

Appendix _____: [Insert Title of Appendix]

[Name of Proposed School]

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*

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:

2. Full name:

Home Address:

Business Name and Address:

Telephone No.:

E-mail address:

3. Brief educational and employment history.

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?

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

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

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?
4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
3. How will you know at the end of five years of the schools is successful?
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
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?

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

Signature

Date

Appendix I – Board Member Background Certification Statement and Completed Background 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, _____, certify that I ***have not*** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

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*

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*

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:

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

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

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

- Name of the Selected Board Auditor:

- Date of Review:

- Signature of Board Members Present (Add Signature Lines as Needed):

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

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

 - Date of Review:

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

- ❖ 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:

 - 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:

 - Name of the Selected PowerSchool Service Provider:

 - Date of Review:

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

- _____
- _____
- _____
- _____

Certification

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

Signature
Date

Appendix A: [Evidence of
Parent/Community Support]

[Huntersville Charter High School]

Charter School Meetings

| Date/Time/Location | Key Attendees | Discussed |
|--|---|---|
| January 26, 2018 at 9:30 Aspire Carolinas Foundation BOD meeting at Dale Halton's residence | Dale Halton Jim Secunda Sarah McAulay Marty McCarthy Jennifer Nichols | Jennifer told he BOD about the February 2 nd meeting scheduled at Max Daetwyler to discuss working with them to have a charter trade school on our campus. |
| February 2, 2018 at 10:30 am at Max Daetwyler Corporation | Jill Swain Dan Burdi Todd Porter Walter Siegenthaller Sarah McAulay Jennifer Nichols Marty McCarthy | Having a trade school on our Huntersville Education Campus. |
| March 2, 2018 at 9:00 am at SteelFab | Ron Sherrill Glen Sherrill Jennifer Nichols | The need for a trade school, shortage of skilled steel workers and welders. |
| March 13, 2018 at 9:30 Aspire Carolinas Foundation BOD meeting at Dale Halton's residence | Dale Halton Jim Secunda Sarah McAulay Marty McCarthy Jennifer Nichols | Jennifer discussed her meeting with Todd Porter who has worked with local companies for many years regarding the need for a vocational high school. He has agreed to help Jennifer meet with all his contacts regarding setting up a vocational school with business support. |
| March 14, 2018 at 9:00 am Lowe's HQ | Hunter MacFarlan Todd Porter Jennifer Nichols | The need for a charter trade school to address tradesperson shortages. |
| March 30, 2018 at 9:00 am | Harm Stratman (retired President of Bürkert Fluid Control Systems) Jennifer Nichols | The need for a charter trade school. Jennifer prepared materials about the charter school and Huntersville Education Campus for Harm to distribute to the Vistage Group. |
| April 12, 2018 | Harm Stratman Vistage members (20) | Harm distributed information about the charter school and Huntersville Education Campus to the Vistage Group members at their meeting. |

| | | |
|---|---|---|
| April 15, 2018 | Dale Halton Jennifer Nichols Larry Core | Signed paperwork purchasing land for charter trade school and Huntersville Education Campus. |
| April 25, 2018 at 9:30 Aspire Carolinas Foundation BOD meeting at Dale Halton's residence | Dale Halton Jim Secunda Sarah McAulay Marty McCarthy Jennifer Nichols | Charter School location discussed. 11414 Beatties Ford Rd. is under a 180-day contract. |
| May 17, 2018 | Harm Stratman Vistage members (50) | Harm distributed information about the charter school and Huntersville Education Campus to additional Vistage Group members at their meeting. |
| May 22, 2018 at 9:30 Aspire Carolinas Foundation BOD meeting at Dale Halton's residence | Dale Halton Jim Secunda Marty McCarthy Jennifer Nichols | Jennifer is meeting with Todd on Friday to discuss the trade school and how we move forward on the trade school. |
| May 25, 2018 | Todd Porter Jennifer Nichols | Jennifer and Todd met to discuss the progress of the charter school. |
| June 6, 2018 | AJ and John Foster (Huntersville Chamber of Commerce members) Jennifer Nichols | The charter school was project was discussed. |
| June 26, 2018 at 9:30 Aspire Carolinas Foundation BOD meeting at Dale Halton's residence | Dale Halton Jim Secunda Sarah McAulay Jennifer Nichols Rob McCain and Denise Cole – First Citizens Bank | Financing for the building of the charter and two other schools on the Beatties Ford Rd. location was discussed. |
| July 20, 2018 at 8:00 am at Pat Roger's residence | Dale Halton Pat Rogers Jennifer Nichols | The charter school project was discussed. |
| July 31, 2018 at 9:00 am | Jennifer Nichols Todd Porter | Updates and continued discussion on needs for charter school project. |
| July 24, 2018 BOD Meeting | Jennifer Nichols Dale Halton Sarah McAulay Jim Secunda Marty McCarthy | BOD hires Rob Johnson as architect for Huntersville Education Campus and charter school. |

| | | |
|---|--|--|
| July 26, 2018 at 1:00 pm at Pinelake Prep | NC Office of Charter Schools Training Jennifer Nichols | Jennifer attended training on how to apply for a charter school. |
| July 31, 2018 | Jennifer Nichols Todd Porter | Jennifer and Todd discussed additional partners to work with for the technical and educational needs of the charter school project. |
| August 3, 2018 at 8:30 am Aspire Carolinas Foundation Breakfast Meeting at Bürkert Fluid Control Systems HQ | Jennifer Nichols BOD Aspire Carolinas Attendees | The Huntersville Education Campus and charter trade school is announced to the public and a press release is sent out. |
| August 20, 2018 at Charlotte Rotary Meeting | Jennifer Nichols Rotary Members | The Huntersville Education Campus and charter trade school are announced. |
| August 21, 2018 at 9:30 at Aspire Carolinas Foundation BOD meeting at Dale Halton's residence | Jennifer Nichols Dale Halton Sarah McAulay Jim Secunda Marty McCarthy | Budget for building charter school and Huntersville Education Campus discussed. Jennifer will be completing charter school application to present at next BOD for input. |
| August 21, 2018 at 12:00 pm Huntersville Mayor's Luncheon for Charter Schools | John Aneralla Jennifer Nichols Current NC Charter School staff and applicants | The Huntersville Education Campus and charter trade school are announced. |
| October 2018 – Current | Aspire Board DOT Town of Huntersville Burton Engineering Boomerang Design | Hired architect Completed initial engineering site work Worked with DOT and Town of Huntersville |



Town of
Huntersville
NORTH CAROLINA

June 1, 2019

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Charter School Advisory Board,

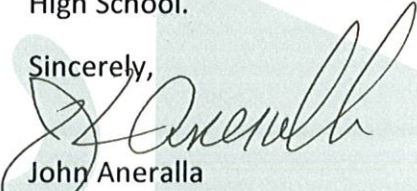
I am writing to you with a letter of support for the Huntersville Charter High School. We are very excited to have Huntersville become home to a state-of-the-art charter trade high school that will benefit both local students and employers in our region.

This school will serve students who would like to pursue a career in the trades. The students will receive both certification in their chosen trade and a standard high school diploma. This education will prepare them for a bright future, and if they choose, they can be employed in a well-paying trade career directly after high school. They will also be academically prepared to continue on to a college education. The courses will be engaging and rigorous and allow students an alternate educational setting in which the majority of the course work is hands on.

This school will also benefit local companies and our economy. We are currently in a skilled labor shortage crisis. A recently released survey by the Associated General Contractors of America (AGC) revealed that nearly 80 percent of construction businesses are having a hard time finding qualified skilled labor. Local construction companies and manufacturing companies are struggling to fill their open positions with qualified workers. This school meets the needs of local employers who would like to hire our students.

We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Sincerely,



John Aneralla
Mayor

Town of Huntersville
Phone: (704) 578-9915
Email: janeralla@huntersville.org



June 20, 2019

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Charter School Advisory Board,

On behalf of the Lake Norman Chamber of Commerce, which represents 900+ businesses in the Cornelius, Davidson, Huntersville, Mooresville, and greater Lake Norman region, we are writing to you regarding our strong support for the Huntersville Charter High School. Our Chamber works closely with our Public and Private Schools in partnership with our Lake Norman Education Collaborative. It is extremely exciting that Huntersville and our greater Lake Norman region will become home to a state-of-the-art charter trade school that will enroll students from Huntersville and the surrounding areas.

I had the opportunity a few months ago to hear the plans for the new Trade School. As the President of our Chamber, I have had the fortune to hear firsthand from guidance counselors, principals, and education leaders on the importance a trade school can play in a young person's life, particularly should they choose to be employed in a well-paying trade career directly after high school.

While the Lake Norman region is a growing and diverse community, we are still challenged with a shortage of both skilled technically trained workers and trade workers in our area. Local construction companies and manufacturing companies are struggling to fill their open positions with qualified workers. This school meets the needs of local employers who would like to hire our students.

The Lake Norman Chamber appreciates your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Respectfully,

A handwritten signature in blue ink, appearing to read "Bill Russell", with a long, sweeping horizontal line extending to the right.

W.E. "Bill" Russell, IOM, CCE
President & CEO

P.O. Box 760
Cornelius, NC 28031
Phone 704 /892-1922
Fax 704 /892-5313
www.lakenormanchamber.org

John Foster
Vice President
Foster's Frame & Art Gallery, Inc
102 N Old Statesville Rd.
P.O. Box 2566
Huntersville, NC 28070

June 15, 2019

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Charter School Advisory Board,

I am writing to you with a letter of support for the Huntersville Charter High School. We are very excited to have Huntersville become home to a state-of-the-art charter trade high school that will benefit both local students and employers in our region.

This school will serve students who would like to pursue a career in the trades. The students will receive both certification in their chosen trade and a standard high school diploma. This education will prepare them for a bright future, and if they choose, they can be employed in a well-paying trade career directly after high school. They will also be academically prepared to continue on to a college education. The courses will be engaging and rigorous and allow students an alternate educational setting in which the majority of the course work is hands on.

This school will also benefit local companies and our economy. We are currently in a skilled labor shortage crisis. A recently released survey by the Associated General Contractors of America (AGC) revealed that nearly 80 percent of construction businesses are having a hard time finding qualified skilled labor. Local construction companies and manufacturing companies are struggling to fill their open positions with qualified workers. This school meets the needs of local employers who would like to hire our students.

We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Sincerely,

A handwritten signature in black ink, appearing to read 'John E. Foster', with a long horizontal line extending to the right.

John E. Foster
Vice President
Foster's Frame & Art Gallery
704-948-1750

Bowman Development Group

Robert B. Bowman

June 11, 2019

Owner

Bowman Development Group

13815 Cinnabar Place

Huntersville NC, 28078

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC, 27699-6307

Dear Charter Scholl Advisory Board,

I am writing to you with a letter of support for the Huntersville Charter High School. We are very excited to have Huntersville become home to a state-of -the- art charter trade school that will benefit both local students and employers in our region.

This school will serve students who would like to pursue a career in the trades. The students will receive both certification in their chosen trade and a standard high school diploma. This education will prepare them for a bright future, and if they chose, they can be employed in a well-paying trade career directly after high school. They will also be academically prepared to continue on to a college education. The courses will be engaging and rigorous and allow students an alternative educational setting in which the majority of course work is hands on.

This school will also benefit local companies and our economy. We are currently in a skilled labor shortage crisis. A recently released survey by the Associated

General Contractors of America (AGC) revealed that nearly 80% of the construction business are having difficulty finding qualified labor. Local construction companies and manufacturing companies are struggling to find open positions with qualified candidates. This school meet the needs of local employers who would like to hire our students.

We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Regards,



Robert B. Bowman

Owner

Bowman Development Group

704-875-9704

NateBowman15@gmail.com



455 Providence Road S. | Waxhaw, NC 28173

Harry S. Swimmer
President & Founder, Misty Meadows Mitey Riders, Inc.
Founder, Swimmer Insurance Agency
455 Providence Road South
Waxhaw, North Carolina 28173

June 10, 2019

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Charter School Advisory Board,

I am writing to you with a letter of support for the Huntersville Charter High School. We are very excited to have Huntersville become home to a state-of-the-art charter trade school that will enroll students from Huntersville and the surrounding areas.

This school will serve students who would like to pursue a career in the trades. The students will receive both certification in their chosen trade and a standard high school diploma. This education will prepare them for a bright future, and if they choose, they can be employed in a well-paying trade career directly after high school. They will also be academically prepared to continue on to a college education. The courses will be engaging and rigorous and allow students an alternate educational setting in which the majority of the course work is hands on. This school will also benefit local companies and our economy. There is currently a shortage of both skilled technically trained workers and trade workers in our area. Local construction companies and manufacturing companies are struggling to fill their open positions with qualified workers. This school meets the needs of local employers who would like to hire our students.

We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Sincerely,


Harry S. Swimmer
President & Founder,
Misty Meadows Mitey Riders, Inc.
Founder, Swimmer Insurance Agency
704-841-0602
Harryswim455@gmail.com

*Misty Meadows Mitey Riders is a 501(c)(3) Non-Profit
& a PATH Intl. Premier Accredited Center for Therapeutic Horseback Riding*

Brian Hines
Commissioner
Town of Huntersville
101 Huntersville-Concord Road
Huntersville, NC 28070

June 5, 2019

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Charter School Advisory Board,

I am writing to you with a letter of support for the Huntersville Charter High School. We are very excited to have Huntersville become home to a state-of-the-art charter trade high school that will benefit both local students and employers in our region.

This school will serve students who would like to pursue a career in the trades. The students will receive both certification in their chosen trade and a standard high school diploma. This education will prepare them for a bright future, and if they choose, they can be employed in a well-paying trade career directly after high school. They will also be academically prepared to continue on to a college education. The courses will be engaging and rigorous and allow students an alternate educational setting in which the majority of the course work is hands on.

This school will also benefit local companies and our economy. We are currently in a skilled labor shortage crisis. A recently released survey by the Associated General Contractors of America (AGC) revealed that nearly 80 percent of construction businesses are having a hard time finding qualified skilled labor. Local construction companies and manufacturing companies are struggling to fill their open positions with qualified workers. This school meets the needs of local employers who would like to hire our students.

We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Sincerely,

A handwritten signature in black ink, appearing to read 'BHines', with a long horizontal flourish extending to the right.

Brian Hines
Commissioner
Town of Huntersville
704-949-0171
bhines@huntersville.org



Daetwyler

Daetwyler 13420 Reese Blvd. West Huntersville, NC 28078
Phone: (704) 875-1200 · Fax: (704) 875-0781 · www.daetwyler-usa.com

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

June 3, 2019

Support of Huntersville Charter Trade High School

Dear Charter School Advisory Board,

I am writing to you with a letter of support for the Huntersville Charter High School. We strongly support this school because it will provide both well-paid career opportunities for our students and help local employers such as ourselves who are struggling to fill our open trade/manufacturing positions with qualified job candidates.

We have an apprenticeship program in Advanced Manufacturing here in Huntersville for more than 20 years. We hire apprentices at the start of their Senior year in High School and the program continues for an additional 3 years after they graduate from High School. Even after all these years working with the High Schools in the area, we still have a very hard time to find candidates for our program. We are investing a lot of time visiting the schools to introduce the program to councilors, teachers and students, but unfortunately the return on our time invested is not satisfactory. Having a Trade High School in our area would give us much easier access to students interested in Advances Manufacturing.

Our apprentices are paid for while they are learning on the job as well as while at school at the Community College. Once they graduate from the apprenticeship program, we guarantee them a job with a guaranteed starting salary of \$34,600 and the potential to double this in a few years.

We are excited to partner with Huntersville Charter High School to help apprentice and hire well qualified students that will be graduating from the High School.

We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School. This school will create a pipe line of qualified local talent to work in our highly skilled and well compensated open job positions.

Sincerely,

Daetwyler

Walter Siegenthaler
Executive Vice President
Cell: 704-906-8136
E-mail: wsiegenthaler@daetwyler.com

Daniel Burdi
Owner
Mathnasium of Huntersville
9719-A Sam Furr Road
Huntersville, NC 28078

June 1, 2019

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Charter School Advisory Board,

I am writing to you with a letter of support for the Huntersville Charter High School. We are very excited to have Huntersville become home to a state-of-the-art charter trade high school that will benefit both local students and employers in our region.

This school will serve students who would like to pursue a career in the trades. The students will receive both certification in their chosen trade and a standard high school diploma. This education will prepare them for a bright future, and if they choose, they can be employed in a well-paying trade career directly after high school. They will also be academically prepared to continue on to a college education. The courses will be engaging and rigorous and allow students an alternate educational setting in which the majority of the course work is hands on.

This school will also benefit local companies and our economy. We are currently in a skilled labor shortage crisis. A recently released survey by the Associated General Contractors of America (AGC) revealed that nearly 80 percent of construction businesses are having a hard time finding qualified skilled labor. Local construction companies and manufacturing companies are struggling to fill their open positions with qualified workers. This school meets the needs of local employers who would like to hire our students.

We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Burdi', written in a cursive style.

Daniel Burdi
Owner
Mathnasium of Huntersville
(704) 412-4386
dan@MathnasiumNC.com



CAMBRIDGE PROPERTIES
INCORPORATED

June 8, 2019

Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Charter School Advisory Board,

I am writing to you with a letter of support for the Huntersville Charter High School. We are very excited to have Huntersville become home to a state-of-the-art charter trade high school that will benefit both local students and employers in our region.

This school will serve students who would like to pursue a career in the trades. The students will receive both certification in their chosen trade and a standard high school diploma. This education will prepare them for a bright future, and if they choose, they can be employed in a well-paying trade career directly after high school. They will also be academically prepared to continue on to a college education. The courses will be engaging and rigorous and allow students an alternate educational setting in which the majority of the course work is hands on.

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We appreciate your support of Aspire Carolinas Foundation in opening the Huntersville Charter High School.

Sincerely,

George L. Maloomian

President

Cambridge Properties, Inc.

831 East Morehead Street, Suite 245

Charlotte, NC 28202

(704) 564-2137

GLM@cambridgeprop.com



Strategic Partners Solutions

Survey of 300 parents and guardians of school age children

May 2019

Methodology

This poll of 300 randomly selected households located within the defined geographic market universe of the Aspire Foundation was conducted over the course of three days, May 18 - 20, 2019. The 300 interviews were achieved by use of a screener question to determine that the person being interviewed was a parent or guardian of a school age child living in the household. All interviews were live caller interviews to ensure quality control.

These units were structured to correlate with population demographics composed in each geographic cluster area and 30% of all interviews were conducted via cellphones. The poll has an accuracy of +/- 5.7% at a 95% confidence interval. Paul Shumaker served as project manager and Hays Shumaker as research coordinator.

Summary of Key Findings

- The survey represents the opinions of parents and guardians of school-age children living within the defined service area of the Aspire Foundation.
- Just over a majority (53.3%) of all respondents had a favorable opinion of North Carolina Public Schools, 69.0% were favorable to High School Trade Schools and 48.7% were favorable to Charter Schools. One out of four respondents (25.7%) said they did not have an opinion on Charter Schools.
- Just under half of all respondents (48.0%) said they had enough choices of schools while 46.7% said more choice was needed.
- When given a choice between public, private and charter schools, 43.7% of all respondents said public schools were their first choice, 23.7% said charter and 28.7% said private. 40% of all respondents said charter schools on their second choice compared to 18.3% who said public. When choices are combined, public schools and charter schools were basically the same with 62.0% for public schools and 63.7% for charter schools.

Summary of Key Findings

- When respondents were informed of the Aspire Carolinas Foundation plans for a charter trade school and the location of the proposed school, 63.3% of all respondents said they would consider the school. **Just over half, 51.9% of the respondents who said a public school was their first choice for a school, said they would consider the Foundation's charter trade school.**
- Of those who said they would not consider, (N=110) 24.5% said location was the issue and 16.4% said they prefer college prep.
- Most importantly, all 110 respondents who said they would not consider were asked two follow up questions. First, would they consider if they knew all programs were provided at no costs? And secondly, would they consider if they knew graduates will have more employment opportunities for higher paying jobs?

Summary of Key Findings

- 30.9% of the 110 said they would now consider when informed about cost, bringing the overall percentage of those willing to consider to **74.6% with just 20.7% saying they would not consider.**
- 44.5% of the 110 said they would now consider when informed about the opportunity for higher paying jobs for graduates, bringing the overall percentage to those willing to consider to **79.9% with just 17% now saying they would not consider.**
- This data demonstrates that parents and guardians will consider a charter trade school as one of the educational choices for their child. While local public schools are viewed favorably, the respondents feel that trade alternatives should be offered, and they are more than willing to consider the Aspire Carolinas Foundation proposed school.

Appendix B: [Curriculum Outline for
Each Grade Band the School will Ultimately
Serve]

[Huntersville Charter High School]

APPENDIX B: CURRICULUM OUTLINE

Grade 9: United States History I

Course Description

In U.S. History I, students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. Students study the basic framework of American democracy and the basic concepts of America government, as well as America’s westward expansion, the establishment of political parties, economic and social change, sectional conflict, the Civil War, and Reconstruction.

Two new units have been created for the U.S. History I course in partnership with Facing History and Ourselves. Those unit materials, an introductory unit on Identity and U.S. History and a final unit on Reconstruction, will be included on the appropriate unit pages.

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| Unit 1: Exploration and Early Colonial Period | Concepts Political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies. Philosophical, religious, artistic and scientific IDEAS reflect and influence society. Key Question(s): What issues bring government into conflict with peoples’ freedoms? What is the proper balance between order and liberty? What powers should the national government exercise? What powers should state governments exercise? Whose interests are at stake when the national and state governments collide with one another? What role should the government play to build tolerance and equity among people of different races, religions, cultures, ethnic groups, and beliefs? |
| Unit 2: The Road to Revolution | Concepts Political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies. Key Question(s): What are the key principles that guide people’s social, political, and economic lives in the United States? To what extent has our country lived up to these principles throughout its history? |

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| | <p>What are the issues that bring the branches of government into conflict?</p> <p>What are the dangers or benefits to national welfare if control of the three branches is vested in the hands of one political party?</p> <p>What important problems did the creation of the Constitution resolve? What problems did it leave unresolved?</p> |
| <p>Unit 3: The Constitution</p> | <p>Concepts Political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies. Demographic patterns and processes of growth and decline, migration, and settlement change over time, though always exhibit some form of continuity as well. Ideologies, availability of resources and technological change affect Economic decisions.</p> <p>Key Question(s): What role should the United States Supreme Court play in making policy for the nation? When should the Court restrict itself to ruling narrowly on cases of law? To what extent should any nation be free to exercise its power to impact the destiny of other peoples or nations? What principles should guide these interactions? What methods have been used to secure control over land and resources? To what extent has the United States or people within the United States, used fair and just methods to secure control over land and resources that did not belong to them? When, if ever, is it fair and just to take control of land and resources when the current inhabitants or owners object?</p> |
| <p>Unit 4: Forging a New Nation</p> | <p>Concepts Ideologies, availability of resources and technological change affect Economic decisions. Social customs, practices, traditions and linguistic communities affect the individual and group identities.</p> <p>Key Question(s): How do geography, climate, and resources influence or limit the economic development of the United States?</p> |

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| | <p>What is the relationship between geography and technology and its effect on the economic, social and political development of the United States? What should be the basic rights of businesses and other employers? What should be the basic rights of employees? How have scientific or technological discoveries or advancements changed American life? How has immigration (voluntary and involuntary) changed America and how has America treated and changed its immigrants?</p> |
| <p>Unit 5: Seeds of the Civil War</p> | <p>Concepts Philosophical, religious, artistic and scientific IDEAS reflect and influence society.</p> <p>Key Question(s): When have we fallen short in practicing our principles, why have we fallen short, and what have been the effects? What effect does intolerance have on the social, political, and economic life of a nation and its people? How have various art forms informed and influenced the public?</p> |
| <p>Unit 6: The Civil War and Reconstruction</p> | <p>Concepts Political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies. Demographic patterns and processes of growth and decline, migration, and settlement change over time, though always exhibit some form of continuity as well. Human Environmental interactions result in changes or adaptations in people’s way of life.</p> <p>Key Question(s): When should the government exert its power over an individual, even if he/she doesn’t want it to? To what extent are all citizens effectively represented in the legislative, judicial, and executive branches of government? What, if any, measures should be taken to ensure that they are? What powers should the national government exercise? What powers should state governments exercise?</p> |

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| | <p>To what extent did the Civil War create a more perfect union?</p> <p>How have presidential powers changed in response to wars or other crises?</p> <p>Should the limits of presidential power change during exceptional times or should they always remain as stated in the Constitution?</p> |
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APPENDIX B: CURRICULUM OUTLINE

Grade 10: United States History II

Course Description

In U.S. History II, students analyze the causes and consequences of the Industrial Revolution and America's growing role in international relations. Students study the goals and accomplishments of the Progressive movement and the New Deal. Students also learn about the various factors that led to America's entry into World War I and World War II as well as the consequences of World War II for American life. Finally, students study the causes and course of the Cold War, important economic and political changes during the Cold War, such as the Civil Rights movement, and recent events and trends that have shaped modern-day America.

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| <p>Unit 1: The Rise of Industrial America</p> | <p>Concepts: During the Gilded Age a booming industry fueled by immigration led to the growth of cities, friction between workers and factory owners, and the creation of new reform movements.</p> <p>Key Question(s): What were the causes and effects of the 2nd Industrial Revolution? How did the development of steel, oil, transportation, communication, and business practices affect the U.S. economy (e.g. railroads, telegraph, pools, holding companies, trusts, and corporations)? What “push” and “pull factors” led to post Civil War immigration from Europe, Asia, and Mexico and what benefits and hardships did immigrants face in the United States? How were Booker T. Washington’s and W.E.B. Dubois’ philosophies for African American success similar and different? What were the impacts of Populism and the Social Gospel Movement?</p> |
| <p>Unit 2: Imperialism</p> | <p>Concepts During the Age of Imperialism, the United States sought to continue the policy of Manifest Destiny and expand overseas opportunities through social, economic and military means.</p> <p>Key Question(s): Why did conflict between The United States and American Indian nations grow after the Civil War? How did American overseas expansion relate to 19th century policies and ideas such as the Monroe Doctrine and Manifest Destiny? How did Alaska and Hawaii become United States territories? Why was the U.S. interested in Cuba, Hawaii, and</p> |

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| | <p>the Philippines?</p> <p>What were the causes, course, and effects of the Spanish American War?</p> <p>How did the United States acquire the Panama Canal, what were the obstacles connected to its construction, and why was the canal important to the U.S?</p> |
| <p>Unit 3: World War I</p> | <p>Concepts: As WWI intensified, the United States was forced to abandon its neutrality and assume a major role in both the execution of the war and the subsequent peace treaty.</p> <p>Key Question(s):</p> <p>Why did the United States enter World War I, and what impact did American soldiers have on the war?</p> <p>What were the effects of The United States decision to reject the Treaty of Versailles and membership in the League of Nations?</p> <p>What position did The United States take concerning world affairs before and following World War I?</p> |
| <p>Unit 4: Changing America</p> | <p>Concepts: Americans experienced cultural conflicts spurred by the social, political and economic changes taking place in the United States in the decade following WWI.</p> <p>Key Question(s):</p> <p>Why was The United States in good economic shape following World War I as opposed to nations in Western Europe, and why did the U.S. experience an economic boom during the 1920s?</p> <p>How did civil rights issues (including women, African Americans, Native Americans, and other minorities) both unite and divide society in the US in the period 1919-1939?</p> <p>How was the Scopes Trial a symbol for the clash between modernists and fundamentalists during the 1920s?</p> |
| <p>Unit 5: The Great Depression and the New Deal</p> | <p>Concepts: The Great Depression was the longest and worst economic depression in US history and caused people to rethink previous economic assumptions and the role of government in the economic system. The introduction of New Deal policies created a new focus for the Federal government politically, economically, and socially.</p> <p>Key Question(s):</p> <p>What do economists believe were the causes of The Great Depression?</p> <p>Why was the Stock Market Crash of 1929 a symbol for the beginning of The Great Depression, and</p> |

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| | <p>what impact did the crash have on the nation's economy?</p> <p>What were FDR's key New Deal policies and programs and what did they aim to achieve?</p> <p>To what extent did the New Deal help to end the Great Depression versus other factors</p> |
| <p>Unit 6: World War II</p> | <p>Concepts: Despite efforts to remain neutral in the midst of the rise of totalitarianism and aggressive military advances in Europe and Asia, the United States was drawn into World War II and emerged as a superpower.</p> <p>Key Question(s):</p> <p>How did the Treaty of Versailles from World War I affect events that led to World War II?</p> <p>In what ways did appeasement contribute to the rise of totalitarian regimes during the 1930s?</p> <p>How did Nazi prejudices and policies lead to the relocation, persecution, and systematic killing of European Jews?</p> <p>What were the causes of World War II in Europe, and the causes that led the United States to enter the war?</p> <p>Describe key turning point events during World War II that led to Allied victory over the Axis Powers.</p> <p>What were the reasons for President Truman's decision to use the atomic bombs to end the war in Japan?</p> |
| <p>Unit 7: The Cold War</p> | <p>Concepts: In the aftermath of WWII the United States was greatly impacted by Cold War threats at home and abroad.</p> <p>Key Question(s):</p> <p>What was the rationale for the formation of the United Nations?</p> <p>How did the different political aims of the United States and the Soviet Union contribute to the Cold War?</p> <p>What caused the Korean War and in what ways did it heighten Cold War, fears at home and abroad?</p> <p>What impact did NASA have on America's development (culture, technology, and defense)?</p> <p>What were the causes and effects of the Bay of Pigs Invasion and Cuban Missile Crisis?</p> |
| <p>Unit 8: Turbulent Times</p> | <p>Concepts: In the decades following WWII the United States embarked on an era of social change. Tragedy and triumph, political transformations, and clashes in a changing culture framed the experiences of Americans during this period.</p> <p>Key Question(s):</p> |

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| | <p>What was the impact of the post WWII economic boom on different ethnic and social classes in the U.S.?</p> <p>What issues helped John F. Kennedy win the election of 1960 over Richard Nixon?</p> <p>What was the significance of the Supreme Court's decision in <i>Brown v. Board of Education</i>?</p> <p>What were the goals and motivations of key organizations that shaped the Civil Rights Movement?</p> <p>Why did the break in of the Watergate Hotel lead to the resignation of President Nixon, and what were the effects of the Watergate scandal?</p> |
| <p>Unit 9: The End of the 20th Century</p> | <p>Concepts: The rise of conservatism, and the end of the Cold War influenced domestic and foreign affairs during the closing decades of the 20th century.</p> <p>Key Question(s):</p> <p>What were President Carter’s responses to conflict in the Middle East and a poor economy at home during the late 1970s?</p> <p>What factors caused the rise of conservatism in the 1980s, and the election of Ronald Reagan?</p> <p>What were the major components of ‘Reaganomics’ and what was each intended to do for the country?</p> <p>What policies, actions, and alliances did Reagan use to help bring down the Soviet Union?</p> <p>What factors led to the election of Bill Clinton, to the presidency in 1992?</p> |
| <p>Unit 10: America in Our Time</p> | <p>Concepts: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.</p> <p>Key Question(s):</p> <p>What global political, economic and social concerns emerged at the end of the 20th century and into the 21st century?</p> <p>Describe President George W. Bush’s key domestic and foreign policies?</p> <p>What were the causes and effects of the terrorist attacks on September 11th?</p> <p>What have been the key components of President Obama’s foreign and domestic policies?</p> <p>In what ways has increased globalization changed the American economy and the lives of Americans?</p> |

APPENDIX B: CURRICULUM OUTLINE

Grade 11: US Government

Course Description

U.S. Government is a course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

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| <p>Chapter 1 – Principles of US Government</p> <p>The materials in this chapter introduce historical events, individuals, and writings that influenced the shape of the Declaration of Independence, the US Constitution, and the federalist system of government. It is organized into sections that will teach, reinforce, and test students on the ideals of government, the foundations of the US government, the United States Constitution, and Federalism.</p> | <ul style="list-style-type: none">• Lesson 1 – The Ideals of Government – Students answer “What is Government?” and explore government branches and forms of government, identifying three types: unitary, federal, and confederate. Students identify the basic tenets of government, analyze political power, and consider contradiction and compromise in government.• Lesson 2 – The Foundations of US Government – Students explore the historical roots of the US Government and the ideas and principals that underlie the Declaration of Independence. Students consider the philosophy of the US Government and trace the process of US independence from Great Britain.• Lesson 3 – The United States Constitution – Students consider the making of the US Constitution, Shay’s Rebellion, the Constitutional Convention, the Federalist Papers and the ratification of the Constitution. Students explore the process of amending the Constitution, looking at each of the 27 amendments. Students learn how the Bill of Rights came to be and debate the relevance of each amendment in the Bill of Rights.• Lesson 4 – Federalism – Students answer “What is Federalism?” Students trace the development of Federalism and explore the relationship between the federal and state governments in cooperative federalism. Students analyze conflict between state and local governments in history and today. |
| <p>Chapter 2 – Institutions of US Government</p> | <ul style="list-style-type: none">• Lesson 1 – The Executive Branch – Students |

The materials in this chapter introduce the role of the three branches of federal government and the system of checks and balances built to control the amount of power that each branch wields. It is organized into sections that will teach, reinforce, and test students on each branch of the federal government, their relationships to each other, and their responsibilities to United States citizens.

evaluate the role of the President of the United States including international relations, Commander in Chief, and domestic policy. They explore the relationship between the Executive Branch and the other branches of the government and the checks and balances that control the power of the Executive Branch. Students explore the role of the Cabinet and the role of President as leader. Students examine past presidents, the events, speeches, and legacies of their terms of office.

- Lesson 2 – The Legislative Branch – Students learn the structure of the US Congress and its powers. Students consider the Senate and the House of Representatives and how their members are elected. Students learn the process by which a bill becomes law and the checks and balances that affect Congress.
- Lesson 3 – The Judicial Branch – Students explore the federal court system and its role in judicial review. Students will learn how federal and Supreme Court justices are selected. Students explore due process and research landmark Supreme Court decisions. Students compare the civil and criminal court systems.

Chapter 3 – Politics in the United States

The materials in this chapter analyze the roles of political parties; the role of citizens, special interest groups, the media, and the government in the election process; and the fundamental rights set forth in the Bill of Rights. It is organized into sections that will teach, reinforce, and test students on the function of political parties, voting, civic responsibility, campaign finance, the electoral process, the role of the media in politics, the role of special interest groups, and the freedoms guaranteed by the Bill of Rights.

- Lesson 1 – Political Parties – Students identify the functions of political parties in the US and their organization and function in local, state, and federal politics. Students consider the two party system and the role of third parties. Students identify political parties today, their views, and how they influence policy within the government.
- Lesson 2 – Democracy in Action – Students consider voting behavior, the right to vote, and transparency in government. Students explore how campaigns are financed. Students consider voter turnout, civic responsibility and personal involvement in the democratic process.
- Lesson 3 – The Electoral Process – Students explore the process of elections including local, state, and federal elections. Students trace the electoral process. Students analyze maps of past elections and consider disputed elections in US history.
- Lesson 4 – The Media and Politics – Students

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| | <p>consider the role the media has in the democratic process. Students analyze bias in the media and how public opinion is shaped. Students examine how public opinion is measured and contrast the right to freedom of information with national security concerns.</p> <ul style="list-style-type: none"> • Lesson 5 – Politics and Special Interest – Students identify special interest groups and political action committees, today and in history. Students analyze lobbying as a means to shape public policy. Students examine the influence of special interest groups at the local, state, and federal levels. • Lesson 6 – Freedoms, Rights, and Issues in US Government – Students evaluate the freedoms guaranteed by the Bill of Rights. Students consider the court’s role in protecting civil liberties. Students look at specific rights, cases, and the events surrounding them through the course of US history. |
| <p>Chapter 4 – State and Local Governments</p> <p>The materials in this chapter examine the structures and responsibilities of state and local government. It is organized into sections that will teach, reinforce, and test students on the structures, responsibilities and revenues of local and state governments.</p> | <ul style="list-style-type: none"> • Lesson 1- State Government – Students identify the roles and structures of local, state, and federal government. They analyze sources of state revenue including taxes and bonds. • Lesson 2 – Local Government – Students examine the structure and function of local government. Students consider the levels of local government and the structure of city government. Students consider revenue sources for local government and the impact of government spending and policy on local economies. |
| <p>Chapter 5 – Comparative Systems</p> <p>The materials in this chapter compare political and economic systems upon which the US government was modeled. It is organized into sections that will teach, reinforce, and test students on comparative political systems and comparative economic systems and how these affect the relations of world governments.</p> | <ul style="list-style-type: none"> • Lesson 1 – Comparative Political Systems – Students explore the evolution of governments and compare political systems around the world. Students discuss national sovereignty and challenges to state authority faced today. • Lesson 2 – Comparative Economic Systems – Students analyze global trade patterns and the growth of national economies. Students compare systems of socialism and capitalism. Students consider free enterprise and the communist system. Students explore national economies in the world |

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| | today in light of the world economy and multi-national corporations. |
| <p>Chapter 6 – International Relations</p> <p>The materials in this chapter evaluate the role of the US in the United Nations and in world-wide international relations. It is organized into sections that will teach, reinforce, and test students on ideas and events in US foreign policy, national and international security, and issues of environmental and economic interdependence among world nations.</p> | <p>The lesson in this chapter covers:</p> <ul style="list-style-type: none"> Lesson 1 – International Relations – Students explore the role of the United States in international relations. Students trace US foreign relations since the end of World War II. Students consider national defense, national security, and environmental interdependence. |

APPENDIX B: CURRICULUM OUTLINE

Grade 12: World History

Course Description

World History covers this history of the nations and peoples of the world. Included with the history and geography are cultural development, political and economic systems and social structures. The student will be challenged to think critically about international relations, human commonalities and differences and their impact on the student’s own life.

We will begin this course with an introduction into history, geography, and a little bit of anthropology to give you a framework for understanding the course as a whole. We will then begin with the four primary ancient civilizations and work our way through present day. This course is designed to give you an overview of what we know about World History and encourage you to think critically about the development of history as it relates to our present day cultures and situations. Think of this course as the greatest epic ever written — one long story about the development, impact, and innovations of humans.

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| <p>Chapter 1 – What is World History?</p> <p>The materials in this chapter identify the importance of learning world history, consider world geography and the concept of civilization, and examine the Neolithic Revolution that led to settlement. It is organized into sections that will teach, reinforce, and test students on ways we look at history, geography, chronologies, and civilizations.</p> | <p>Lesson 1 – Introduction to World History – Students consider how we look at history including, trends, periods and conditions, geological times and geographic conditions. Students organize dates and consider what a chronology is. Students consider relative and absolute chronologies and what defines a civilization. Students explore known information about the Neolithic Revolution and the trend to settle and use agriculture to survive.</p> |
| <p>Chapter 2 – Beginnings to 500 CE</p> <p>The materials in this chapter examine early civilizations in the ancient world, including floodplain civilizations and ancient classical civilizations. It is</p> | <ul style="list-style-type: none"> Lesson 1 – Floodplain Civilizations – Students are introduced to historical eras from the Big Bang forward through history. They consider the floodplain civilizations of Mesopotamia, based along the Tigris and Euphrates Rivers; |

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| <p>organized into sections that will teach, reinforce, and test students on the early civilizations of Mesopotamia, Egypt, China, India, Greece, and Rome, and the further development of religions after the fall of Rome.</p> | <p>Egypt along the Nile; and Harappan, Aryan, Shang, and Zhou societies of South and East Asia.</p> <ul style="list-style-type: none"> • Lesson 2 – Classical Civilizations 1 – Students trace the development of classical civilizations in China and India. Students consider Chinese dynasties, trade, and Confucian thought and political, economic and social institutions in India and the Hindu, Buddhist, and Greek religious influences. Students will compare and contrast the relationships between religion and politics in the different societies. • Lesson 3 – Classical Civilizations 2 – Students trace the development of the ancient civilizations of Greece and Rome. Students explore the histories of important figures such as Homer, Alexander the Great, and King Xerxes and the wars and transfers of power between warring city-states and warring cultures. Students trace the rise of Rome and learn about its scholars, government, society, and conquests. Students compare and contrast Roman society and the Han Dynasty. • Lesson 4 – Further Development of Religions – Students compare Judaism, Christianity, Buddhism, Sikhism, and Islam. Students consider how aspects of Democratic government from ancient Greece and the Roman Republic have influenced democracies today. |
| <p>Chapter 3 – 500-1400</p> <p>The materials in this chapter identify and compare the significance of early world cultures and their effects on one another as they moved from their postclassical forms to the Renaissance. It is organized into sections that will teach, reinforce, and test students on the post-classical era, including trade and influence between cultures and the feudal system; the rise of regional empires; and the early modern era, including the Ming Empire and the effects of the plague on civilization.</p> | <ul style="list-style-type: none"> • Lesson 1 – Post-Classical Era 1 – Students consider trade between early world cultures and those cultures' influences upon one another. Students will examine Islam and Southwest Asian culture; Africa, the Great Kingdoms, and slavery; and the Byzantines and Slavs. • Lesson 2 – Post-Classical Era 2 – Students will explore the feudal system in Europe including the system of manorialism and the role of the Roman Catholic Church. Students will learn about Charlemagne, the Crusades, and the Middle Ages. Students will trace the development of culture, technology and economics, art, architecture and religion in China. Students explore events and cultures during this period in Japan, Korea, Vietnam, and China. |

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| | <ul style="list-style-type: none"> • Lesson 3 – The Rise of Regional Empires– Students trace the rise of civilizations in the Andes and Mesoamerica. Students learn about the plagues and the roles of wildlife, environment, and agriculture in spreading disease. Students examine exploration, migration, and trade through study of the Polynesian people and the Swahili coast. Students will learn about the Mongol Empire and the travels of Marco Polo. • Lesson 4 – The Early Modern Era – Students compare major empires of the world during this period. Empires considered include the Ottoman Empire and Ming China. Students explore the formation of the English Government, the Renaissance, and the effect the plague had on the development of nations. |
| <p>Chapter 4 – 1450-1750</p> <p>The materials in this chapter analyze interactions between worlds during the Age of Exploration. It is organized into sections that will teach, reinforce, and test students on the development of Europe and western ideas and ideals, Latin America and the Columbian Exchange, role of slavery in the colonial economy, and Asia’s role in the world community.</p> | <ul style="list-style-type: none"> • Lesson 1 – The West and the World – Students explore the effects of religious and political growth in Europe prior to the Age of Exploration. Students consider how the Renaissance may have influenced Columbus. Students trace the rise of the nation-state, the Reformation, and the scientific revolution and the effects each had on enabling the Age of Exploration. • Lesson 2 – Latin America – Students examine Native American civilizations. They explore different pre-Columbian cultures, the Columbian Exchange, and other effects of the early contact between explorers, conquistadors, and Native Americans. • Lesson 3 – Economic Effects of Exploration – Students examine the movement toward a global economy with Europe, Africa, and America playing their parts. Students trace the role of slavery in the colonial economy and the economy of Africa. They follow the history of abolition in Barbados. Students explore the role of religious persecution in migration to the Americas. • Lesson 4 – Asia and the World – Students evaluate Asia in terms of its role in the global community. They consider the Muslim empires, India, the role of Europeans in Asia, and compare the works and legacies of Confucius and Socrates. Students trace the global balance of power and the role of |

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| | <p>geography and ideology in colonization.</p> |
| <p>Chapter 5 – 1750-1914</p> <p>The materials in this chapter examine revolutions around the world and their effect on industrialism and imperialism. It is organized into sections that will teach, reinforce, and test students on the rise of revolutions during the period, the Industrial Revolution in the United States, parallel revolutions, industrialism and imperialism, and the events and causes leading to World War I.</p> | <ul style="list-style-type: none"> • Lesson 1 – An Age of Revolution – Students examine the rise of revolution during this period. They explore political revolutions in France and Haiti, reform movements in Great Britain, the United States and Russia, and the rise of nationalism in Japan and China. They trace the effects of the Industrial Revolution on western culture and society. Students use a map to trace the effects of the Industrial Revolution in the United States. • Lesson 2 – Parallel Revolutions – Students examine the revolutions that took place around the world in the period from 1750-1848. They assess the effect on of the American Revolution on the rest of the world. Students consider the French and Haitian Revolutions and the rise of Napoleon. Students explore world revolutions in 1848 and look closely at Karl Marx, Maximillian, and the US Civil War. Finally, students consider the effect the American Revolution had on the rest of the world. • Lesson 3 – Industrialism and Imperialism 1 – Students compare Japan and Russia during the late 19th and early 20th centuries and consider their cultures, economies, and industrialization. Students consider Darwin’s theories and how they affected New Imperialism. Students explore the rise of nationalism and socialism in unifying Germany and Italy. Students trace the events of the Napoleonic and Crimean Wars. Students explore the effects of socialism and social reform on North America and analyze Nationalism in Latin America. • Lesson 4 – Industrialism and Imperialism – Students compare industrialism and change in different parts of the world including the United States, Mexico, Japan, and Germany. Students note the effects of imperialism on Southwest Asia and Africa. Students consider the US Civil War, the Boer War, the Opium Wars, and the Boxer Rebellion. Students analyze and compare the effects of industrialization in different parts of the world. • Lesson 5 – The Coming of War – Students explore contributions of science and modernism and evaluate their contributions |

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| | <p>to society. Students explore the causes of World War I and the tensions, animosities, and alliance systems in Europe that led to conflict.</p> |
| <p>Chapter 6 – 1914-Present</p> <p>The materials in this chapter follow major events from the early twentieth century leading up to today. It is organized into sections that will teach, reinforce, and test students on the revolution in Mexico, World War I, the period between the wars, the effects of the Great Depression, Fascism and Stalinism, World War II, the Cold War, and the new century.</p> | <p>Lessons in this chapter are organized into the following sections:</p> <ul style="list-style-type: none"> • Lesson 1 – Revolution in Mexico – Students examine the themes of this era, including revolution, economic depression, decolonization, and world conflict. Students trace the events and ideologies of the Mexican Revolution. Students explore the ideas of the different factions and alliances formed during the reign of Porfirio Diaz and make conclusions about the most ideal future for Mexico. • Lesson 2 – World War I – Students compare the two sides in the conflict. They will consider the effects of air power and trench warfare and the main events of the war. Students trace military campaigns outside of Europe and the participation of empire armies in the war. Students consider the Russian Revolution and compare Bolshevik communism and the Tsarist government. Students explore the events and issues leading to the signing of the Treaty of Versailles. They consider whether the conditions laid out in the treaty ultimately led to the rise of Hitler and World War II. • Lesson 3 – Between the Wars – Students trace world changes during the inter-war years including: the decolonization of India, the end of the Great Game, US recognition, and Nationalism in Africa. Students compare and contrast the end of colonization in America with the end of colonization in Africa. • Lesson 4 – World in Upheaval – Students recognize the effects of the Great Depression on the world and compare reactions and solutions in different parts of the world. Students explore the changes in Germany, Italy and the USSR as a result of Fascism and Stalinism. Students analyze the rise of organizations in the US that protect modernity over traditionalism. Students note changes in governments and ideologies in Latin America. Students compare totalitarian |

regimes in Asia, Latin America, and Europe.

- Lesson 5 – The Coming of World War II – Students evaluate conflicts that led to Asia’s involvement in World War II. Students compare motivations involved in China’s turn to Marxism and Japan’s quest for Imperialism. Students trace the decolonization of Southeast Asia and the subsequent effects of the war in Europe.
- Lesson 6 – World War II – Students identify Allied and Axis powers and hear primary source accounts of life on the Home Front. Students identify major turning points of the war in Europe and the war in the Pacific and examine the role that technology played in the war. Students will closely examine the Nuremburg Trials and also examine military operations during the course of the war.
- Lesson 7 – Postmodern Era 1 – Students analyze the events and themes of the period of the Cold War. Students evaluate the devastation in Japan and Europe after the war and consider the creation of the United Nations. Students evaluate the rise in technology during the Cold War, looking particularly at the use of submarines. Students will consider the effects of the Cold War including, Communism in East Asia, the Cuban Missile Crisis, regional conflicts between Russia and Eastern Europe and the rise of the US and USSR as global super powers. Students will also consider decolonization in Africa and independence and end of partition in India during this period.
- Lesson 8 – Postmodern Era 2 – Students consider relations and conflicts between the West and Southeast Asia after World War II, including conflicts between Israel and the Arab nations, the importance of oil in Iran, the division of India and Pakistan, the Russo-Afghanistan war, and the invasions of Iraq. Students will consider the post-Cold War Global reality including the European Union and the many social and political changes that have taken place.
- Lesson 9 – The New Century – Students consider the period from 1968 through today. Students trace the influence of new technology and global politics and economy in our world. Students consider the effects of natural disasters such as the 2011

| | |
|--|---|
| | <p>earthquake and tsunami in Japan and of climate change on global relationships and environmental policies. Students explore the role of terrorism in the modern world and how instances of terrorism or the threat thereof affect global relations.</p> |
|--|---|

Appendix _C____: [9-12 Core Content
Electives]

[Huntersville Charter High School]

APPENDIX C Core Content Electives

| FUTURE READY CORE | | | |
|---|--|---|--|
| Freshman | Sophomore | Junior | Senior |
| English 9 (1 credit) | English 10 (1 credit) | English 11 (1 credit) | English 12 (1 credit) |
| Math (1 credit) Math I Algebra Geometry | Math (1 credit) Math II Algebra 1 Geometry | Math (1 credit) Integrated Math 1 Algebra 2 Geometry Trigonometry Pre/Calculus | Math (1 credit) Integrated Math 2 Algebra 2 Geometry Trigonometry Pre/Calculus |
| Science (1 credit) Earth/Environmental | Science (1 credit) Biology | Science (1 credit) Physical Science Chemistry Physics | Science (1 credit) Physical Science Chemistry Physics |
| Social Studies (1 credit) United States History I | Social Studies (1 credit) United States History 2 | Social Studies (1 credit) US Government | Social Studies (1 credit) World History or History Elective |
| Elective Choice (1 credit): Safety Training Industry Specialization Skill Class Additional CTE course | Elective Choice (1 credit): Safety Training Industry Specialization Skill Class Additional CTE course | Elective Choice (1 credit): Safety Training Industry Specialization Skill Class Additional CTE course | Elective Choice (1 credit): Safety Training Industry Specialization Skill Class Additional CTE course |
| PE Health and Wellness (1 credit) | Elective Choice (1 credit): Safety Training Industry Specialization Skill Class Additional CTE course | Elective Choice (1 credit): Safety Training Industry Specialization Skill Class Additional CTE course | Elective Choice (1 credit): Safety Training Industry Specialization Skill Class Additional CTE course |
| CTE Course (1 Credit) Electrical I HVAC I Plumbing and Pipefitting I Computer Science/Information Technology I Culinary I | CTE Course (1 Credit) Electrical II HVAC II Plumbing and Pipefitting II Computer Science/Information Technology II Culinary II | CTE Course (1 Credit) Electrical III HVAC III Plumbing and Pipefitting III Computer Science/Information Technology III Culinary III | CTE Course (1 Credit) Electrical Apprenticeship HVAC Apprenticeship Plumbing and Pipefitting Apprenticeship Computer Science/Information Technology Apprenticeship Culinary Apprenticeship |

Students must have 22 credits to graduate.

Required Credits:

1 credit in physical education

3 credits in Science

4 credits in:

- 1) Math
- 2) English
- 3) Social Studies

4 Credits in CTE Course – From Level I-Level IV Same course

Beginning Sophomore Year Students can use an elective to take an additional CTE course in a different area than their chosen I-IV CTE course certification.

| FUTURE READY OCCUPATIONAL | | | |
|--|---|--|---|
| Freshman | Sophomore | Junior | Senior |
| Occupational English I (1 credit) | Occupational English II * (1 credit) | Occupational English III (1 credit) | Occupational English IV (1 credit) |
| Occupational Mathematics I (1 credit) | Occupational Mathematics II (1 credit) | Occupational Mathematics III (1 credit) | Additional CTE course |
| Life Skills Science I (1 credit) | Life Skills Science II (Biology) ** (1 credit) | Additional CTE course | Additional CTE course |
| Social Studies I (Government/US History) (1 credit) | Social Studies II (Self-Advocacy/Problem Solving) (1 credit) | Additional CTE course | Additional CTE course |
| Occupational Preparation I | Occupational Preparation II | Occupational Preparation III | Occupational Preparation IV |
| PE and Wellness (1 credit) | Additional CTE course | Additional CTE course | Additional CTE course |
| CTE Course (1 Credit) Electrical I HVAC I Plumbing and Pipefitting I Computer Science/Information Technology I Culinary I | CTE Course (1 Credit) Electrical II HVAC II Plumbing and Pipefitting II Computer Science/Information Technology II Culinary II | CTE Course (1 Credit) Electrical III HVAC III Plumbing and Pipefitting III Computer Science/Information Technology III Culinary III | CTE Course (1 Credit) Electrical Apprenticeship HVAC Apprenticeship Plumbing and Pipefitting Apprenticeship Computer Science/Information Technology Apprenticeship Culinary Apprenticeship |

Required Credits:

- 1 credit in physical education
- 2 credits History
- 2 credits Science **Biology taken by 11th grade
- 3 credits in Math
- 4 credits in English *English II taken by 10th grade
- 4 credits in CTE Course – From Level I-Level IV (same area)
- 6 credits Occupational Preparation and/or CTE credits

Appendix _D____: [Yearly Academic
Calendar]

[Huntersville Charter High School]

APPENDIX D - Huntersville Charter High School 2021-2022 School Calendar

August 2021

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

September 2021

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

October 2021

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

November 2021

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

December 2021

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

January 2022

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

February 2022

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

March 2022

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

April 2022

| s | M | T | w | T | F | S |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

May 2022

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

June 2022

| s | M | T | w | T | F | s |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| | | | | | | | |
|-----------------|---|-----------------------|--|------------------------|--|------------------|--|
| Aug 20-25, 2021 | Teachers Pre-Planning Week and Prof. Dev. Training | Nov 11, 2021 | Veterans Day - No School | Jan 24, 2022 | Third Quarter Begins | May 6, 2022 | Teacher Proff. Dev. Day - No School Students |
| Aug 26, 2021 | First Day of School, 1 st Quarter begins | Nov 24-26, 2021 | Thanksgiving Break | Feb 21, 2022 | Presidents' Day - No School | May 30, 2022 | Memorial Day |
| Sep 6, 2021 | Labor Day - No School | December 2, 2021 | Teacher Proff. Dev. Day - No School Students | Feb 23, 2022 | Teacher Proff. Dev. Day - No School Students | June 14-16, 2022 | Exams |
| Sep 23, 2021 | Teacher Proff. Dev. Day - No School Students | Dec 20 - Dec 31, 2021 | Winter Break - No School | March 21-23, 2022 | Practice Assessments | June 17, 2022 | Last Day of School Students |
| Oct 13-15, 2021 | Practice Assessments | Jan 12-14, 2022 | Practice Assessments | March 28-April 1, 2022 | Spring Break | June 20-21, 2022 | Teacher Work Days |
| Oct 29, 2021 | Second Quarter Begins | Jan 17, 2022 | MKL Day - No School | April 5, 2022 | Fourth Quarter Begins | | |

Appendix ___E___: [Daily and Weekly Schedule for Each Grade Band the School Will Ultimately Serve]

[Huntersville Charter High School]

Appendix E -Sample Daily Schedule-Huntersville Charter High School

A Day

| General Schedule | Freshman Student Sample Schedule | Times |
|-----------------------|----------------------------------|---------------|
| Warning Bell | | 7:25 |
| Homeroom | Homeroom | 7:30-7:40 |
| First Period | (English)English 9 | 7:45 – 9:05 |
| Break | Break | 9:15 – 9:35 |
| Second Period | (CTE) Electrical I | 9:40 – 11:00 |
| Lunch A/Study Group B | Lunch A | 11:05-11:40 |
| Study Group A/Lunch B | Study Group A | 11:45 – 12:20 |
| Third Period | (Math) Algebra I | 12:25 – 1:45 |
| Fourth Period | (Elective) Safety Certification | 1:50 – 3:10 |
| Dismissal | | 3:10 |

B Day

| General Schedule | Freshman Student Sample Schedule | Times |
|-----------------------|--|---------------|
| Warning Bell | | 7:25 |
| Homeroom | Homeroom | 7:30-7:40 |
| First Period | (Science) Earth/Environmental Science | 7:45 – 9:05 |
| Break | Break | 9:15 – 9:35 |
| Second Period | (CTE) HVAC and Welding I | 9:40 – 11:00 |
| Lunch A/Study Group B | Lunch A | 11:05-11:40 |
| Study Group A/Lunch B | Study Group A | 11:45 – 12:20 |
| Third Period | (Social Studies) US History I | 12:25 – 1:45 |
| Fourth Period | (PE) Physical Education and Wellness | 1:50 – 3:10 |
| Dismissal | | 3:10 |

Weekly Schedule

| | | | | |
|--------|---------|-----------|----------|--------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| A Day | B Day | A Day | B Day | A Day |

Weekly schedule will alternate A and B days. Classes are 80 minutes.

Appendix _F____: [Federal Documentation
of Tax Exempt Status]

[Huntersville Charter High School]

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 26 2018

ASPIRE CAROLINAS FOUNDATION INC
91 HUBBARD ST
BELMONT, NC 28012

Employer Identification Number:
82-3432311
DLN:
17053005353038
Contact Person:
ANGELA PARKER ID# 23001
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990-PF Required:
Yes
Effective Date of Exemption:
November 16, 2017
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a private foundation within the meaning of Section 509(a).

You're required to file Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation, annually, whether or not you have income or activity during the year. If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PF" in the search bar to view Publication 4221-PF, Compliance Guide for 501(c)(3) Private Foundations, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 1076

ASPIRE CAROLINAS FOUNDATION INC

Sincerely,

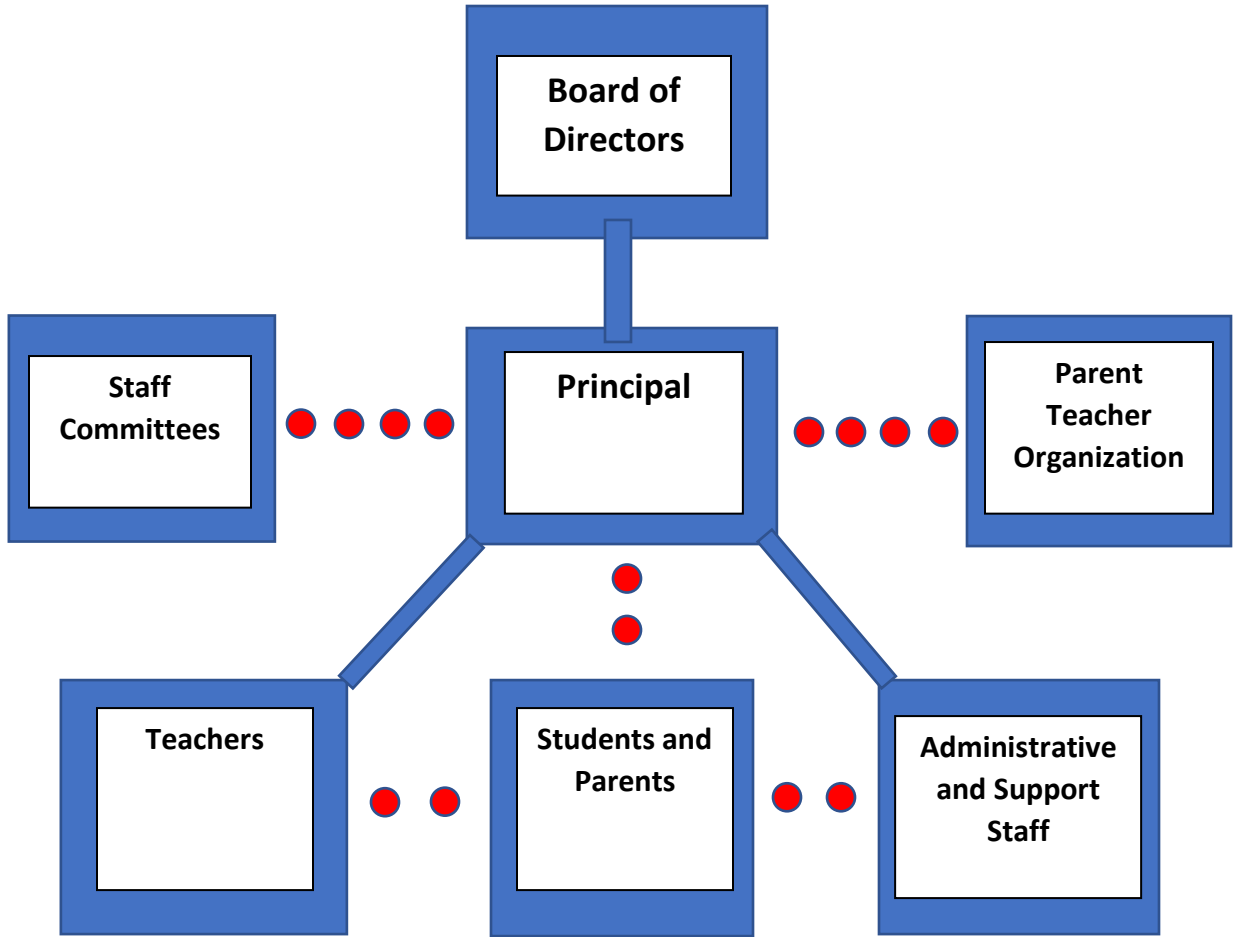
Stephen A. Martin

Director, Exempt Organizations
Rulings and Agreements

Appendix _G____: [Organizational Chart]

[Huntersville Charter High School]

Appendix G – Organization Chart



KEY



Blue Lines are Direct Reports



Red Dotted Lines show informal reporting structure for communication purposes

Appendix _H____: [Charter School Board
Member Response and Resume]

[Huntersville Charter High School]

JENNIFER R. NICHOLS

91 Hubbard St.
Belmont, NC 28012
704 651-4811 (cell)
jen.r.nichols@gmail.com

SUMMARY

Dynamic advancement professional with 20 years of successful leadership, development and fundraising experience.

EMPLOYMENT

| | |
|--|----------------|
| Aspire Carolinas Foundation, Inc. Founder/Executive Director | 2017 – present |
| The John Crosland School (formerly Dore Academy, Inc.), Charlotte, NC Director of Institutional Advancement | 2010 – 2017 |
| Discovery Place, Inc., Charlotte, NC Development Officer / Development Director Discovery Place KIDS Projects | 2006 – 2010 |
| The American Red Cross Greater Carolinas Chapter, Charlotte, NC Major Gift Manager | 2003 – 2006 |
| Arc of Mecklenburg County, Charlotte, NC Assistant Director/Director of Development | 2000 - 2003 |
| First In Families (a program of Residential Support Services), Charlotte, NC Community Developer | 1997-2000 |
| Dixie Staffing Services, Charlotte, NC Branch Manager | 1995 - 1997 |
| Two Way Radio of Carolina, Charlotte, NC Cellular and Paging Sales Manager | 1990 - 1994 |
| Bell Atlantic Metro Mobile, Charlotte, NC Sales Associate | 1989 - 1990 |
| Sonny Hancock Mazda, Gastonia, NC Sales Associate | 1989 - 1990 |
| Adrian Public Schools, Adrian, MI Teacher Instructor | 1979 - 1989 |

EDUCATION

Bachelor of Science in Education, Malone College, Canton, OH, 1979
Graduate Studies (Reading Specialist) Eastern Michigan University, Ypsilanti, MI, 1986-1987
Certified Grant Specialist, Research Associates/ National Grant Writers Association, Columbia, SC 1998
Continuing Education (Developmental Disabilities) CPCC, Charlotte, NC 1999-2000

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: Huntersville Charter High School

2. Full name: Jennifer Nichols

Home Address: 91 Hubbard St., Belmont, NC 28012

Business Name and Address: Aspire Carolinas Foundation, 91 Hubbard St., Belmont, NC 28012

Telephone No.: 704-651-4811

E-mail address: jennifer@aspirecarolinas.org

3. Brief educational and employment history.

BS Education, Malone College; Graduate Studies (Reading Specialist) Eastern Michigan University; Certified Grant Specialist, Research Associates/ National Grant Writers Association; Continuing Education (Developmental Disabilities) CPCC. I have over 20 years advancement, leadership, development and fundraising experience. I am currently the Executive Director and Founder of Aspire Carolinas Foundation. I previously worked as the Director of Advancement at John Crosland School. Prior to that I was employed by Discovery Place, The American Red Cross, and Arc of Mecklenburg County.

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 requested to join this Board of Directors (BOD) by numerous educators and professionals in the charter school and vocational education area. My current BOD of Aspire Carolinas also strongly supports that I be on the BOD of the charter school. I wish to serve on the BOD of the charter school to ensure strong leadership, guidance, and fiscal management and to assist with the development and recruiting of additional members to help lead the school.

6. What is your understanding of the appropriate role of a public charter school board member?
A charter school board member should follow the by-laws of the charter school and serve to provide leadership and guidance to help the charter school achieve its goals.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently an honorary and voting member of the Board of Directors of Aspire Carolinas Foundation. I also have 10 years' experience as a former teacher. I am results-oriented with demonstrated administrative management expertise. I am excellent communicator and presenter with ability to motivate and direct efforts of others. I have a highly methodical approach to responsibilities with outstanding follow-through skills.
8. Describe the specific knowledge and experience that you would bring to the board.
I will bring my extensive development and fundraising skills to the board. I will also bring my educators background to help ensure academic excellence.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of the school is to provide trade education to students so that they are qualified to begin employment in their chosen trade upon high school graduation. They will also be fully prepared to go on to a two- or four-year college if that is the best educational path for them. This school will provide positive outcomes for students that are being left behind with a traditional high school program. This school will provide a path to well-paid and skilled employment in the trades that helps both students succeed and provides local employers with the skilled workforce they desperately need.
2. What is your understanding of the school's proposed educational program?
This school will provide both the required core academics and extensive and hands-on vocational training.
3. What do you believe to be the characteristics of a successful school?
A successful school allows all students to succeed. Students who have struggled previously in a traditional school environment will have the chance to find a vocation they truly love and shine with pride at their achievements at our school.
4. How will you know that the school is succeeding (or not) in its mission?
If our graduates are successful after graduation and if the educational environment is positive, uplifting, and meets the educational needs of our students.

Governance

1. Describe the role that the board will play in the school's operation.
The board will provide extensive leadership and fiscal management to the schools' operations.
2. How will you know if the school is successful at the end of the first year of operation?
If we meet our enrollment goals and students and staff create a positive educational environment.

3. How will you know at the end of five years of the schools is successful?
If we are running at full enrollment in all grades, with a wait list to get in. Graduating students will all be placed in a skilled vocational position or attending a 2 or 4-year college.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will have to make sure the enrollment targets are met, and that the personnel is well qualified and receives continued professional development. Continued partnerships with local businesses to train and place our graduates will be maintained.

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 a board member violates the conflict of interested policy I would meet with the board chair to discuss the incident and what steps to take next.

*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.



Certification

I, Jennifer Nichols, 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 Huntersville Charter High School Charter School is true and correct in every respect.

Signature

Jennifer Nichols

Date

9/19/18

JAMES SECUNDA

4517 Forest Cove Rd. Belmont, NC 28012 · 704-737-3700

jim@aspirecarolinas.org

Founder and Owner of multiple businesses

EXPERIENCE

2005 – PRESENT

CO-FOUNDER, SYNERGY COVERAGE SOLUTIONS, INC

1993 – PRESENT

CO-FOUNDER, COMPSOURCE, INC.

1979-2008

OWNER/PRESIDENT, AMERICAN REHABILITATION INC.

1977-1979

MANAGER, INA CORPORATION

EDUCATION

AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT
(THUNDERBIRD)

MS Management

FARLEIGH DICKINSON UNIVERSITY

BS Business and Marketing

AWARDS AND AFFILIATIONS

- Chairman Thundering Herd Investments
- Treasurer Aspire Carolinas Foundation
- Board Member Charlotte Christian School
- Served on Board of Stony Brook Prep School
- Served on Board of Charlotte Pregnancy Center
- Served on Board of Community Health Services
- Served on Board of Boy Scouts of America (Special Needs Board)
- Served on Board of Epiphany School of Charlotte

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: Aspires Charter Vocational School

2. Full name: James Kinney Secunda

Home Address: 4517 Forest Cove Rd. Belmont, NC 28012

Business Name and Address: Thundering Herd Investments - 4517 Forest Cove Rd. Belmont, NC 28012

Telephone No.: 704-737-3700

E-mail address: jsecunda@theherdonline.com

3. Brief educational and employment history.

'75 Farleigh Dickinson University; '76 American Graduate School Int'l Mgt; '79 formed American Rehabilitation Inc.; '93 co-founded Compsource Ins. Co.; '04 cofounded Synergy Ins. Co.

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?

Yes, Marty McCarthy a fellow board member and founder of Epiphany School Charlotte asked me to join the board of Aspire Carolinas Foundation. In order to get the charter school set-up successfully I would like to be on the board initially to guide it during the start-up phase and give the board the benefit of my extensive business expertise.

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

A charter school board member serves the board as a volunteer to provide leadership and guidance to the mission 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. 1998 Stony Brook School, NY School Board Trustee, 2009 Epiphany Charlotte School Board ,2018 Charlotte Christian School, Board Trustee
8. Describe the specific knowledge and experience that you would bring to the board.
I have private school board experience and corporate entrepreneur and corporate board experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The charter trade high school will provide opportunities for students to graduate with certified experience in the trades with an opportunity to begin their career as an electrician, welder, plumber etc. or to pursue additional certifications and education.
2. What is your understanding of the school's proposed educational program?
This school will offer extensive training in the trades, enough that a graduate would be ready to work in their chosen trade upon graduation.
3. What do you believe to be the characteristics of a successful school?
Excellent administrative and BOD leadership, and excellent teaching.
4. How will you know that the school is succeeding (or not) in its mission?
If we need a lottery for students to attend because so many are interested, and the students having employment in their chosen fields upon graduation.

Governance

1. Describe the role that the board will play in the school's operation.
The board will supervise and evaluate the principal and guide the school's operations and mission.
2. How will you know if the school is successful at the end of the first year of operation?
We are meeting our board goals in the areas of academics, enrollment, governance, finance, and operations.
3. How will you know at the end of five years of the schools is successful?
That we are meeting our five-year board goals in the areas of academics, enrollment, governance, finance, and operations.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Secure funding to build the school, hire a well-qualified principal and staff, and meet enrollment 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?
Follow the bylaws procedures and have a meeting with the chair and present the evidence.

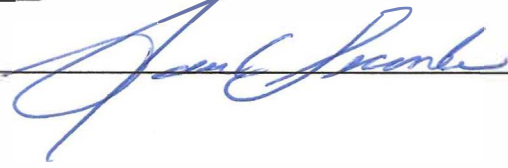
*Please include the following with your Information Form

- a **one page** resume

Certification

I, James Secunda, 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 Aspire Vocational Charter School is true and correct in every respect.

Signature



Date

9/11/18

DALE HALTON

1530 Queens Rd. PH- 1 Charlotte, NC 28207 · 704-651-4811
dale@aspirecarolinas.org

Retired business president, volunteer and noted philanthropist.

EXPERIENCE

1981 – 2005

PRESIDENT, PEPSI-COLA BOTTLING COMPANY OF CHARLOTTE

1972 – 1981

TREASURER, PEPSI-COLA BOTTLING COMPANY OF CHARLOTTE

EDUCATION

AGNES SCOTT COLLEGE

Attended for two years

MYERS PARK HIGH SCHOOL

Graduate

AWARDS AND AFFILIATIONS

- Founder Dale Halton Foundation
- Served as Board Member of North Carolina Dance Theatre
- Served on Board of Trustees UNCC
- Served on UNCC Athletic Foundation Board
- Board Vice Chair - Aspire Carolinas Foundation
- Served on Charlotte Chamber of Commerce Board
- Served on Board of Advisors for J. Murrey Atkins Library UNCC
- 2018 NC Women Business Owners Hall of Fame Award
- 2005 Order of the Long Leaf Pine Award
- 1988 Business Woman of the Year

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: Huntersville Charter High School

2. Full name: Dale Halton

Home Address: 1530 Queens Rd. PH- 1 Charlotte, NC 28207

Business Name and Address: n/a

Telephone No.: 704-651-4811

E-mail address: dale@aspirecarolinas.org

3. Brief educational and employment history.

I graduated from Myers Park High School. I attended Agnes Scott College for two years. My 30-year career was at Pepsi-Cola Bottling Company of Charlotte, where I retired as President in 2005.

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?

Marty McCarthy and Jennifer Nichols approached me about starting a foundation which supported schools for children with special needs in the wider Charlotte area. As part of serving on this board we received strong feedback that a trade high school was desperately needed in the area. I wish to serve on the board of the charter school to help provide alternate, fulfilling, and well-paid career routes for students that may not go to college.

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

The board member is professional and supports the mission of the school. The board member ensures the board provides excellent guidance and fiscal management oversight to the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on the boards of: North Carolina Dance Theatre, Board of Trustees of UNCC, UNCC Athletic Board, Charlotte Chamber of Commerce, and the Board of Advisors for J. Murrey Atkins Library at UNCC.
8. Describe the specific knowledge and experience that you would bring to the board.
I have spent my career owning and leading a successful business and will bring my business acumen and expertise to the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to provide local high school students with the opportunity to graduate from high school fully qualified to work in a trade immediately with no additional post-secondary work. Students that do continue on to either a 2- or 4-year degree have an excellent foundation and education to begin a college education.
2. What is your understanding of the school's proposed educational program?
The program will still be academic and provide all the core classes as required to graduate from a NC high school. It will be unique because it will offer extensive hands-on vocational training that prepares the student to be fully qualified for employment in their chosen trade upon graduation.
3. What do you believe to be the characteristics of a successful school?
A successful school has a positive energy that lifts up all who attend and work there. The spirit at the school is one of success and the chance for the students to believe in themselves and be proud of the work they are accomplishing.
4. How will you know that the school is succeeding (or not) in its mission?
If the school has a high enrollment rate, it will show that students and families know that it has an excellent reputation and positive outcomes for students upon graduation.

Governance

1. Describe the role that the board will play in the school's operation.
The board will lead the school to follow its mission and oversee all operations.
2. How will you know if the school is successful at the end of the first year of operation?
If we have a positive feedback from students and staff.
3. How will you know at the end of five years of the schools is successful?
If the school is fully functional with grades 9-12 filled, and the first graduating class is working in their chosen trade or pursuing secondary education.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
We will have to make sure the school stays true to its mission and is well run.
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 meet with the appropriate person on the board and share my concerns with them.

*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.

Certification

I, Dale Halton, 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 Huntersville Charter High School Charter School is true and correct in every respect.

Dale A. Halton

Signature

9-24-18

Date

SARAH MCAULAY

300 Gilead Rd. Huntersville, NC 28078 · 704-875-6872

sarah@aspirecarolinas.org

Retired banking executive, former Mayor of Huntersville

EXPERIENCE

1966 – 2003

VICE PRESIDENT IN TECHNOLOGY, BANK OF AMERICA (PREVIOUSLY NORTH CAROLINA BANK)

1961 – 1966

RESEARCHER, FEDERAL RESERVE BANK OF RICHMOND

EDUCATION

UNC WOMAN'S COLLEGE (NOW UNCG)– GREENSBORO, NC
BA ECONOMICS

NORTH MECKLENBURG HIGH SCHOOL
Graduate

AWARDS AND AFFILIATIONS

- Mayor of Huntersville – 5 Terms
- Huntersville Town Commissioner – 7 Terms
- Served as Chairperson for Centralina Foundation
- Serve as Chairperson for Voluntary Transportation Services
- Serving as Board Secretary for of Aspire Foundation
- Awarded Long Leaf Pine Award in 2015
- Member of Huntersville Associated Reform Presbyterian Church
- Active in Civic organizations that promote historical preservation of Latta Plantation and Historic Rural Hill

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: Huntersville Charter High School
2. Full name: Sarah Richardson McAulay

Home Address: 300 Gilead Road, Huntersville, NC 28078

Business Name and Address: N/A

Telephone No.: 704-875-6872

E-mail address: srmcaulay@aol.com

3. Brief educational and employment history.
1957 Graduated North Mecklenburg High School, Huntersville, NC
1961 Graduated UNC Woman's College (Now UNCG), Greensboro, NC BA Economics
1961-1966 Employed Federal Reserve Bank of Richmond, Richmond, NC Economic Research
1966-2003 Employed North Carolina National Bank thru Mergers to Bank of America
2003 Retired as a Vice President in technology area of BAC.
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?
Jennifer Nichols, Executive Director of Aspire Carolinas Foundation.
To provide and support education and especially technical opportunities for the Huntersville Region's underserved student citizens.
6. What is your understanding of the appropriate role of a public charter school board member?
To establish and provide leadership in mission, ethics, financial and operational policies according to the State Board of Education guidelines and policies for Charter Schools.

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.
Served as Mayor of Huntersville 5 terms, as Huntersville Town Commissioner for 7 terms.
Also, since 1959 have been a member of area and regional government type boards and commissions.
I consider myself a leadership professional citizen in the Huntersville area and region.
8. Describe the specific knowledge and experience that you would bring to the board.
I am a long-time resident of Huntersville, understand the history of the Huntersville area and region, leader in establishing and promoting quality of live for citizens in areas of professional services, and job opportunities.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school's mission is to provide a comprehensive trade education to students so that they are fully qualified upon high school graduation to be employed in their chosen trade.
2. What is your understanding of the school's proposed educational program?
The educational program combines traditional academics and a robust and comprehensive trade education program.
3. What do you believe to be the characteristics of a successful school?
Successful schools should graduate students with options. They should be fully qualified for to attend college or pursue a skilled and well-paid trade in the employment market.
4. How will you know that the school is succeeding (or not) in its mission?
Review and understand the school management reports including the financial positions and feedback for the students, parents, supporters and promoters of the charter school.

Governance

1. Describe the role that the board will play in the school's operation.
The board will provide excellent leadership and guidance to the school.
2. How will you know if the school is successful at the end of the first year of operation?
If we meet our goals and objectives that we have set for the school.
3. How will you know at the end of five years of the schools is successful?
From reports and statistics of operations along by personal observations and discussions with parents, students, staff, other Board Members, and employers of students.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Be a leader in promoting adherence to the charter application, missions and policies of the school including employing highest quality professional staff and providing an excellent work and learning environment.
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 meet privately with the board chair to discuss my concerns.

*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.

Certification

I, Sarah McAulay, 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 Huntersville Charter High School Charter School is true and correct in every respect.

Sarah McAulay
Signature

9-24-2018
Date

Work Address
101 S Tryon St.
Charlotte, NC 28255

Lauren Casella Nicholson

lauren.e.casella@gmail.com
O: (980) 387-2352 C: (704) 604-5515

Home Address
13941 Shanghai Links Pl.
Charlotte, NC 28278

EXPERIENCE

Bank of America Corporation, Charlotte, NC

June 2017 - Present

SVP: Sr. Relationship Manager-(Healthcare, Education, Not-For-Profit)

- Relationship manager on the Healthcare, Education and Not-for-Profit team in the Global Commercial Bank serving companies with annual revenues of \$50 million to \$2 billion.
- Manage a diverse portfolio comprised of 33 clients in the Healthcare, Education and Not-for-Profit industries. RM is the primary bank advocate and key financial advisor for client relationships and is accountable for prospecting new business and enhancing existing relationships.
- Maintain a deep understanding of the clients industry, capital structure and business operations. Assess the risks and impacts from both the clients and the banks perspective for development and implementation of an overall client strategy.
- Lead a team of seasoned banking professional and specialists including Medium Finance, Treasury Sales Officers, Treasury Analysts, Credit Products Officers, Commercial Credit Underwriters, and Liquidity Specialists. Responsible for leading, directing and coordinating these key team members in analysis, strategy and execution.
- Maintenance of Series 7 and 63 licenses.

Bank of America Corporation, Atlanta, GA / Charlotte, NC

January 2014 – June 2017

SVP: Sr. Credit Products Officer- Specialized Industries (Healthcare)

- Specializing in healthcare finance responsible for the origination and structuring of a broad range of credit products including taxable and tax-exempt direct purchases, direct pay letters of credit, acquisition bridge financing, syndicated and bilateral term loans, revolving credit facilities, leasing products, commodities/foreign exchange derivative instruments,, and treasury management products for not for profit healthcare companies throughout the Southeast.
- Manage the complete underwriting process consisting of analyzing the financial statements and building historical and pro forma cash flow charts, constructing base and stress case projection models, identifying and mitigating key credit risks, ensuring the opportunity meets Bank guidelines, evaluating the primary and secondary sources of repayment, preparing risk rating scorecards, conducting due diligence on the industry/sector, and analyzing collateral and guarantor support.
- Responsible for over \$1.2 billion in funded capital commitments in final year as credit products officer.
- Maintained an ongoing understanding of internal credit policies/guidance and regulatory requirements.

Bank of America Corporation, Charlotte, NC

January 2007 – January 2014

Credit Products Underwriter

Portfolio Manager II – Senior Portfolio Manager (Healthcare Education, Not-for-Profit)

Primarily responsible for underwriting and structuring commercial credit transactions. Responsible for the ongoing maintenance and management of 3 diverse portfolios containing approximately 137 clients. Served as a key member of the commercial client team by handling the client's financial needs, ensuring that the overall client experience was favorable and assuring that the bank was strategically positioned to expand the relationship.

- Delivered financial, industry, and economic analysis to facilitate decision making.
- Responsible for adherence to credit policies, guidelines, and applicable regulatory requirements.
- Loan Structuring: Pricing, Term Sheets, Commitment Letters, Covenant levels, Collateral, Third party support.
- Client Calls: Work directly with CPO, and RM to actively prospect as well as meet with clients to ensure client satisfaction.
- Proficient in analyzing Risk Adjusted Return on Capital/Shareholder Value Added; created pricing alternatives to ensure competitive yet profitable relationships.
- Completed classroom training coursework in Credit Analysis Fundamentals, Financial Modeling and negotiations.
- Served as peer mentor summer interns and new hires.

Bank of America Corporation, Costa Mesa, California

June 2005 – January 2007

Credit Product Analyst/ Credit Development Management Program - Middle Market General Industries

- Successfully completed the 18 month Credit Development Management Program with a focus in credit fundamentals, financial modeling and loan documentation.
- Portfolio management focused on detailed financial modeling, capital structure analysis, valuation analysis, financial spreads, Risk Rating Scorecard and Credit Risk Profiles.
- Analyzed the clients operations, repayment capacity and other critical issues, paying particular attention to industry and financial trends.
- Identified policy exceptions and made recommendations to mitigate credit risks or remedy the exceptions. Responsible for proactively monitoring a portfolio of 100 existing loans predominantly commercial in nature.

EDUCATION

West Virginia University, Morgantown, WV

Bachelor of Science in Finance / Bachelor of Arts in French (8/2004)
Double Major in Business and French, Association of Advance Collegiate Schools of Business

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: **Huntersville Charter High School**

2. Full name: **Lauren Casella Nicholson**

Home Address: **13941 Shanghai Links Place Charlotte, NC 28278**

Business Name and Address: **Bank of America, 150 N. College Street Charlotte NC, 28255**

Telephone No.: **(704) 604-5515**

E-mail address: **lauren.e.casella@gmail.com**

3. Brief educational and employment history.

Undergraduate Education: West Virginia University (Finance / French double major)

Work Experience: Bank of America - 14 years (12 years working in the Healthcare, Education and Not-for-Profit group). For the past decade, I have honed leadership and development skills working with not- for- profit organizations.

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 recommended by a colleague to serve on this board and I am honored to have the opportunity. I am passionate about creating environments that allow each individual child to thrive. I wish to serve on the charter school board to ensure strong leadership and fiscal guidance guaranteeing the school remains a viable options for students and families in the Charlotte area for years to come. This school has the opportunity to transform the lives of many students and my desire to serves stems from my hope to fill an immense need in our community. The right leadership can ensure lives are improved for generations to come.

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

As a board member, I understand and appreciate the importance of the board's oversight to ensure the quality of the school's programming, fulfillment of public obligations and conditions of our charter, and finally oversight of public funds. A charter school board member serves as a volunteer to provide leadership and guidance to ensure the mission of the school is upheld.

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 prior board experience. However, I've spent the last 12 years working with private k-12 schools and public and private colleges and universities on debt issuances and capital planning. I understand the education industry and education financing.

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

In addition to my experience noted above, I have 2 children (ages 7 and 9) with learning disabilities which allows me to have a deeper understanding of the needs of the children we serve. I am a results driven and action oriented leader with excellent communication and organizational skills ensuring that all members of our team are contributing to the highest and best of their abilities.

School Mission and Program

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

The charter trade high school will provide opportunities for students to graduate with certified experience in a chosen trade providing an immediate opportunity to enter the workforce upon graduation or to elect to pursue additional certifications or education. This school will provide positive outcomes for students that are being left behind in a traditional high school program. This school will provide a clear path to well-paid and skilled employment in the trades that help both students succeed and provides local employers with the skilled workforce they need.

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

The charter high school will provide both the required core academic classes and extensive hands on vocational training.

3. What do you believe to be the characteristics of a successful school?
A school that captures the best of each individual student and allows them to shine. A school that matches the talents of each student with the needs of employers.
4. How will you know that the school is succeeding (or not) in its mission?
Full enrollment in all grades and 100% of graduating students placed in a skilled vocational position or attending college after graduation. Students that have a renewed sense of pride due to the positive, uplifting environment of the school.

Governance

1. Describe the role that the board will play in the school's operation.
The board will provide strong leadership and financial management for the schools day to day operations.
2. How will you know if the school is successful at the end of the first year of operation?
There are many ways to measure success, but enrollment and the culture of the school will be leading indicators. Further, we will assess if we have meet targets relative to governance, academics, operations, and finance.
3. How will you know at the end of five years of the schools is successful?
Full enrollment in all grades and 100% of graduating students placed in a skilled vocational position or attending college after graduation.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Oversight from the board will be required to ensure the school is meeting all enrollment targets and hiring qualified teachers with a focus on continuing education. Further, the board will be instrumental in developing and maintaining partnerships with local businesses to train and place our graduates.
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?
In this scenario, immediate action must be taken. I would meet with the board chair to discuss the situation relative to our bylaws and policies and determine the immediate 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, Lauren Nicholson, 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 Huntersville Charter High School Charter School is true and correct in every respect.

Lauren Nicholson

Signature

Date 8/20/19

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

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

[Huntersville Charter High School]

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, Dale F. Halton, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Dale F. Halton Date 8-20-19

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.**

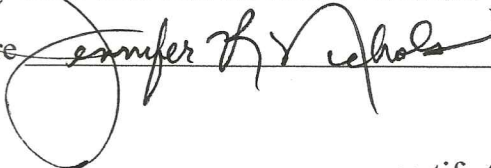
Charter School Board Member Background Check Form

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, Jennifer R. Nichols, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 8/20/2019

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.**

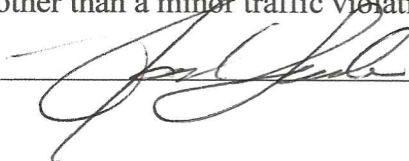
Charter School Board Member Background Check Form

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

Signature  Date 8/20/19

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

Signature Sarah R. McOulay Date 8-20-2019

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

Signature Lauren Nicholson Date 8/20/19

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.**

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

[Huntersville Charter High School]

APPENDIX J

BY-LAWS

OF

Huntersville Charter High School (“the Corporation”)

ARTICLE I

Purpose

The purpose of the corporation is to maintain and operate Huntersville Charter High School as a charter school and a not-for-profit enterprise. It shall be the policy of the corporation not to discriminate in admissions and hiring practices in violation of the law.

ARTICLE II

Members

The corporation shall have no members.

ARTICLE III

Board of Trustees

Section 1 General Powers.

The affairs of the corporation shall be managed by its Board of Trustees. The Board of Trustees primary duties include the hiring and evaluation of the Head of School, the setting of general institutional policies, strategic planning, fund-raising, and assessment of the school's effectiveness in manifesting the mission of the corporation.

Section 2 Number, Tenure, and Qualifications.

(a) The Board of Trustees shall consist of no less than five (5) and no more than nine (9) voting members. Potential members for the board shall be nominated and selected by the Board from a pool of parents, past parents, grandparents, alumni, patrons, and community members by criteria defined by the Board. The Head of the School shall be a nonvoting, ex-officio member, whose term shall be renewable each year until terminated by action of the Board or by resignation. All newly elected board members shall serve for a term of one (3) years beginning on July 1. Following the first term of service, trustees may be re-elected to serve a second three (3) year terms. Except as provided above, trustees shall serve a three (3) year term of office and will be eligible, if nominated and elected, to serve one successive three (3) year term. No trustee may be

elected to term beyond the second term without first having been off the board for at least one year, unless elected as an officer of the Board. The Board shall be divided into staggered classes so that the terms of only approximately one-third of the voting trustees shall expire each year. In the event that a voting trustee does not complete his or her term on the Board, a new trustee may be elected to fill out the unexpired term and then that trustee is eligible to be nominated for one or more full terms.

(b) Honorary Trustees may be elected by the Board from among former Trustees who shall have served with distinction and from among distinguished friends and major contributors to the School who shall not have served previously as Trustees. Honorary Trustees shall be invited to attend all meetings of the Board but shall not be entitled to vote.

Section 3 Quorum

A majority of the voting members of the Board as from time to time constituted shall constitute a quorum for the transaction of business at any meeting of the Board, provided that if a quorum shall not be present at such meeting, a majority of the voting members of the Board present may adjourn the meeting from time to time without further notice until a quorum shall be present.

Section 4 Manner of Action

The act of a majority of the voting members of the Board present at a meeting at which a quorum is present shall be the act of the Board of Trustees, except where otherwise provided by law or by these by-laws.

Section 5 Informal Action

Unless otherwise restricted by statute, the certificate of incorporation or these by-laws, any action required or permitted to be taken at any meeting of the Board of Trustees or of any committee thereof may be taken without a meeting, if (i) a written consent thereto is signed by all the voting members of the Board or by all the members of such committee, as the case may be, and (ii) such written consent is filed with the minutes of proceedings of the Board of or such committee.

Section 6 Removal

Any member of the Board may be removed at any regular or special meeting of the Board by an affirmative vote of two-thirds of the voting members of the Board of Trustees as from time to time constituted whenever, in their judgment, the best interest of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. The member being removed shall be notified of the meeting at which the removal action will be taken, and the specific charges against him or her, at least five (5) days prior to the meeting.

Section 7 Vacancies

The Board of Trustees may fill any vacancy occurring in the Board of Trustees at any regular or special meeting.

Section 8 Compensation

Members of the Board as such shall not receive any stated salaries for their services, but by resolution of the Board of Trustees a fixed sum and expenses, if any, may be allowed for attendance at each regular or special meeting of the Board; provided that nothing herein contained shall be construed to preclude any member from serving the corporation in any other capacity and receiving compensation therefore.

Section 9 Presumption of Assent

A Trustee of the corporation who is present at a meeting of the Board of Trustees 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 shall be entered in the minutes of the meeting or unless he or she shall file 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 Trustee who voted in favor of such action.

ARTICLE IV

Meetings

Section 1 Meetings

The annual meeting of the Board of Trustees shall be held in June of each year. The Board will meet nine times per year.

Section 2 NC Open Meetings

The board will adhere to the North Carolinas open meeting law 143.318.9 and 143.318.10.

Section 3 Special Meetings

Special meetings of the Board of Trustees may be called by or at the request of the Head of School or any two (2) voting members of the Board. The person or persons calling such meeting may fix any place as the place for holding any special meeting of the Board called by them.

Section 4 Place of Meetings: Mode

The place of any meeting of the Board of Trustees may be either within or without the State of North Carolina. Members of the Board of Trustees or any committee designated by the Board of Trustees, including the executive committee, may participate in a meeting of the Board or such committee by means of conference telephone or similar communication equipment by means of which all persons participating in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at such meeting.

Section 5 Notice

Notice of any special meeting of the Board of Trustees shall be given at least five (5) days previously thereto by written notice delivered personally or sent by mail or email to each member of the Board at this address as shown by the records of the corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by electronic means, such notice shall be deemed to be delivered when the notice is sent.

Any member of the Board may waive notice of any meeting. The attendance of a member at any meeting shall constitute waiver of notice at such meeting, except where a member of the Board attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of such meeting, unless specifically required by law or these by-laws.

ARTICLE V

Conflict of Interest Policy

The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of the School have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of the School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of the School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it shall deem appropriate. Areas of potential conflict of interest are:

1. Financial Interest.

(A) Ownership by the individual directly or indirectly of a material financial interest in any business or firm (i) from which the School obtains goods or services, or (ii) which is a competitor of the School.

(B) Competition by the individual, directly or indirectly, with the School in the purchase or sale of property or any property right or interest.

(C) Representation of the School by the individual in any transaction or activity in which the individual, directly or indirectly, has a material financial interest.

(D) Any other circumstance in which the individual may profit, directly or indirectly, from any action or decision by the School in which he or she participates, or which he or she has knowledge.

2. Inside Information

Disclosure or use by the individual of confidential information about the School, its activities or intentions, for the personal profit or advantage of the individual or any person.

3. Conflicting Interests other than Financial

Representation as director, officer, agent or fiduciary of another company, institution, agency or person in any transaction or activity which involves this school as an adverse party or with adverse interests.

4. Gifts and Favors

Acceptance of gifts or favors from any firm or individual which does or seeks to do business with, or is a competitor of, the School under circumstances which imply reasonably that such action is intended to influence the individual in the performance of his or her duties.

No Trustee who directly or indirectly is involved in a potential conflict of interest shall be counted in determining the existence of quorum at any meeting of the Board where the potential conflict is considered, nor shall the trustee vote on any action of the Board regarding that potential conflict.

ARTICLE VI

Officers

Section 1 Officers

The officers of the corporation shall be a Chair of the Board of Trustees, a Past Chair, a First Vice Chair, a Second Vice Chair, a Head of School, a Treasurer, a Secretary, and such number of assistant treasurers, assistant secretaries, and other officers as may be elected or appointed by the Board of Trustees. Any two or more offices may be held by the same person, except the office of Chair and Secretary.

Section 2 Election and Term of Office

The officers of the corporation shall be elected annually by the Board of Trustees at the annual meeting of the Board. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as is convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Trustees. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified.

Section 3 Removal

Any officer or agent elected or appointed by the Board of Trustees may be removed by the Board whenever, in its judgment, the best interests of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

Section 5 Chair of the Board, Past Chair, First Vice Chair, Second Vice Chair

The Chair of the Board shall be the chief officer of the corporation and shall preside at all meetings of the Board of Trustees. He or she may sign, with the Head of School, or Secretary, or any other proper officer or agent of the corporation authorized by the Board, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed, except in cases where the signing and execution thereof shall be otherwise expressly delegated by the Board from time to time. The Chair shall, at the conclusion of his or her term or terms, serve as immediate Past Chair until the office is filled by his or her successor. The Past Chair or First Vice Chair must preside at meetings of the Board in the absence of the Chair.

Section 6 Head of School

The Head of School shall be the chief administrative officer of the corporation and shall in general supervise and control all of the operational and educational affairs of the corporation, including recruiting and supervision of teachers, school curriculum, student admission standards, general supervision of students, financial matters, building and grounds, fund raising, liaison with the parent body, and such other duties as may be prescribed by the Board of Trustees from time to time.

Section 7 Treasurer

The Treasurer shall have charge of and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all moneys in the name of the corporation in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of Article VIII of these by-laws; and in general perform all the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustees. If required by the Board of Trustees, the treasurer shall give bond for the faithful discharge of his or her duties in such sum and with such surety as the Board of Trustees shall determine, the cost of such bond being paid for with funds of the corporation.

Section 8 Secretary

The Secretary shall keep the minutes of the meetings of the members of the Board of Trustees in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; be custodian of the corporation's records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these by-laws; and in general perform all duties incident to

the office of secretary and such duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustees.

Section 9 Assistant Treasurers and Assistant Secretaries

The assistant treasurers and assistant secretaries, in general, shall perform such duties as shall be assigned to them by the treasurer, secretary or by the Chair of the Board of Trustees. If required by the Board of Trustees, the assistant treasurers shall give bond for the faithful discharge of their duties in such sum and with such surety as the Board of Trustees shall determine, the cost of such bond being paid for with funds of the corporation.

ARTICLE VII

Committees

Section 1 Committees of Members of the Board of Trustees

The Board of Trustees by resolution adopted by a majority of the voting members as from time to time constituted may designate one or more committees, each of which shall consist of two or more voting members of the Board of Trustees (plus any non-board members as the Board sees fit to appoint), which committees to the extent provided in such resolution shall have and exercise the authority of the Board of Trustees in the management of the corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Trustees or any individual member thereof of any responsibility imposed on it, him, or her by law.

Section 2 Executive Committee

(a) The Executive Committee shall be comprised of the Chair of the Board of Trustees, the Past Chair and the chair of each standing committee, and shall function as a long range planning committee to set goals and objectives for the corporation. The Executive Committee shall be authorized to expedite the transaction of business and management of the corporation between regular meetings of the Board of Trustees. Subject to any specific limitation imposed by the certificate of incorporation, the Executive Committee shall have such further specific powers as may from time to time be conferred upon it by resolution of the Board of Trustees, and the Executive Committee may exercise such powers in such manner as it shall deem for the best interests of the corporation in all cases in which specific directions shall not have been given by the Board.

(b) The Chair of the Board, or in the absence of the Chair, an member of the Executive Committee selected by those voting members present, shall preside at meetings of the Executive Committee, and the secretary of the corporation or, if the secretary of the corporation is not a member of the Executive Committee, a member of the Executive Committee designated by the members thereof shall be the secretary of the Executive Committee. In the event of absence from any meeting of the secretary of the Executive Committee, the members of the Executive

Committee present at the meeting shall select a member of the Executive Committee to be secretary of the meeting.

(c) The Executive Committee may prescribe for the conduct of its business such rules and regulation, not inconsistent with these by-laws or with such resolutions for the guidance and control of the Executive Committee as may from time to time be passed by the Board, as it shall deem necessary or desirable, including, without limitation, rules fixing the time and place of meetings and the notice to be given thereof, if any. A majority of the voting members of the Executive Committee shall constitute a quorum. The adoption of any resolution or the taking of any other actions shall require the affirmative vote of a majority of all the voting members of the Executive Committee as from time to time constituted. The Executive Committee shall keep minutes of its proceedings, and it shall report all action taken by it to the Board at the meeting thereof held next after the taken of such action. All action taken by the Executive Committee shall be subject to revision or alteration by the Board at the meeting of the Board at which any such action has been reported to the Board; provided, however that such revision or alteration shall not affect any action taken by any officer or employee of the corporation, or by a third party, or any rights of third parties that have vested, in reliance upon any action or direction of the Executive committee.

(d) The Executive Committee shall not have the authority to act on behalf of the Board of Trustees for the purpose of: 1) amending these by-laws, 2) amending the budget, or 3) making decisions covering the selection or retention of the Head of School. The Executive Committee can act on behalf of the Board of Trustees in decisions regarding routine business of the School.

Section 3 Other Committees

Other committees not having and exercising the authority of the Board of Trustees in the management of the corporation may be designated by a resolution adopted by a majority of the voting members present at a meeting at which a quorum is present. The Chair of the Board of Trustees shall appoint the members of such committee, except as otherwise provided in the resolution designating such committees. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 4 Terms of Office of Committee Members

Each member of a committee shall continue to serve until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5 Chair

Except as otherwise provided herein, two members of each committee shall be appointed by the Chair of the Board as, respectively, Chair and Vice Chair of such committee.

Section 6 Vacancies

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7 Quorum

Unless otherwise provided herein or in the resolution of the Board of Trustees designating a Committee, a majority of the voting members of the whole committee shall constitute a quorum and the act of a majority of the voting members present at a meeting at which a quorum is present shall be the act of the committee.

Section 8 Rules

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Trustees.

ARTICLE VIII

Indemnification of Trustees, Officers and Employees

Section 1 General: Indemnification of Trustees and Officers

The corporation shall, to the fullest extent to which it is empowered to do so by any applicable laws as may from time to time be in effect, indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the corporation), by reason of the fact that such person is or was a Trustee or officer of the corporation, or that such person is or was serving at the request of the corporation as a trustee, director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against all judgments, fines, reasonable expenses (including attorneys' fees) and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea to no lo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner he or she reasonably believed to be in, or not opposed to the best interests of the corporation, or, with respect to any criminal action or proceeding, that the person had reasonable cause to believe his or her conduct was unlawful.

Section 2 Indemnification of Trustees and Officers: Actions By or In the Right of the Corporation

The corporation shall, to the fullest extent to which it is empowered to do so by any applicable laws as may from time to time be in effect, indemnify any person who was or is a party or is

threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the corporation to procure a judgment in favor of the corporation by reason of the fact that such person is or was a Trustee or officer of the corporation, or that such person is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against all judgments, fines, reasonable expenses (including attorneys' fees) and amounts paid in settlement actually and reasonably incurred by such person in connection with the defense or settlement of such action, suit or proceeding, if such person acted in good faith and in a manner he or she reasonable believed to be in, or not opposed to the best interests of the corporation, provided that no indemnification shall be made in respect of any claim, issue or matters as to which such person shall be made in respect of any claim, issue or matters as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of his or her duty to the corporation, unless, and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as the court shall deem proper.

Section 3 Authorization of Indemnification

Any indemnification under Section 1, Section 2 or Section 5 of this Article (unless ordered by a court) shall be made by the corporation only as authorization in the specific case, upon a determination that indemnification of the Trustee, officer, employee or agent is proper in the circumstances because he or she has met the applicable standard of conduct set forth in Sections 1,2, or 5 of this Article. Such determination shall be made by (1) the Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested Trustees so directs, by independent legal counsel in a written opinion.

Section 4 Contract with the Corporation

The provisions of this Article VII shall be deemed to be a contract between the corporation and each Trustee or officer who serves in any capacity at any time while this Article VII is in effect, and any repeal or modification of this Article VII shall not affect any rights or obligations hereunder with respect to any state of facts then or theretofore existing or any action, suit or proceeding theretofore brought or threatened based in whole or in part upon any such state of facts.

Section 5 Indemnification of Employees and Agents

Persons who are not covered by the foregoing provisions of this Article VII and who are or were employees or agents of the corporation, or who are or were serving at the request of the corporation as employees or agents of another corporation, partnership, joint venture, trust or other enterprise, may be indemnified to the extent authorized at any time or from time to time by the Board of Trustees, subject to the same standard of conduct set forth in Sections 1 and 2 of this Article; provided, however, that to the extent that such employee or agent has been successful, on the merits or otherwise, in the defense of any action, suit or proceeding to which BY-LAWS of Huntersville Charter High School of North Carolina

he or she was made a party by reason of the fact that he or she is or was an employee or agent acting in the above described capacity, or in the defense of any claim, issue or matter therein, the corporation shall indemnify such employee or agent against expenses (including attorneys' fees) actually and reasonably incurred by him or her in connection therewith.

Section 6 Payment of Expenses in Advance

Expenses incurred in defending a civil or criminal action, suit or 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 Trustees in the specific case, upon receipt of an undertaking by or on behalf of the Trustee, officer, employee, or agent to repay such amount, unless it shall ultimately be determined that such Trustee, officer, employee, or agent is entitled to be indemnified by the corporation as authorized by this Article VII.

Section 7 Insurance against Liability

The corporation may purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee, or agent of the corporation, or who is or was serving at the request of the corporation as a Trustee, director, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of these by-laws.

Section 8 Other Rights of Indemnification

The indemnification provided or permitted by this Article VII shall not be deemed exclusive of any other rights to which those indemnified may be entitled by law or otherwise, and shall continue as to a person who has ceased to be a Trustee, officer, employee, or agent and shall inure to the benefit of the heirs, executors, and administrators of such person.

ARTICLE IX

Contracts. Checks, Deposits. and Funds

Section 1 Contracts

The Board of Trustees may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

Section 2 Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness 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 Trustees. In the absence of any such determination by the Board of Trustees, such instruments shall be signed by the treasurer or an assistant treasurer and countersigned by the Head of School.

Section 3 Deposits

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

Section 4 Gifts

The Board of Trustees may accept on behalf of the corporation any contribution, gift, bequest, or device for the general purposes or for any specific purpose of the corporation.

ARTICLE X

Books and Records

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Trustees and committees having any of the authority of the Board of Trustees.

ARTICLE XI

Fiscal Year

The fiscal year of the corporation shall begin on the 1st day of July and end on the last day of June in each year.

ARTICLE XII

Seal

The Board of Trustees may provide a corporate seal which shall be in the form of a circle and shall have inscribed thereon the name of the corporation and the words "corporate Seal, State of North Carolina" provided, however, that the use of said seal shall be entirely discretionary, and shall not be required for the issuance of any documents unless specifically required by the laws of the State of North Carolina.

ARTICLE XIII

Waiver of Notice

Whenever any notice whatever is required to be given under the provisions of the General Not-for-Profit Corporation Act or under the provisions of the articles of incorporation of the by-laws of the 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 deemed equivalent to the giving of such notice.

ARTICLE XIV

Amendments to By-laws

These by-laws may be altered, amended or repealed and by-laws may be adopted by a majority of the voting members of the Board present at any regular meeting or at any special meeting, provided that at least five (5) days written notice is given of intention to alter, amend, or repeal or to adopt new by-laws at such meeting. Any amendment to the By-laws will be voted only after examination of any possible conflicts with the Articles of Incorporation.

Appendix _K____: [Articles of
Incorporation]

[Huntersville Charter High School]



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

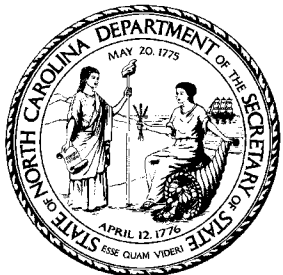
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

ASPIRE CAROLINAS FOUNDATION, INC.

the original of which was filed in this office on the 16th day of November, 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 16th day of November, 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: Aspire Carolinas Foundation, 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: Jennifer R. Nichols

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

Number and Street: 91 Hubbard St.

City: Belmont State: NC Zip Code: 28012 County: Gaston

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

Number and Street or PO Box: _____

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

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

| Name | Address |
|---------------------------|--|
| <u>Jennifer R Nichols</u> | <u>91 Hubbard St., Belmont, NC 28012</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: 704-651-4811

Number and Street: 91 Hubbard St.

City: Belmont State: NC Zip Code: 28012 County: Gaston

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

Number and Street or PO Box: _____

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

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

| Name | Address | Title |
|------------------|---|-----------------------------------|
| Marty McCarthy | 4205 Quail Hunt Lane Charlotte, NC 28226 | Chair, Board of Directors |
| Barksdale Halton | 1530 Queens Rd, PH 1 Charlotte, NC 28207 | Vice Chair, Board of Directors |

Privacy Redaction

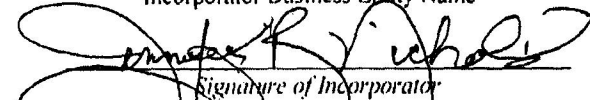
11. (Optional): Please provide a business e-mail address.

The Secretary of State's Office will e-mail the business entity, at the address provided at the time when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 9 day of November, 2017.

Incorporator Business Entity Name


Signature of Incorporator

Jennifer R. Nichols, Executive Director

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

NOTES:

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

BUSINESS REGISTRATION DIVISION
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

Addendum of provisions regarding the distribution of the Aspire Carolinas Foundation, Inc. assets upon its dissolution.

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 the religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section(c)(3) of the Code as the Board of Directors shall determine. The preferred organization would be the Dale Halton Foundation, Charlotte, NC, if still in existence. 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]

[Huntersville Charter High School]

February 8, 2019

Ms. Jennifer Nichols
Aspire Carolinas Foundation, Inc.
91 Hubbard Street
Belmont, NC 28012

RE: Huntersville High School – Insurance Quote

Dear Jennifer:

Here are the premium estimates for insurance for the 2020-2021 school year based on the requirements outlined in our previous correspondence:

Errors & Omissions: \$1,200 premium

- \$1,000,000 limit. Premium is based on 20 faculty members and a volunteer board.

General Liability: \$2,000 premium

- \$1,000,000 limit. Premium is based on 220 students.

Property Insurance: \$1,000 premium

- Quote is based on \$100,000 in owned contents coverage.

Crime Coverage: \$450 premium

- Quote is based on a \$250,000 limit for employee dishonesty.

Automobile Liability: \$250 premium

- Hired/Non-Owned Automobile Liability at \$1,000,000 limit.

Workers Compensation \$5,250 premium

- Based on first year estimated payroll of \$1,176,775 for school teachers and administrators. Employer's Liability Limits of 500/500/500.

Total Annual Premium \$10,150

Please feel free to contact me with any questions or if you need additional information.

Sincerely,



Skip Tappy
Vice President

Appendix _P____: [Required Signed and
Notarized Documents]

[Huntersville Charter High School]

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:

James G Middlebrooks Middlebrooks Law, PLLC

- Date of Review:

8-20-19

- Signature of Board Members Present (Add Signature Lines as Needed):

- Sam R McAulay
 - Dale J. Halton
 - Lauren Nicholson
 - Jeff Paul
 - Jennifer R. & Chels
 - _____
 - _____
 - _____

- ❖ 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:

Potter + Company, PA

- Date of Review:

8-20-19

- Signature of Board Members Present (Add Signature Lines as Needed):

- Sam R McAulay
 - Dale J. Halton
 - Lauren Nicholson
 - Jeff Paul
 - Jennifer R. & Chels
 - _____
 - _____
 - _____

- ❖ 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):

- _____
 - _____
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- ❖ 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):

- _____
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- ❖ 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:

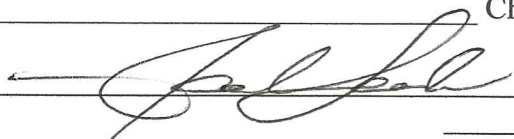
- Signature of Board Members Present (Add Signature Lines as Needed):

- _____
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Certification

I, JAMES SECUNDA, 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 _____ Charter School is true and correct in every respect.



Signature

Date

8/20/19

Signature Page

The foregoing application is submitted on behalf of [Aspire Carolinas Foundation Board of Directors for Huntersville Charter High School]. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Jennifer R. Nichols,
Board Position: Board Member / Founder
Signature: *Jennifer R. Nichols*
Date: 8/21/2019

Sworn to and subscribed before me this 21st day of August, 2019.

Notary Public: *Paige Mixson*
My commission expires: 11/16, 2022.

Official Seal:

