20,000.00	\$ 22,500.00	\$ 25,000.00	\$ 28,000.00	\$ 27,000.00	\$ 27,000.00
Oil/Tires & Maintenance	\$ 12,000.00	\$ 13,000.00	\$ 15,000.00	\$ 17,000.00	\$ 19,000.00	\$ 19,000.00
Other						
Emergency Transportation	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Other						
Marketing	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Child nutrition	\$ 50,000.00	\$ 55,000.00	\$ 60,000.00	\$ 65,000.00	\$ 70,000.00	\$ 70,000.00
Travel	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 2,500.00	\$ 3,000.00	\$ 3,000.00
Other						
*** Insert rows and edit text as needed ***						
Total Administrative & Support Operations:	\$ 282,051.00	\$ 292,401.00	\$ 304,251.00	\$ 332,451.00	\$ 380,651.00	\$ 380,651.00

OPERATIONS BUDGET: Instructional						
	Year 1	Year 2	Year 3	Year 4	Year 5	
Classroom Technology						
Software	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00	\$ 5,500.00	\$ 5,500.00
Computers	\$ 45,000.00	\$ 20,000.00	\$ 20,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00
Online Programs and Assessments	\$ 7,200.00	\$ 8,200.00	\$ 9,000.00	\$ 10,000.00	\$ 12,000.00	\$ 12,000.00
Instructional Contract						
Staff Development	\$ 5,000.00	\$ 7,500.00	\$ 10,000.00	\$ 15,000.00	\$ 17,500.00	\$ 17,500.00
Related Services	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00	\$ 35,000.00	\$ 45,000.00	\$ 45,000.00
Psychological Testing	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Books and Supplies						
Instructional Materials	\$ 30,000.00	\$ 32,500.00	\$ 35,000.00	\$ 37,500.00	\$ 40,000.00	\$ 40,000.00
Curriculum/Texts	\$ 25,000.00	\$ 27,500.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Copy Paper	\$ 3,000.00	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00	\$ 4,500.00
Testing Supplies	\$ 1,000.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00
Other						
*** Insert rows and edit text as needed ***						
Total Instructional Operations:	\$ 67,000.00	\$ 75,750.00	\$ 84,250.00	\$ 92,750.00	\$ 98,750.00	\$ 98,750.00
TOTAL OPERATIONS:	\$ 349,051.00	\$ 368,151.00	\$ 388,501.00	\$ 425,201.00	\$ 479,401.00	\$ 479,401.00

*Applicants may amend this table and the position titles to fit their Education and Operations Plans.

Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 874,274.00	\$ 1,385,655.00	\$ 1,804,530.00	\$ 2,436,340.00	\$ 3,057,974.00
Total Operations	M	\$ 349,051.00	\$ 368,151.00	\$ 388,501.00	\$ 425,201.00	\$ 459,401.00
Total Expenditures	N = J + M	\$ 1,223,325.00	\$ 1,753,806.00	\$ 2,193,031.00	\$ 2,861,541.00	\$ 3,517,375.00
Total Revenue	Z	\$ 1,379,280.77	\$ 1,857,712.97	\$ 2,329,921.18	\$ 3,261,889.65	\$ 4,193,858.12
Surplus / (Deficit)	= Z - N	\$ 155,955.77	\$ 103,906.97	\$ 136,890.18	\$ 400,348.65	\$ 676,483.12

Appendix O : Additional Appendices Provided by Applicant

Davis Academy Chadbourn





Diamond Food Enterprises

Catering All of Southeastern North Carolina

Since 1991

Invoice

6726 Netherlands Dr. Suite 100
 Wilmington, NC 28405
 diamondfoodenterprises@gmail.com
 diamondcateringservices.com
 bus: 910.392.7167
 fax: 910.392.7152
 cell: 910.443.5087

Date: July 18, 2019
Invoice #: 7182019

Bill To: Davis Academy
 Total of all Meals

Item	Site/Location	Qty Delivered					Total Delivered	Meal Cost	Line Total
		M	T	W	Th	F			
Breakfast									
	Davis Academy	135	135	135	135	135	675	\$2.49	\$1,680.75
Lunch									
	Davis Academy	135	135	135	135	135	675	\$3.79	\$2,558.25
Total Meals							1,350		
								Subtotal	\$4,239.00
								Delivery Fee	\$225.00
								TOTAL DUE	\$4,464.00

Notes:

PENDING

PLEASE SEND PAYMENT NO LATER THAN 14 DAYS AFTER DELIVERY. THANK YOU FOR YOUR BUSINESS!



Quantity Discounts

Purchase of an individual bus by public schools (including charter schools) are reduced by \$500 per bus.



For purchase of multiple buses (two or more), each bus is discounted by 25%

For additional information on quantity purchases, including purchase from multiple counties, contact DPI Transportation Services at (919) 807-3570

[← BACK TO SEARCH \(/sw.js\)](#)



2004 Blue Bird All American / All Canadian

4X2 1dr Commercial • 196,880 miles

JMAC IMPORT AND EXPORT (<https://www.carsforsale.com/used-car-dealer/jmac-import-and-export-bloomfield-nj-d719314>)

(201) 529-6068 (tel:2015296068)

Bloomfield, NJ



Carsforsale.com may record phone calls for business purposes; by calling you agree to Carsforsale.com's [Terms and Conditions of Use \(/terms-and-conditions\)](#) and [Privacy Policy \(/privacy-policy\)](#).



\$5,000

\$87/mo
[Calculator](#) ▾

MESSAGE SELLER

First Name *

Last Name *

First Name

Last Name

Email Address *

Phone

Email

Phone

Subject

I'm Interested in This Vehicle

Message

I'm interested and want to know more about the Used 2004 Blue Bird All American / All Canadian you have listed on Carsforsale.com for \$5,000.

protected by reCAPTCHA
[Privacy - Terms](#)

SEND

Email me price drops for this vehicle

\$5,000

\$87/mo
[Calculator](#) ▾

VEHICLE INFO

STATS

FEATURES

○ CONDITION
Used

○ TRIM
N/A

○ MILEAGE
196,880 miles

○ STOCK #
N/A

By clicking "Send", I consent to be contacted by Carsforsale and the dealer selling this car at any telephone number I provide, including, without limitation, communications sent via text message to my cell phone or communications sent using an autodialer or prerecorded message. This acknowledgement constitutes my written consent to receive such communications. I have read and agree to the [Terms and Conditions of Use \(/terms-and-conditions\)](#) and [Privacy Policy \(/privacy-policy\)](#) Carsforsale.com.

SELLER INFO

JMAC IMPORT AND EXPORT [↗](#)
(<https://www.carsforsale.com/used-car-dealer/jmac-import-and-export-bloomfield-nj-d719314>)

☎ (201) 529-6068 (tel:2015296068)

🌐 View Website (<http://www.jmacmotors.com>)

Best Priced RV Dealer - North and South Car

Jayco, Tiffin, Entegra. Travel Trailers, Fifth-wheels and Motorhomes. rvone.com

[← BACK TO SEARCH \(/Search?BodyStyle=Bus&Conditions=used&Conditions=manufacturer%20certified&PageNumber=1&OrderBy=Relevance&OrderDirection=Desc\)](#)



2001 Thomas Built Buses Saf-T-Liner MVP ER

4X2 1dr School • 165,644 miles

DAVIS AUTO SALES . (<https://www.carsforsale.com/used-car-dealer/davis-auto-sales-richmond-va-d114692>)

(804) 429-2012 (tel:8044292012)

Richmond, VA



Carsforsale.com may record phone calls for business purposes; by calling you agree to Carsforsale.com's [Terms and Conditions of Use \(/terms-and-conditions\)](#) and [Privacy Policy \(/privacy-policy\)](#).



\$6,995

↓ \$1,452 below avg.

\$122/mo

[Calculator](#) ▼

MESSAGE SELLER

First Name *

Last Name *

Email Address *

Phone

Subject

Message

I'm interested and want to know more about the Used 2001 Thomas Built Buses Saf-T-Liner MVP ER you have listed on Carsforsale.com for \$6,995.



30 Photos

DAVIS AUTO SALES .
Richmond, VA - [View Seller](#) ▼

protected by reCAPTCHA
[Privacy - Terms](#)

\$6,995

↓ \$1,452 below avg.

\$122/mo

[Calculator](#) ▼

SEND

Email me price drops for this vehicle

VEHICLE INFO

STATS

FEATURES

CONDITION
Used

TRIM
N/A

MILEAGE
165,644 miles

STOCK #
01T2959

ENGINE
Other

By clicking "Send", I consent to be contacted by Carsforsale and the dealer selling this car at any telephone number I provide, including, without limitation, communications sent via text message to my cell phone or communications sent using an autodialer or prerecorded message. This acknowledgement constitutes my written consent to receive such communications. I have read and agree to the [Terms and Conditions of Use \(/terms-and-conditions\)](#) and [Privacy Policy \(/privacy-policy\)](#) Carsforsale.com.

SELLER INFO

DAVIS AUTO SALES . [↗](#)
(<https://www.carsforsale.com/used-car-dealer/davis-auto-sales-richmond-va-d114692>)

(804) 429-2012 (tel:8044292012)

WORKS CITED

- Devaney, O'Brien, Resnik, Keister, and Weissberg. (2006). *Sustainable Schoolwide Social and Emotional Learning (SEL)*. Chicago, IL: Collaborative for Academic, Social and Emotional Learning (CASEL).
- Jensen, E. (2005). *Teaching with the Brain in Mind*. Danvers, MA: Association for Supervision and Curriculum Development (ASCD).
- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. Thousand Oaks, California: Corwin.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. New York, New York: Routledge.
- Potter, H. "Recruiting and Enrolling a Diverse Student Body in Public Choice Schools," *The Century Foundation*. 29 Jan. 2019. Web. 20 July 2019.
- Ritchie, C.C. (1971). *The 8-Year Study*. Danvers, MA: Association for Supervision and Curriculum Development (ASCD).
- Tanner and Tanner. (2007). *Curriculum Development: Theory in Practice*. New York, NY: Pearson.
- Tatum, A. (2005). *Teaching Reading to Black Adolescent Males*. Portland, MN: Stenhouse Publishers.

Shonda A. Davis

P.O. Box 1566 Raleigh, NC 27602 • (973) 592-5582 • Sadavis83@yahoo.com

EDUCATION

Seton Hall University, South Orange, NJ

Education Doctorate in Executive Leadership – in progress

New Jersey Certifications

State of New Jersey Principal Certificate of Eligibility, 2008

State of New Jersey Supervisory Standard Certificate, 2008

State of New Jersey Teacher of Biological Science Standard Certificate, 2006

Saint Peters College, Jersey City, NJ

Master of Arts in Education – Administration and Supervision, 2007

Kean University, Union, NJ

Bachelor of Arts in Biology, 2005

PROFESSIONAL EXPERIENCE

Davis Academy, Inc., Newark, NJ

Educational Consultant

January 2017 – present

Newark Public Schools, Newark, NJ

Special Assistant of Climate and Culture

Supported the alignment of district initiatives, school-wide priorities, and operational systems by training leadership teams in Systems Thinking.

August 2015 – July 2017

Willingboro School District, Willingboro, NJ

Climate and Culture Specialist

Promoted positive school-wide climate and culture by both developing and implementing comprehensive organizational systems. Proactively reduced disciplinary referrals by 70% through the implementation of comprehensive operational systems aimed at promoting accurate and effective intervention by school staff.

February 2015 – July 2015

Patterson Public Schools, Paterson, NJ

Principal

Led strategic plan that resulted in the improvement of students' performance in 9 of 12 New Jersey Assessment of Skills and Knowledge (NJASK) categories inclusive of improving 8th grade ELA score by 4.5 percentage points, 8th grade Math by 5.1 percentage points, 7th grade Math by 3.8 percentage points, 6th grade Math by 9.6 percentage points, 5th grade ELA scores by 2.9 percentage points, 5th grade Math by 9.9 percentage points, 4th grade ELA scores by 19 percentage points, 4th grade Math by 37 percentage points, and 3rd grade Math by 3 percentage points.

August 2013 – August 2014

Newark Public Schools, Newark, NJ

Principal

Served as school leader in strategic planning that resulted in both the increase in school's graduation rate from 36% to approximately 60%, as well an increase in student proficiency ratings in Mathematics by 19.7% and Language Arts and Literacy by 14.2% within one academic year.

October 2010 – August 2013

Newark Public Schools, Newark, NJ

Department Chairperson

Utilized supervisory and leadership skills in the supervision of both the Science and World Languages departments, consisting of a team of 18 teachers, as well as the departmental procedures therein.

August 2008 – October 2010

Newark Public Schools, Newark, NJ

Teacher - Biology

September 2005 – June 2008

Newark Public Schools, Newark, NJ

Curriculum Writer & Senior Class Advisor

July 2007 – June 2008

Appendix P : Required Signed and Notarized Documents

Davis Academy Chadbourn



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:

Yolanda Davis*

- Date of Review:

July 18, 2019

- Signature of Board Members Present (Add Signature Lines as Needed):

- | | |
|----------------------|--|
| <i>Yolanda Davis</i> | dotloop verified
07/23/19 11:49 PM
EDT |
|----------------------|--|
- | | |
|---------------------|--|
| <i>Shonda Davis</i> | dotloop verified
07/24/19 10:49 PM EDT
BSD9-C0C7-FGSV-A4RR |
|---------------------|--|
- | | |
|----------------------|---|
| <i>Crystal Frank</i> | dotloop verified
07/24/19 2:42 PM EDT
BZAO-Q4AP-Y1AP-A4IA |
|----------------------|---|
- | | |
|-----------------------|---|
| <i>Denise Corbett</i> | dotloop verified
07/24/19 6:37 AM EDT
TZUA-IEPV-EKNO-0H19 |
|-----------------------|---|
- | | |
|---------------------------|---|
| <i>Michael L. Baldwin</i> | dotloop verified
07/24/19 9:53 AM EDT
ZRUK-N2YX-ITE7-VAQK |
|---------------------------|---|
- | | |
|----------------------|---|
| <i>Litaye Beatty</i> | dotloop verified
07/24/19 1:27 PM EDT
Q5GA-OBPU-ICUZ-NDD7 |
|----------------------|---|
- | | |
|-------------------|---|
| <i>Jon Powell</i> | dotloop verified
07/24/19 9:55 PM EDT
1FPB-4COA-HX8V-56DB |
|-------------------|---|

*NOTE: The current board chair is a Corporate and Tax attorney with education and nonprofit experience. However, the board plans to select an outside attorney upon recommendation of its charter. The following attorneys are being considered: James G. Middlebrooks (middlebrooksesq.com) and Ali Tomberlin (beechlertomberlin.com).

- ❖ 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:

John Spann, Jr., CPA

- Date of Review:

July 18, 2019

- Signature of Board Members Present (Add Signature Lines as Needed):

- | | |
|----------------------|--|
| <i>Golanda Davis</i> | dotloop verified
07/23/19 11:49 PM EDT
T3AW-YW8R-WPVG-ZH1W |
|----------------------|--|
- | | |
|---------------------|--|
| <i>Shonda Davis</i> | dotloop verified
07/24/19 10:49 PM EDT
2A1C-ONHB-YWVK-BQP8 |
|---------------------|--|
- | | |
|----------------------|---|
| <i>Crystal Frank</i> | dotloop verified
07/24/19 2:42 PM EDT
TAHQ-VFQJ-TRUC-DOBW |
|----------------------|---|
- | | |
|-----------------------|---|
| <i>Denise Corbett</i> | dotloop verified
07/24/19 6:37 AM EDT
LNNJ-ABMV-CBVD-WFLB |
|-----------------------|---|
- | | |
|---------------------------|---|
| <i>Michael L. Baldwin</i> | dotloop verified
07/24/19 9:53 AM EDT
GORN-FSUB-X3PA-URZ8 |
|---------------------------|---|
- | | |
|----------------------|---|
| <i>Lizzy Bentley</i> | dotloop verified
07/24/19 1:27 PM EDT
XB4P-XPXE-9RIN-NNYE |
|----------------------|---|
- | | |
|-------------------|---|
| <i>Jon Powell</i> | dotloop verified
07/24/19 9:55 PM EDT
MSIP-ZIFO-BZSQ-DGBU |
|-------------------|---|

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

- Name of the Contact for Selected EMO/CMO:

N/A

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

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

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


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

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

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

Certification

I, Yolanda N. Davis, 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 Davis Academy Charter School is true and correct in every respect.


Signature

7/25/19
Date