

Appendix A: Evidence of Parent/Community Support



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

EVIDENCE OF COMMUNITY SUPPORT

1. PEAK Academy's mission, vision, and tenants were discussed at the following meetings open to the public:
 - A. Black Town Hall Meeting, March 24, 1:00-5:00, YMI Cultural Center
 - B. Black Town Hall Meeting, May 5, 2:00-5:00, YMI Cultural Center

2. PEAK Academy also hosted a booth at the Back to School Fresh Start event on August 18, 2019 at Asheville High School. Over 100 PEAK Academy fliers (included in this appendix) were distributed to parents. 42 parents provided their email address in order to be included in a regular eblast keeping interested individuals updated with PEAK Academy announcements and progress.

3. The founding board of PEAK Academy circulated a survey in Asheville City and Buncombe County through the Black Town Hall meetings, Fresh Start event, and social media. We ensured each parent only submitted one survey by requesting an email address. The board obtained 102 total completed surveys.

PARENT SURVEY

Our children are simply not receiving the education they deserve. Only 18% of African American students are proficient or advanced on end of grade assessments in the Asheville City Schools and one thing is certain: it's not the kids. Community members are writing an application to bring another educational option to Asheville in the form of a charter school for families of students who don't feel their children's needs are being met. We envision a culturally relevant charter school that would provide lunch, transportation, and a rigorous, academic curriculum with high expectations in combination with strong character building. Please take a few minutes to provide your opinion as we gather evidence that our children are in need of a better option. Thank you!

The following was included on the survey:

1. My child is a student in the:

Buncombe County Schools
Asheville City Schools

1. Do you feel your child's school values you as a partner in your child's education?

Yes
No
Maybe

2. Do you feel racial biases exist in the discipline tactics used at your child's school?

Yes
No
Maybe

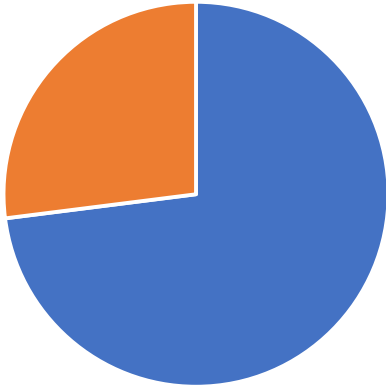
3. Based on what you have heard today, would you consider sending your child to PEAK Academy if it were available for your child's grade?

Yes
No
I don't know

4. Would you like to stay informed with PEAK Academy updates and progress? If so, please add your email address below:

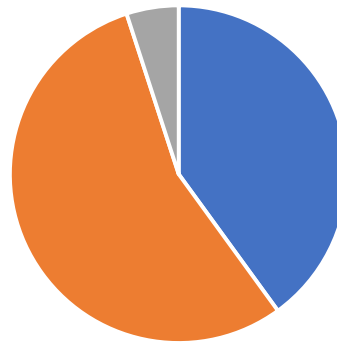
SURVEY RESULTS

Survey respondents are parents of children in:



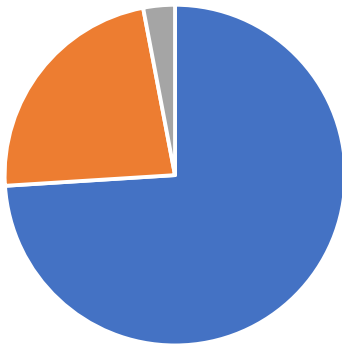
■ Asheville City ■ Buncombe County

Do you feel your child's school values you as a partner?



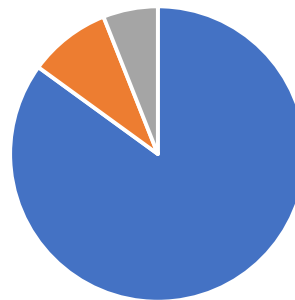
■ Yes ■ No ■ Maybe

Do you feel racial biases exist in the discipline tactics used?



■ Yes ■ No ■ I don't know

Would you consider sending your child to a public charter school like PEAK Academy?



■ Yes ■ No ■ Maybe



ASHEVILLE HOUSING AUTHORITY
165 SOUTH FRENCH BROAD AVE.
ASHEVILLE, NORTH CAROLINA 28801

August 16, 2019

NC Charter School Advisory Board

Ladies and Gentlemen:

Please accept this letter of support for PEAK Academy's application to become a North Carolina Charter School. Many of the students experiencing the achievement gap in our local school districts are residents of Asheville Housing Authority. We support our families having an alternate educational opportunity for their children. PEAK Academy has committed to actively marketing to families in our communities and establishing a weighted lottery that ensures a significant percentage of students enrolled will be from lower income families.

We understand the need for a charter school designed to serve lower income families to be located in a location that is easily accessible for those families. While it is too early in the process to make a firm commitment, we do have some underutilized classroom and community spaces in three of our properties. If PEAK Academy is approved as a charter school, we are open to a dialogue with our community partners to consolidate usage and provide space for this important endeavor. For community partners who primarily serve our residents, we provide space rent free, so long as the partner agrees to cover the cost of utilities, and takes responsibility for facility management, maintenance and any necessary upgrades.

We encourage approval of the PEAK Academy application, to give our families a meaningful opportunity for a charter school experience that is designed from the outset to truly support their children's educational achievement.

Sincerely,

A handwritten signature in blue ink, appearing to read 'David L. Nash', is written over a light blue horizontal line.

David L. Nash
Executive Director



August 20, 2019

YTL Training Programs
32 Melbourne Place
Asheville, NC 28801

NC Charter School Advisory Board
Department of Public Instruction
301 N Wilmington Street
Raleigh, NC 27601

To Whom it May Concern,

YTL Training Programs is a not for profit located in Asheville North Carolina. We have been in existence for six years. Our mission is to support all disenfranchised communities as they strive to succeed in an inequitable system. As educators, mentors, advocates, and neighbors we create bridges for children and families to overcome the current gaps of disparity. We have been working with Asheville City and Buncombe County School students for the past six years.

During these past years of service we recognize that there are many opportunities afforded to students who are from families that are economically advantaged. These families have multiple choices when their children are not thriving in the public education system. There are several charter schools and private schools that these families have access to. For children of color and economically disadvantaged children, there are no other options that will provide transportation, breakfast and lunch for students.

Our organization is in support of the creation of PEAK Academy. The children that we work with and their families deserve to have choices when the public education system is not a successful environment for them. It is difficult for these families to access charter and private schools in the Asheville area because these systems do not offer transportation, breakfast or lunch. For families that lack transportation and economic security this is a clear barrier. For these students, the most vulnerable of our community, it is essential that there are other opportunities for them to receive an equitable and excellent education.

In addition to receiving and equitable and excellent education, these students deserve an opportunity to be educated in an environment that celebrates them and provides culturally relevant curriculum. Curriculum that gives them images of themselves that are positive, uplifting and inspiring are a necessity. PEAK Academy purposes to provide rigorous instruction that will not only have relevancy, but will also encourage and build students critical thinking muscles. We are excited about the possibilities for the children that we serve and we urge you to approve their application. Thank you for your consideration!

Regards,

YTL Training Programs Board Members

Tony Shivers President
Mike Hoodie, Treasurer

Thomas Ruester, Secretary
Thomas Ruester

22 August 2019

NC Charter School Advisory Board
Dept. of Public Instruction
301 N Wilmington St
Raleigh, NC 27601

To whom it may concern:

As advocate for children of color attending public schools, I could not be happier with the prospect of P.E.A.K Charter School and highly recommend your approval of the same.

Since I arrived in Asheville in 2007 I have witnessed first hand how the current system has miserably failed children year after year, and it's only getting worse.

As a mother of two-adult females of color I watched, pushed for, and supported the schools our girls attended to expect the absolute best from them. They had the great good fortune to have culturally competent, loving teachers, coupled with rigorous academics and extra curricular activities - all paved the way for their current success. Not only are they flourishing as human beings and in their careers, they are engaged adults that pay their good fortune forward through volunteering and mentoring.

ALL children should have the same opportunities our daughters had Pre-K through High School that prepared them for college, their careers and lives.

P.E.A.K. will produce critical thinkers, inquiring minds, and much hope for the future!

Thank you for your consideration,



Carmen Ramos-Kennedy
Director of Equity & Community Engagement
BeLoved Asheville
C: 828.423.6476
E: Carmen@belovedasheville.com

Community Involvement:

Racial Justice Coalition Co-Chair
Asheville Buncombe County NAACP President
EJI Bunc Cty Community Remembrance Project Logistics/Historical Maker Co-Chair
Health Equity Coalition



ASHEVILLE CATHOLIC SCHOOL

Where faith and knowledge meet the world

Members of the board,

I am writing to you on behalf of PEAK Academy and their founding board. Asheville Catholic School has agreed to provide PEAK Academy with support by donating any furnishings and equipment that is not needed, including technology, textbooks, and supplies. To date, we are planning to donate three lunch tables and six SMART Boards.

In the next few years, we are expecting to undergo renovations to our building that will enable us to send much needed items to PEAK Academy. We are happy to support such a cause, and look forward to providing whatever we can.

Sincerely,

Michael Miller

Principal

Asheville Catholic School



eaglemarketstreetsdevelopmentcorporation
70 SOUTH MARKET STREET ♦ ASHEVILLE, NC 28801
PHONE: 828-281-1227 ♦ FX: 828-544-8250
www.eaglemarketsts.org

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Diana Davidson
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LaJune Waterford

STEPHANIE TWITTY
PRESIDENT AND CEO

August 25, 2019

To: NC Charter School Advisory Board
Attn: Catherine Lordi

Dear Sir/Mam:

Eagle Market Streets Development Corporation, CED (EMSDC) Board, President and CEO are pleased to offer this Letter of Support for the Prepare, Empower, Achieve through Knowledge, (P.E.A.K.) proposal.

EMSDC has been an avid supporter and partner of the work Ms. Libby Kyles, a key principal in this initiative. Libby has served the Asheville community for more than 15 years as an Educator in public school system and as the Executive Director of one of the most successful youth nonprofits, Youth Transformed for Life (YTL). EMSDC is steadfastly aligned in philosophy and mission with the Ms. Kyles' commitment to improving the lives of children, families and communities of color in Asheville and Buncombe county. Specifically, we promote the P.E.A.K. initiative to: utilize "culturally relevant", sensitive instruction to ...empower students with academic excellence, character traits, and love of learning necessary to become life-long scholars, leaders, and community stewards in the City of Asheville. We recognize Ms. Kyles' 20+ years of dedicated service to education, child care service and a wide range of YTL programs aimed at leadership and development for teens and young adults. P.E.A.K. will doubtless continue a stellar history and expand her commitment to, address the "achievement gap" for Asheville, Buncombe county students. This is of particular interest, and in alignment with EMSDC mission and vision as a community economic developer of housing and small business development for the targeted population.

Eagle Market Streets Development Corporation, CED is a 501(c)(3), "not for profit, but for community benefit" organization. Our mission is to *develop people property and businesses and we envision equitable, inclusive economic and social justice for all.*

EMSDC has successfully operated for 20+ years: recently completing development of a 20.8 million dollar mixed used project: 62 units of residential housing, 9k sq. ft. of commercial product and 7 sq. ft. of community space, the agency, since 2001, has operated a prolific Individual Development Account (IDA): 296 enrollees, 200 graduates, 500k+ dollars



eaglemarketstreetsdevelopmentcorporation
70 SOUTH MARKET STREET ♦ ASHEVILLE, NC 28801
PHONE: 828-281-1227 ♦ FX: 828-544-8250
www.eaglemarketsts.org

in small business capital support, is successfully operating a commercial manufacturing employing individuals with barriers, older adults, individuals with doubtless be an opportunity P.E.A.K. student graduate.

As Eagle Market Streets and P.E.A.K. continue to partner as *thought leaders*, have shared missions/visions and work together for opportunities to serve our shared target audience, we are confident that this initiative will be an integral, necessary element for the success of our continued efforts to improve the lives of Asheville students, families, and communities.

Respectfully Submitted,

A handwritten signature in cursive script, reading "Stephanie Swepson Twitty".

Stephanie Swepson Twitty
Eagle Market Streets President, CEO

August 23, 2019

NC Charter School Advisory Board
6307 Mail Service Center
Raleigh, NC 27699

Dear Advisory Board Members:

My name is Dave Baylis and I am writing this correspondence on behalf of the charter application for P.E.A.K. Academy in Asheville, NC. I have lived in Asheville since 2005 after I left active duty service in the U.S. Coast Guard. I received my bachelor's degree from UNC-Asheville in 2011 and consider the city of Asheville to be my adopted home away from home. I have worked for an Asheville-based regional bank since 2012 and largely credit my college education as part of the reason I was able to obtain a good paying job in our city, which has allowed me to build a life here and purchase a home.

It is with these things in mind that I write this letter recommending that you approve the application for P.E.A.K. Academy's charter. The city of Asheville has become known in recent years for its progressive ideals regarding diversity and inclusion by transplants to the community such as me. Unfortunately for residents who have lived in the city of Asheville for generations, the local school system is failing children of color and children from low income homes in ways that lead to real negative life outcomes that can be statistically verified versus their white peers. P.E.A.K. Academy has a bold vision for how to remediate these issues and bring a sense of community, caring and involvement to their students, faculty and parents. Their goal of improving outcomes for children of color and children from low income homes is admirable and deserving of consideration for your approval. While the public school system may work for some families in this demographic, it is not working for the vast majority of them. It is my belief that a charter school choice such as P.E.A.K. Academy will provide an opportunity to a new generation of children that can break the cycle of these negative outcomes and provide every one of these students a chance to achieve their goals in life.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dave Baylis', with a stylized flourish at the end.

Dave Baylis
Board Chair, IC Imagine

August 23, 2019

NC Charter School Advisory Board
6307 Mail Service Center
Raleigh, NC 27699

Dear Advisory Board Members:

My name is Renee White and I am writing to you on behalf of the application for P.E.A.K Academy Charter School of Asheville, NC. I am a lifelong resident of Asheville and a product of Asheville City Schools. I received an outstanding education and had wonderful teachers who to this day still have a profound impact on my life. The sense of community, discipline and desire for lifelong learning were the seeds planted not how well I could fill out a bubble sheet. As I write this letter Asheville City Schools are in turmoil, multiple superintendents, countless personnel changes at the school and central office level, combined with a school board that cares but is ineffectual. What has been the result? Our children, particularly black children have been left behind. Asheville City Schools has graduated two generations of black student of which a majority are functionally illiterate and innumerate. This has disastrous implications for our community, without a solid education nothing can be achieved. The future of our city depends on a well educated and well-adjusted citizenry. The issues of economic mobility, homeownership, reduced crime and illness truly rest upon the quality of education an individual receives.

The proposed P. E.A.K Academy finally gives our community the chance to start over. P.E.A.K will focus on those children and families who have been failed by our current school system. Many of the charter schools in Asheville are the default "Public Private Schools" using public funds and playing gatekeeper to keep black and low-income children out while letting the children of upper middle-class whites in. P.E.A.K will have a culturally competent staff and curriculum that will instill a sense of pride in our children that is so desperately needed. P.E.A.K will have a system of structure and discipline that works with our children to change inappropriate behaviors not the punishment system that currently exists in Asheville City Schools, where the child is sent home and in increasing numbers referred to the court system. P.E.A.K will provide meals and transportation which is essential to providing a meaningful education to marginalized populations

I want public schools to succeed, but I also want families and communities to have choices as well. P.E.A.K academy is being spearheaded by a group of citizens who have one clear objective: The education of our children! This objective seeks to eliminate the false mentality that black and low-income children have no agency and are ineducable.

Please approve the application for P.E.A.K Academy.

Sincerely,

A handwritten signature in blue ink that reads "Renee White". The signature is written in a cursive style with a large initial "R" and a long, sweeping underline.

Renee White
President, East End Valley Street Neighborhood Association
Asheville, North Carolina

August 22, 2019

North Carolina Charter Schools Advisory Board
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear North Carolina Charter Schools Advisory Board:

I have been requested by Mr. Joe Lordi of Hedrick Industries (a corporate sponsor of Verner) regarding his plans for PEAK Academy to address a community issue. At Verner Center for Early Learning, we are also very concerned about the achievement gap of children of color. In addition, as an early education center, over 80% of our children and families are low-income. We are making a difference in the lives of these children, but, unfortunately, as Mr. Lordi indicates there are still many children not receiving the support they need despite the best efforts of our existing educational institutions. PEAK Academy's mission of "dynamic, culturally relevant instruction and limitless expectations" is consistent with Verner Center for Early Learning's educational goals for all children.

This new charter school aims to serve an important niche in our community for children most at risk of academic failure in grades K-8. PEAK Academy's goal of providing an educational support program certainly is something that Verner can support. There are many potential partnership opportunities between our organizations.

We hope that Joe and Catherine's commitment to the vision of this new school, engagement of relevant community partners, and intentional selection of key community and educational leaders on the Board of Directors will lead to great success.

Sincerely,



Marcia Whitney
President & CEO

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



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

Scope and Sequence by ENY Module - Grade K Math

ENY Module Key Lessons Time Frame	Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)
Unit 1: Numbers to 10 Key Lessons: 4-16 (Module 1) Sept 6 – Oct 14; 28 days (PD Oct 7)	K.CC.A3	Know number names and the count sequence.	Procedural Skills and Fluency	Mid-Module Assessment Topic D.
	K.CC.B4ab,5	Count to tell the number of objects.	Conceptual Understanding , Procedural Skills and Fluency	
	K.OA.A3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Conceptual Understanding , Procedural Skills and Fluency	
Unit 2: Numbers to 10 Key Lessons: 17-26, 29-34 (Module 1) Oct 17 – Dec 2; 35 days (End of 1Q Nov 7) (PD Nov 8) (Thanksgiving Break Nov 24-25)	K.CC.A3	Know number names and the count sequence.	Procedural Skills and Fluency	End of Module Assessment Topic G.
	K.CC.B4ab,5	Count to tell the number of objects.	Conceptual Understanding , Procedural Skills and Fluency	
	K.OA.A3	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Conceptual Understanding , Procedural Skills and Fluency	

<p>Unit 3: Comparison of Length, Weight, Capacity and Numbers to 10</p> <p>Key Lessons: 16-28 (Module 3)</p> <p>Dec 5 – Jan 26; 28 days</p> <p>(Holiday Break Dec 26-Jan 6) (No School Jan 16, End of 2Q, Jan 26, PD Jan 27)</p>	K.CC.C6-7	Compare numbers.	Conceptual Understanding , Procedural Skill and Fluency, Application	End of Module Assessment Topic G.
<p>Unit 4: Number Pairs, Addition and Subtraction to 10</p> <p>Key Lessons: 1-24 (Module 4)</p> <p>Jan 30 – Mar 24; 34 days</p> <p>(Winter Break Feb 20–24) (PD Mar 17)</p>	K.OA.A1-5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Conceptual Understanding , Procedural Skill and Fluency, Application	Mid-Module Assessment Topic C.
<p>Unit 5: Number Pairs, Addition and Subtraction to 10</p> <p>Key Lessons: 25-41 (Module 4)</p> <p>Mar 27– May 19; 34 days</p> <p>(Spring Break Apr 3–7) (End of 3Q Apr 13) (No School Apr 14)</p>	K.OA.A1-5	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Conceptual Understanding , Procedural Skill and Fluency, Application	End of Module Assessment Topic G.
<p>Unit 6: Numbers 10-20 and Counting to 100</p>	K.CC.A1-3	Know number names and the count sequence.	Procedural Skill and Fluency	End of Module Assessment Topic D.

Key Lessons: 1-18 (Module 5) May 22 – June 29 27 days (No School May 26,29) (Last day June 29)	K.CC.B4-5	Count to tell the number of objects.	Conceptual Understanding , Procedural Skills and Fluency	
	K.NBT.A1	Work with numbers 11-19 to gain foundations for place value.	Conceptual Understanding	

Scope and Sequence using Eureka Math Modules - Grade 1 Math

ENY Module Key Lessons Time Frame	Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)
Unit 1: Sum and Differences to 10 Key Lessons: 1-16 (Module 1) Sept 6 – Oct 21; 33 days (PD Oct 7)	1.OA.A1	Represent and solve problems involving addition and subtraction.	Application	Mid-Module Assessment Problem #1.
	1.OA.C5-6	Add and subtract within 20.	Conceptual Understanding , Procedural Skills and Fluency	
	1.OA.D8	Work with addition and subtraction equations.	Procedural Skills and Fluency	
Unit 2: Sum and Differences to 10 Key Lessons: 21-25, 30, 28, 31-34. (Module 1) Oct 24 – Nov 23; 22 days (End of 1Q Nov 7, PD Nov 8, Thanksgiving)	1.OA.B3-4	Understand and apply properties of operations and the relationship between addition and subtraction.	Conceptual Understanding , Procedural Skills and Fluency	End of Module Assessment Problem #2.
	1.OA.C5-6	Add and subtract within 20.	Conceptual Understanding ,	

Break Nov 24-25)			Procedural Skills and Fluency	
	1.OA.B7-8	Work with addition and subtraction equations.	Conceptual Understanding , Procedural Skills and Fluency	
Unit 3: Introduction to Place Value Through Addition and Subtraction Within 20 Key Lessons: 1-11 (Module 2) Nov 28 – Jan 13 25 days (Holiday Break Dec 26- Jan 6) (No School Jan 16)	1.OA.A1-2	Represent and solve problems involving addition and subtraction.	Application	Mid-Module Assessment Problem #1.
	1.OA.B3	Understand and apply properties of operations and the relationship between addition and subtraction.	Procedural Skill and Fluency	
	1.OA.C6	Add and subtract within 20.	Procedural Skill and Fluency	
Unit 4: Introduction to Place Value Through Addition and Subtraction Within 20 Key Lessons: 12-20, 22-23, 26,27 (Module 2) Jan 17 – Feb 17 23 days (End of 2Q Jan 26) (PD Jan 27) (Winter Break Feb 20– 24)	1.OA.A1	Represent and solve problems involving addition and subtraction.	Conceptual Understanding , Procedural Skill and Fluency, Application	End of Module Assessment Problem #2.
	1.OA.C6	Add and subtract within 20.	Procedural Skill and Fluency	
	1.NBT.B2a,b	Understand place value.	Conceptual Understanding	
Unit 5: Ordering and Comparing Length Measurements as	1.OA.A1	Represent and solve problems involving addition and subtraction.	Application	End of Module Assessment Problem #4.

<p>Numbers</p> <p>Key Lessons: 1-9 (Module 3)</p> <p>Feb 27– Mar 24; 19 days (PD Mar 17)</p>	1.MD.A1-2	Measure lengths indirectly and by iterating length units.	Conceptual Understanding , Application	
<p>Unit 6: Place Value, Comparison, Addition and Subtraction to 40</p> <p>Key Lessons: 1-12 (Module 4)</p> <p>Mar 27 – May 5; 24 days (Spring Break Apr 3–7) (End of 3Q Apr 13) (No School Apr 14)</p>	1.NBT.A1	Extend the counting sequence.	Procedural Skill and Fluency	Mid-Module Assessment Problem #4.
	1.NBT.B2-3	Understand place value.	Conceptual Understanding	
	1.NBT.C4-6	Use place value understanding and properties of operations to add and subtract.	Procedural Skill and Fluency	
<p>Unit 7: Place Value, Comparison, Addition and Subtraction to 40</p> <p>Key Lessons: 13-29 (Module 4)</p> <p>May 8 – June 23; 33 days (No School May 26,29) (Last day June 29)</p>	1.OA.A1	Represent and solve problems involving addition and subtraction.	Application	End of Module Assessment Problem #1.
	1.NBT.B2	Understand place value.	Conceptual Understanding	
	1.NBT.C4	Use place value understanding and properties of operations to add and subtract.	Procedural Skill and Fluency	
<p>Unit 8: Place Value, Comparison, Addition and Subtraction to 100</p> <p>Key Lessons: 3-4 (Module 6)</p> <p>June 26 – June 29; 4 days</p>	1.NBT.A1	Extend the counting sequence.	Procedural Skill and Fluency	End of Module Assessment Problem #2.

(Last day June 29)				
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Scope and Sequence using Eureka Math Modules - Grade 2 Math

Eureka Math Module Key Lessons Time Frame	Focus Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)
Unit 1: Addition and Subtraction of Length Units Key Lessons: 1-5, 9-10 (Module 2) Sept 6 – Sept 30; 19 days	2.MD.A1,3,4 2.MD.B.5	Measure and estimate lengths in standard units. Relate addition and subtraction to length.	Procedural Skills and Fluency, Application	End-of-Module Assessment Task #1 (Module 2)
Unit 2: Place Value, Counting, and Comparison of Numbers to 1,000 Key Lessons: 1,5-7,11-15, (Module 3) Oct 3 – Oct 28, (PD Oct 7); 19 days	2.NBT.A.1a,b, 3	Understand place value.	Conceptual Understanding, Procedural Skill and Fluency, Application	End-of-Module Assessment Task #1 (Module 3)
Unit 3: Sum and Differences to 100 Key Lessons: 3-8 (Module 1) Oct 31 – Nov 23, (End of 1Q Nov 7, PD Nov 8, Thanksgiving Break Nov 24-25); 17 days	2.OA.A.1 2.OA.B.2 2.NBT.B.5	Represent and solve problems involving addition and subtraction. Add and subtract within 20. Use place value understanding and properties of	Procedural Skill and Fluency, Application	End of Module Assessment Problem #1 (Module 1)

		operations to add and subtract.		
Unit 4: Place Value, Counting, and Comparison of Numbers to 1,000 Key Lessons: 2,3,8-10,16-20 (Module 3), Nov 28 – Dec 23; (Holiday Break Dec 26-Jan 6); 20 days.	2.NBT.A.2,4	Understand place value.	Conceptual Understanding, Procedural Skill and Fluency, Application	End of Module Assessment Task #5 (Module 3)
Unit 5: Addition and Subtraction Within 200 with Word Problems to a 100 Key Lessons: 5-6, 11, 17-20,22 (Module 4), Jan 9 – Feb 3, No School Jan 16); 18 days	2.NBT.A.2,4 2.NBT.B.5,6 2.OA.A.1	Understand place value. Use place value understanding and properties of operations to add and subtract. Represent and solve problems involving addition and subtraction.	Conceptual Understanding, Procedural Skill and Fluency, Application	End of Module Assessment Task #3 (Module 4)
Unit 6: Addition and Subtraction Within 1,000 with Word Problems to a 100 Key Lessons: 1-8,10, 12-14,16 (Module 5) Feb 6 – March 24, (Winter Break Feb 20–24, PD Mar 17; 29 days	2.NBT.B.7,8,9	Use place value understanding and properties of operations to add and subtract.	Conceptual Understanding, Procedural Skill and Fluency, Application	End of Module Assessment Problems #1 (Module 5)
Unit 7: Problem Solving with Length Key Lessons: 16-25 (Module 7); Mar 27 – May 5 24 days (Spring Break April 3 – 7),	2.MD.A.2 2.MD.B.6	Measure and estimate lengths in standard units. Relate addition and subtraction to length.	Application	End of Module Assessment Problem #3. (Module 7)

Unit 8: Foundations of Multiplication and Division Key Lessons: 1-2, 4-9 (Module 6), May 8 – June 2, 18 days (No School May 26,29)	2.OA.C4 2.NBT.A.2	Work with equal groups of objects to gain foundations for multiplication. Understand place value.	Conceptual Understanding	Mid-Module Assessment Task #1 (Module 6)
Unit 9: Foundations of Multiplication and Division Key Lessons: 10, 12-19 (Module 6), June 5 – June 29, 19 days (Last Day of School June 29)	2.OA.C3,4 2.G.A.2	Work with equal groups of objects to gain foundations for multiplication. Reason with shapes and their attributes.	Conceptual Understanding	End of Module Assessment Problem #4. (Module 6)

Scope and Sequence using Eureka Math Modules - Grade 3 Math

Eureka Math Module Key Lessons Time Frame	Focus Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)
Unit 1: Properties of Multiplication and Division and Solving Problems with Units 2-5,10 Key Lessons: 1-7, 11, 14, 20 (Module 1) Sept 6 – Oct 6; (PD Oct 7); 23 days	3.OA.A.1,2,3 3.OA.B.6 3.OA.C.7	Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100.	Conceptual Understanding, Procedural Skills and Fluency, Application	Mid-Module Assessment Task #1 (Module 1)

<p>Unit 2: Place Value and Problem Solving with Units of Measure</p> <p>Key Lessons: 1-2, 4-11 (Module 2)</p> <p>Oct 10 – Nov 4, 20 days</p>	<p>3.MD.A.1,2</p>	<p>Solve problems involving measurement and estimation.</p>	<p>Procedural Skill and Fluency, Application</p>	<p>Mid-Module Assessment Task #1 (Module 2)</p>
<p>Unit 3: Multiplication and Division with 0,1,6-9 and multiples of 10</p> <p>Key Lessons: 1-11 (Module 3)</p> <p>Nov 7 – Dec 9, (End of 1Q Nov 7, PD Nov 8, Thanksgiving Nov 24-25); 22 days</p>	<p>3.OA.A.3,4</p> <p>3.OA.B.5</p> <p>3.OA.C.7</p>	<p>Represent and solve problems involving multiplication and division.</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Multiply and divide within 100.</p>	<p>Conceptual Understanding, Procedural Skills and Fluency, Application</p>	<p>Mid-Module Assessment Task #2 (Module 3)</p>
<p>Unit 4: Multiplication and Division with 0,1,6-9 and multiples of 10</p> <p>Key Lessons: 12-13, 15-19, 21 (Module 3)</p> <p>Dec 12 – Jan 20, (Holiday Break Dec 26-Jan 6, No School Jan 16, E 19 days</p>	<p>3.OA.A.4</p> <p>3.OA.B.5</p> <p>3.OA.D.8,9</p>	<p>Represent and solve problems involving multiplication and division.</p> <p>Understand properties of multiplication and the relationship between multiplication and division.</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<p>Conceptual Understanding, Procedural Skills and Fluency, Application</p>	<p>End-of-Module Assessment Task #3 (Module 3)</p>

Unit 5: Multiplication and Area Key Lessons: 3-5,7-8, 12-13 (Module 4) Jan 23 – Feb 10, (End of 2Q Jan 26, PD Jan 27);14 days	3.MD.C6,7a,b,c,d	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Procedural Skills and Fluency, Application	End-of-Module Assessment Task #3 (Module 4)
Unit 6: Fractions as Numbers on a Number Line Key Lessons: 1-2, 4-9, 14-15, 17-18 (Module 5) Feb 13 – Mar 24, (Winter Break Feb 20–24, PD Mar 17); 24 days	3.NF.A1,2a,b,3c.d	Develop understanding of fractions as numbers.	Conceptual Understanding	End-of-Module Assessment Task #3 (Module 5)
Unit 7: Fractions as Numbers on a Number Line Key Lessons:10-11, 20-22, 24 -30 (Module 5) Mar 27 – May 5, (Spring Break Apr 3–7, End of 3Q Apr 13, No School Apr 14); 24 days	3.NF.A.3a,b,c,d	Develop understanding of fractions as numbers.	Conceptual Understanding	End-of-Module Assessment Task #4 (Module 5)
Unit 8: Collecting and Displaying Data Key Lessons: 1-7. 9 (Module 6) May 8 – June 2; (No School May 26,29); 18 days	3.MD.B.3,4	Represent and interpret data.	Application	End-of-Module Assessment Task #1 (Module 6)
Unit 9: Collecting and Displaying Data Key Lessons: 4-6, 10-15 (Module 7) June 5 – June 29; (Last day June 29); 19 days	3.G.A1 3.MD.D.8	Reason with shapes and their attributes. Geometric measurement: recognize perimeter.	Conceptual Understanding, Application	Mid-Module Assessment Task #6 (Module 7)

Scope and Sequence using Eureka Math Modules - Grade 4 Math

Eureka Math Module Key Lessons Time Frame	Focus Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on
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				Mastery Progression rubric)
Unit 1: Place Value, Rounding, and Algorithms for Addition and Subtraction Key Lessons: 2-11, 13 (Module 1) Sept 6 – Oct 6, (PD Oct 7), 23 days	4.NBT.A1, 2, 3 4.NBT.B4	Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.	Conceptual Understanding, Procedural Skills and Fluency, Application	End-of-Module Assessment Task #2 (Module 1)
Unit 2: Multi-Digit Multiplication Key Lessons: 1-9,11-13 (Module 3), Oct 10 – Nov 11, (End of 1Q Nov 7,PD Nov 8, 24 days	4.OA.A.1-3 4.NBT.B.5	Use the four operations with whole numbers to solve problems. Use place value understanding and properties of operations to perform multi-digit arithmetic.	Conceptual Understanding, Procedural Skill and Fluency, Application	End of Module Assessment Problem #5 (Module 3)
Unit 3: Multi-Digit Multiplication and Division Key Lessons: 14-21,26-28,30-32,34 (Module 3), Nov 14 – Jan 13, (Thanksgiving Break Nov 24-25, Holiday Break Dec 26-Jan 6, No School Jan 16); 33 days	4.OA.A.3 4.NBT.B.5,6	Use the four operations with whole numbers to solve problems. Use place value understanding and properties of operations to perform multi-digit arithmetic.	Conceptual Understanding, Procedural Skill and Fluency, Application	nd of Module Assessment Problem #3 (Module 3)

Unit 4: Fraction Equivalence, Ordering Key Lessons: 1-5,7,9,12,14 (Module 5), Jan 17 – Feb 10, (Winter Break Feb 20–24, PD Mar 17); 18 days	4.NF.A.1-2 4.NF.B.3a,b,d,4a	Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions.	Conceptual Understanding, Procedural Skill and Fluency, Application	Mid-Module Assessment Task #2 (Module 5)
Unit 5: Fraction Equivalence, Ordering, and Operations Key Lessons: 16-20, 22-24,27,31,34-35,37,39 (Module 5), Feb 13 – Mar 31, (Winter Break Feb 20–24, PD Mar 17, 29 days	4.NF.A.2 4.NF.B.3,4	Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions.	Conceptual Understanding, Procedural Skill and Fluency, Application	Mid-Module Assessment Task #6 (Module 5)
Unit 6: Decimal Fractions Key Lessons: 1-7,9-13 (Module 6) April 10 – May 12 (Spring Break April 3 – 7), 24 days	4.NF.C.5-7	Understand decimal notation for fractions, and compare decimal fractions.	Conceptual Understanding, Procedural Skill and Fluency, Application	End of Module Assessment Problems #3 (Module 6)
Unit 7: Angle Measure and Plane Figures Key Lessons: 1-4, 12-16 (Module 4); May 15 – June 9 (No School May 26,29); 18 days	4.G.A.2-3	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	Conceptual Understanding, Procedural Skill and Fluency	End of Module Assessment Problem #1. (Module 4)
Unit 8: Exploring Measurement with Multiplication Key Lessons: 1-5 (Module 7), June 12 – June 29, (Last day June 29); 14 days	4.OA.A.1-2 4.MD.A.1	Use the four operations with whole numbers to solve problems. Solve problems involving measurement and conversion of measurement.	Conceptual Understanding, Procedural Skill and Fluency, Application	End-of-Module Assessment Task #1 (Module 7)

Scope and Sequence using Eureka Math Modules - Grade 5 Math

Eureka Math Module Key Lessons Time Frame	Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)
Unit 1: Place Value and Decimal Fractions Key Lessons: 1-3, 5-16 (Module 1) Sept 6 – Oct 14; (PD Oct 7); 28 days	5.NBT.A1-4 5.NBT.B7	Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.	Conceptual Understanding , Procedural Skill and Fluency, Application	End of Module Assessment Problems #3 (Module 1)
Unit 2: Multi-Digit Whole Number and Decimal Fraction Operations Key Lessons: 1-2, 8-11, 16-17, 19-20, 22, 28 (Module 2) Oct 17 – Nov 18; (End of 1Q Nov 7, PD Nov 8); 24 days	5.NBT.A1-2 5.NBT.B5-7	Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.	Conceptual Understanding , Procedural Skills and Fluency	End of Module Assessment Problems #2 (Module 2)
Unit 3: Addition and Subtraction of Fractions Key Lessons: 1-15 (Module 3) Nov 21– Jan 20; (Thanksgiving Break Nov 24-25, Holiday Break Dec 26-Jan 6, No School Jan 16) ; 32 days	5.NF.A1-2	Use equivalent fractions as a strategy to add and subtract fractions.	Procedural Skill and Fluency, Application	End of Module Assessment Problems #1 (Module 3).

<p>Unit 4: Multiplication and Division of Fractions and Decimal Fractions Key Lessons: 2, 4-9,11,13-16, 21-22, 24-25, 27 (Module 4) Jan 23 – Mar 24; (End of 2Q Jan 26, PD Jan 27, Winter Break Feb 20–24, PD Mar 17); 38 days</p>	<p>5.NBT.B7 5.NF.B.3-7</p>	<p>Perform operations with multi-digit whole numbers and with decimals to hundredths. Apply and extend previous understandings of multiplication and division.</p>	<p>Conceptual Understanding , Procedural Skill and Fluency, Application</p>	<p>End of Module Assessment Problems #1(Module 4).</p>
<p>Unit 5: Addition and Multiplication with Volume and Area Key Lessons: 1-8,10-14 (Module 5) Mar 27– May 12; (Spring Break Apr 3–7, End of 3Q Apr 13, No School Apr 14); 29 days</p>	<p>5.NF.B4b,6 5.MD.C3-5</p>	<p>Apply and extend previous understandings of multiplication and division. Geometric measurement: understand concepts of volume.</p>	<p>Conceptual Understanding , Procedural Skill and Fluency, Application</p>	<p>End of Module Assessment Problem #2. (Module 5)</p>
<p>Unit 6: Problem Solving with the Coordinate Plane Key Lessons: 1-3, 5,7-8,13-16,18-20,21 (Module 6) May 15– June 29; (No School May 26,29, Last Day of School June 29); 32 days</p>	<p>5.G.A1, 2</p>	<p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p>	<p>Procedural Skill and Fluency, Application</p>	<p>End of Module Assessment Problem #2. (Module 6)</p>

Scope and Sequence using Eureka Math Modules - Grade 6 Math

<p>Eureka Math Module Key Lessons Time Frame</p>	<p>Focus Standards</p>	<p>Cluster</p>	<p>Aspect(s) of Rigor</p>	<p>Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)</p>
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<p>Unit 1: Ratios and Unit Rates</p> <p>Key Lessons: 1,3,5,9-11,17, 19, 23-25 (Module 1)</p> <p>Sept 6 – Oct 6; (PD Oct 7); 23 days</p>	6.RP.A.1,2,3a, b,c,d	Understand ratio concepts and use ratio reasoning to solve problems.	Conceptual Understanding, Application	Mid-Module Assessment Task #1 (Module 1)
<p>Unit 2: Arithmetic Operations Including Division of Fractions</p> <p>Key Lessons: 1-3,5-8, (Module 2)</p> <p>Oct 10 – Oct 28; 15 days</p>	6.NS.A1	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Conceptual Understanding, Procedural Skill and Fluency, Application	Mid-Module Assessment Task #1 (Module 2)
<p>Unit 3: Rational Numbers</p> <p>Key Lessons: 1-2, 4-7, 9-10 (Module 3)</p> <p>Oct 31 – Nov 23; 17 days</p>	6.NS.C5,6a,c	Apply and extend previous understandings of numbers to the system of rational numbers.	Conceptual Understanding, Procedural Skill and Fluency, Application	Mid-Module Assessment Task #1 (Module 3)
<p>Unit 4: Rational Numbers</p> <p>Key Lessons: 11-18 (Module 3)</p> <p>Nov 28 – Dec 23; 20 days</p>	6.NS.C56b,c,7a, b,c,d,8	Apply and extend previous understandings of numbers to the system of rational numbers.	Conceptual Understanding, Procedural Skill and Fluency, Application	End-of-Module Assessment Task #5 (Module 3)
<p>Unit 5: Expressions and Equations</p> <p>Key Lessons: 1-9 (Module 4)</p> <p>Jan 9 – Feb 3; (No School Jan 16, End of 2Q Jan 26, PD Jan 27); 18 days</p>	6.EE.A.1,2c,3,4	Apply and extend previous understandings of arithmetic to algebraic expressions.	Conceptual Understanding, Procedural Skill and Fluency, Application	Mid-Module Assessment Task #1 (Module 4)

<p>Unit 6: Expressions and Equations Key Lessons: 10,12-13,15-16,18,20,22-23,25-27,30,33 (Module 4) Feb 6 – Mar 24; (Winter Break Feb 20–24, PD Mar 17); 29 days</p>	<p>6.EE.A.2a,b,c,3,4 6.EE.B.5,6,7,8 6.EE.C.9</p>	<p>Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.</p>	<p>Conceptual Understanding, Procedural Skill and Fluency, Application</p>	<p>End-of-Module Assessment Task #1 (Module 4)</p>
<p>Unit 7: Area, Surface Area, and Volume Problems Key Lessons: 1-10 (Module 5) Mar 27 – May 5; (Spring Break Apr 3–7, End of 3Q Apr 13, No School Apr 14); 24 days</p>	<p>6.EE.A.2c 6.EE.B.5,6,7 6.G.A.1,3</p>	<p>Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems involving area, surface area, and volume.</p>	<p>Conceptual Understanding, Procedural Skill and Fluency, Application</p>	<p>Mid-Module Assessment Task #1 (Module 5)</p>
<p>Unit 8: Area, Surface Area, and Volume Problems Key Lessons: 11-19 (Module 5) May 8 – June 2; (No School May 26,29); 18 days</p>	<p>6.EE.A.2c 6.EE.B.5,6,7</p>	<p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	<p>Conceptual Understanding, Procedural Skill and Fluency, Application</p>	<p>End-of-Module Assessment Task #1 (Module 5)</p>

	6.G.A.2,4	Reason about and solve one-variable equations and inequalities. Solve real-world and mathematical problems involving area, surface area, and volume.		
Unit 9: Statistics Key Lessons: 1 - 8 June 5 – June 29; (Last day June 29); 19 days	6.SP.A.1,2,3 6.SP.B.4,5	Develop understanding of statistical variability. Summarize and describe distributions.	Conceptual Understanding, Application	Mid-Module Assessment Task #1 (Module 6)

Scope and Sequence using Eureka Math Modules - Grade 7 Math

Eureka Math Module Key Lessons Time Frame	Focus Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)
Unit 1: Ratios and Proportional Relationships Key Lessons: 1-5, 7-8, 10-11, 17 (Module 1) Sept 6 – Oct 6; (PD Oct 7); 23 days	7.RP.A1-2	Analyze proportional relationships and use them to solve real-world and mathematical problems.	Conceptual Understanding, Application	Mid-Module Assessment Task #1 (Module 1)
Unit 2: Rational Numbers – Add and Subtract Key Lessons: 1-9 (Module 2) Oct 10 – Nov 4; 20 days	7.NS.A1	Apply and extend previous understandings of operations with fractions to add,	Conceptual Understanding, Application, Procedural Skill and Fluency	End-of-Module Assessment Task #3 (Module 2)

		subtract, multiply, and divide rational numbers.		
Unit 3: Rational Numbers – Multiply and Divide Key Lessons: 10-16 (Module 2) Nov 7 – Dec 2; (End of 1Q Nov 7, PD Nov 8, Thanksgiving Nov 24-25); 17 days	7.NS.A2-3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Conceptual Understanding, Application, Procedural Skill and Fluency	End-of-Module Assessment Task #1 (Module 2)
Unit 4: Expressions and Equations Key Lessons:1-9, 12-18(Module 3) Dec 5 – Feb 3; (Holiday Break Dec 26-Jan 6, No School Jan 16, End of 2Q Jan 26, PD Jan 27); 33 days	7.EE.A1-2 7.EE.B3-4	Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Conceptual Understanding, Application Application	End-of-Module Assessment Task #3 (Module 3)
Unit 5: Percent and Proportional Relationships Key Lessons: 1-7, 10-11, 16-17 (Module 4) Feb 6 – Mar 24; (Winter Break Feb 20–24, PD Mar 17); 29 days	7.RP.A1-3	Analyze proportional relationships and use them to solve real-world and mathematical problems.	Application	End-of-Module Assessment Task #6 (Module 4)
Unit 6: Statistics and Probability Key Lessons: 1-7, 13-16(Module 5) Mar 27 – May 5; (Spring Break Apr 3–7, End of 3Q Apr 13, No School Apr 14); 24 days	7.SP.C5-8	Investigate chance processes and develop, use, and evaluate probability models.	Conceptual Understanding, Application, Procedural Skill and Fluency	End-of-Module Assessment Task #2 (Module 5)

Unit 7: Geometry Key Lessons: 1-3, 5-11 (Module 6) May 8 – June 9; (No School May 26,29); 23 days	7.G.A.2	Draw construct, and describe geometrical figures and describe the relationships between them.		End-of-Module Assessment Task #1 (Module 6)
	7.G.B.5	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
Unit 8: Rational Numbers Key Lessons: 17, 18, 20-22 (Module 2) June 12 – June 29; (No School May 26,29, Last day June 29); 14 days	7.NS.A3	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Procedural Skill and Fluency, Application	End-of-Module Assessment Task #1 (Module 2)
	7.EE.B4a	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Application	

Scope and Sequence using Eureka Math Modules - Grade 8 Math

Eureka Math Module Key Lessons Time Frame	Focus Standards	Cluster	Aspect(s) of Rigor	Assessment Task (Learning goal = Step 3 or 4 on Mastery Progression rubric)

Unit 1: Integer Exponents and Scientific Notation Key Lessons: 1-5, 7-10 (Module 1) Sept 6 – Sept 30; 19 days	8.EE.A1,3,4	Expressions and Equations work with radicals and integer exponents.	Application, Procedural Skill and Fluency, Conceptual Understanding	Mid-Module Assessment Task #1 (Module 1)
Unit 2: The Concept of Congruence Key Lessons: 1-5, 7-8, 10-14 (Module 2) Oct 3 – Nov 4; 24 days	8.G.A1,2,5	Understand congruence and similarity using physical models, transparencies, or geometry software.	Conceptual Understanding, Application	End-of-Module Assessment Task #2 (Module 2)
Unit 3: Similarity Key Lessons: 1-3, 6, 8, 10-11 (Module 3) Nov 7 – Dec 2; (End of 1Q Nov 7, PD Nov 8, Thanksgiving Nov 24-25); 17 days	8.G.A3,4,5	Understand congruence and similarity using physical models, transparencies, or geometry software.	Conceptual Understanding, Application	End-of-Module Assessment Task #1 (Module 3)
Unit 4: Linear Equations Key Lessons: 1-8, 10-14 (Module 4) Dec 5 – Jan 26; (Holiday Break Dec 26-Jan 6, No School Jan 16, End of 2Q Jan 26, PD Jan 27); 28 days	8.EE.C7 8.EE.B5	Analyze and solve linear equations and pairs of simultaneous linear equations. Understand the connections between proportional relationships, lines, and linear equations.	Application, Procedural Skill and Fluency, Conceptual Understanding	Mid-Module Assessment Task #2 (Module 4)
Unit 5: Linear Equations Key Lessons: 15-30 (Module 4) Jan 30 – Mar 24; (Winter Break Feb 20–24, PD Mar 17); 34 days	8.EE.B5,6 8.EE.C8	Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of	Conceptual Understanding, Procedural Skill and Fluency, Application	End-of-Module Assessment Task #6 (Module 4)

		simultaneous linear equations.		
Unit 6: Functions Key Lessons: 1-8 (Module 5) Mar 27 – Apr 28; (Spring Break Apr 3–7, End of 3Q Apr 13, No School Apr 14); 19 days	8.F.A1,2,3	Define, evaluate, and compare functions.	Conceptual Understanding, Application, Procedural Skill and Fluency	End-of-Module Assessment Task #1 (Module 5)
Unit 7: Linear Functions Key Lessons: 1-11 (Module 6) May 1 – June 2; (No School May 26,29); 23 days	8.F.B4,5 8.SP.A1,2	Use functions to model relationships between quantities. Investigate patterns of association in bivariate data.	Conceptual Understanding, Application	End-of-Module Assessment Task #1 (Module 6)
Unit 8: Pythagorean Theorem Key Lessons: 1-5, 15-18 (Module 7) June 5 – June 29; (day June 29); 19 days	8.EE.A2 8.G.B6,7,8	Expressions and Equations work with radicals and integer exponents. Understand and apply the Pythagorean Theorem.	Conceptual Understanding, Application	End-of-Module Assessment Task #1 (Module 7)

Appendix D: Yearly Academic Calendar



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

PEAK Academy 2021-2022 Calendar

July 2021						
Su	M	Tu	W	Th	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

August 2021						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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						
Su	M	Tu	W	Th	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		



School Closed/Holiday



Half Day



First and Last Day



Teacher Work Day (No School for students)



Parent-Teacher Conferences

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



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

PEAK Academy
K-2nd Grade Sample Daily Schedule

Time	Class	Description
7:30-8:00	Morning Work/Breakfast	Breakfast Daily Warm Up Journal Prompt
8:00-8:20	Morning Meeting	Class Pledge Core Values Lesson Daily Schedule Rundown
8:20-9:20	Literacy Block	Reading Streets Lesson: Shared Reading, Phonics, Fluency, Vocabulary, Comprehension, Writing
9:20-10:50	Literacy Remediation/Acceleration Guided Reading Literacy Centers	Lee and Low Books Guided Reading Teacher-created mastery based learning centers Self-selected independent reading Writing
10:50-11:00	Movement Break/Snack	
11:00-11:40	Content Knowledge – Science (Weeks A and B) Social Studies (Weeks C and D)	Nonfiction Text Teacher-created resources PhD Science Program
11:40-12:30	Lunch and Recess	
12:30-- 12:45	Spiraled Math Meeting Math Lesson Math Remediation/Acceleration (30 min)	Eureka Math Teacher Created Resources
12:45-1:30	Math Lesson	Eureka Math
1:30-2:00	Math Remediation/Acceleration	Eureka Math Teacher created resources
2:55-2:10	Movement/Break/Snack	
2:10-2:50	Arts Enrichment *40 minutes teacher planning	Art, Music, Theatre
2:50-3:30	Spanish/PE Classes Alternate Days	
3:30-3:50	Choice Stations	Imaginary Play, Blocks, Dance/Yoga, art/crafts
3:50-4:00	Pack up/Dismissal	

PEAK Academy
K-2nd Grade Sample Weekly Schedule

	Mon	Tues	Wed (early dismissal week)	Thurs	Fri
7:30-8:00	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work
8:00-8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Elementary Assembly
8:20-10:50	Literacy Block Guided Reading	Literacy Block Guided Reading	Literacy Block Guided Reading	Literacy Block Guided Reading	Literacy Block Guided Reading
10:50-11:00	Movement/Break	Movement/Break	Movement/Break	Movement/Break	Movement/Break
11:00-11:40	Content Knowledge Science (Week A and B) Social Studies (Week C and D)	Content Knowledge Science (Week A and B) Social Studies (Week C and D)	Math Block (10:55-12:00)	Content Knowledge Science (Week A and B) Social Studies (Week C and D)	Content Knowledge Science (Week A and B) Social Studies (Week C and D)
11:40-12:30	Lunch and Recess	Lunch and Recess	12:00-12:25 Lunch	Lunch and Recess	Lunch and Recess
12:30-2:00	Math Block	Math Block	Content Knowledge Science-Week A and B or Social Studies-Week C and D (Students dismissed at 1:00)	Math Block	Math Block
2:00-2:10	Movement/Break	Movement/Break	Teacher Planning and Professional Dev.	Movement/Break	Movement/Break
2:10-2:50	Art Enrichment (Art, Dance, Theatre, Music)	Art Enrichment (Art, Dance, Theatre, Music)	Teacher Planning and Professional Dev.	Art Enrichment (Art, Dance, Theatre, Music)	Art Enrichment (Art, Dance, Theatre, Music)
2:50-3:30	Spanish	PE	Teacher Planning and Professional Dev.	Spanish	PE
3:30-3:50	Choice Stations	Choice Stations	Teacher Dismissal 3:00	Choice Stations	Choice Stations
3:50-4:00	Clean up/Pack Up / Dismissal	Clean up/Pack Up / Dismissal		Clean up/Pack Up/Dismissal	Clean up/Pack Up/Dismissal

PEAK Academy
3rd-5th Grade Sample Daily Schedule

Time	Class	Description
7:30-8:00	Morning Work/Breakfast	Breakfast Daily Warm Up Journal Prompt
8:00-8:20	Morning Meeting	Class Pledge Core Values Lesson Daily Schedule Rundown
8:20-9:50	Literacy Block	Reading Streets Lesson: Shared Reading, Vocabulary, Comprehension Literature Circles and Book Clubs
9:50-10:30	Writer's Workshop	Teacher Created Resources Lucy Calkins
10:30-10:40	Movement Break/Snack	
10:40-11:20	Science	Nonfiction Text Teacher-created resources PhD Science Program
11:20-12:10	Lunch and Recess	
12:10-1:40	Math	Eureka Math Teacher Created Resources Remediation and Acceleration Groups
1:40-2:10	Spanish/PE Classes Alternate Days *40 min teacher planning	
2:10-2:50	Arts Enrichment *40 min teacher planning	Art, Music, Theatre
2:50-3:30	Social Studies	Culturally Relevant Nonfiction Text Teacher Created Resources
3:30-3:50	Read Aloud	
3:50-4:00	Pack up/Dismissal	

PEAK Academy
3rd-5th Grade Sample Weekly Schedule

	Mon	Tues	Wed (early dismissal week)	Thurs	Fri
7:30-8:00	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work
8:00-8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Elementary Assembly
8:20-9:50	Literacy Block Lit Circles	Literacy Block Lit Circles	Literacy Block Lit Circles	Literacy Block Lit Circles	Literacy Block Lit Circles
9:50-10:30	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
10:30-10:40	Movement/Break	Movement/Break	Movement/Break	Movement/Break	Movement/Break
10:40-11:20	Science	Science	Math (until 12:00)	Science	Science
11:20-12:10	Lunch and Recess	Lunch and Recess	12:00-12:25 Lunch	Lunch and Recess	Lunch and Recess
12:10-1:40	Math Block	Math Block	Content Knowledge Science-Week A and B or Social Studies-Week C and D (Students dismissed at 1:00)	Math Block	Math Block
1:40-2:10	Spanish	PE	Teacher Planning and Professional Dev.	Spanish	PE
2:10-2:50	Art Enrichment (Art, Dance, Theatre, Music)	Art Enrichment (Art, Dance, Theatre, Music)	Teacher Planning and Professional Dev.	Art Enrichment (Art, Dance, Theatre, Music)	Art Enrichment (Art, Dance, Theatre, Music)
2:50-3:30	Social Studies	Social Studies	Teachers Dismissed 3:00	Social Studies	Social Studies
3:30-4:00	Read Aloud/Pack Up / Dismissal	Read Aloud/Pack Up / Dismissal		Read Aloud/Pack Up/Dismissal	Read Aloud/Pack Up/Dismissal

PEAK Academy Middle School
6th-8th grade daily sample schedule

Time (58 min. blocks)	Class	Description
7:30-8:00	Breakfast/Homeroom	
8:00-8:58	Reading/Writing Block	KIPP Wheatly Teacher created Resources Novel Studies Writer's Workshop
9:00-9:58	Spanish/PE alternating	
10:00-10:58	Math Block	Eureka Math Teacher Created Resources
10:58-11:25	Lunch/Break	
11:25-12:23	AVID/Service Learning	AVID Curriculum
12:25-1:23	Science Block	Teacher created Resources PhD Science Curriculum
1:25-2:23	Elective	Dance, Music, Art, PE
2:23-2:35	Afternoon Break / Snack	Teacher supervision required
2:35-3:33	History	
3:33-4:00	Homeroom / Homework Help / Dismissal	

PEAK ACADEMY
6th-8th Grade Sample Weekly Schedule

	Mon	Tues	Wed (early dismissal week)	Thurs	Fri
7:30-8:00	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work	Breakfast/Morning Work
8:00-8:58	Literacy Block	Literacy Block	Literacy Block	Literacy Block	Literacy Block
9:00-9:58	Spanish	PE	Spanish	PE	Spanish
10:00-10:58	Math Block	Math Block	Math Block	Math Block	Math Block
11:00-11:25	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/Break	Lunch/ Break
11:25-12:23	AVID	AVID	AVID	AVID	AVID
12:25-1:23	Science Block	Science Block	Science Block early dismissal week A History early dismissal week B (Students dismissed at 1:00)	Science Block	Science Block
1:25-2:23	Elective	Elective	Teacher planning and Prof. Dev.	Elective	Elective
2:23-2:35	Afternoon Break	Afternoon Break	Teacher Planning and Professional Dev.	Afternoon Break	Afternoon Break
2:35-3:33	History	History	History	History	History
3:33-4:00	Homeroom / Homework Help/ Dismissal	Homeroom/Homework Help /dismissal	Homeroom / Homework Help/ Dismissal	Homeroom / Homework Help/ Dismissal	Middle School Assembly

Appendix G: Organizational Chart

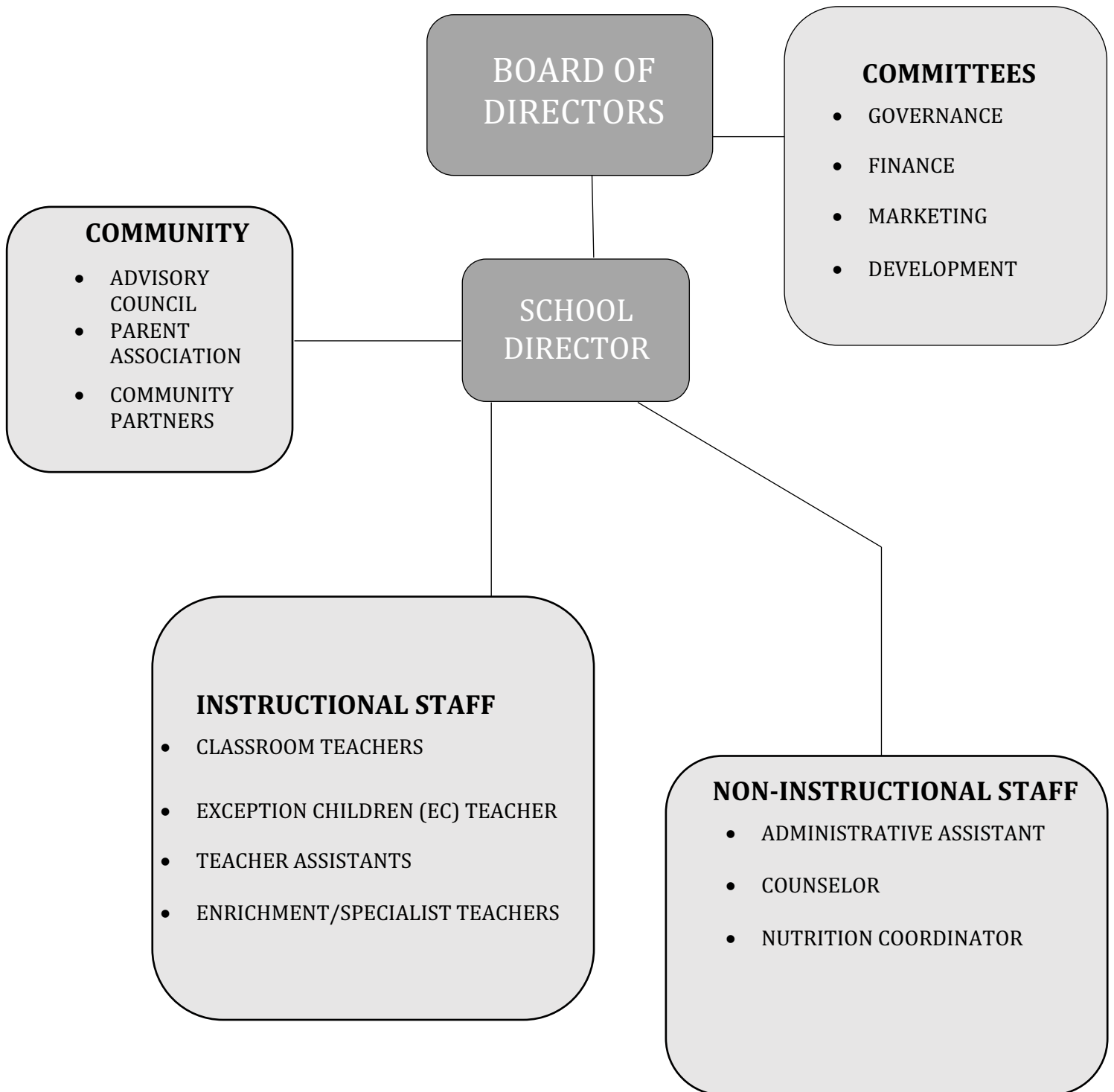


PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

P.E.A.K. Academy Charter School

Organizational Chart



Appendix H: Charter School Board Member Response and Resume



PEAK Academy Charter School

TIFFANY C. IHEANACHO

32 Summer Meadow Rd, Arden NC 28704
(917) 449-7968, tking678@aol.com

CAREER HIGHLIGHTS

- Provides leadership and supervision on strategic program planning, implementation, and evaluation, stakeholder engagement and fiscal oversight to address criminal justice, behavioral health and community engagement initiatives.
- Manages an operational budget of approximately 4 million dollars to include criminal justice, behavioral health and community engagement programs and services. Supervise staff who led criminal justice, and community engagement activities.
- Provides oversight for the planning and management of the Buncombe County Justice Resource Center, with over 15 contracted employees, 9 services and programs; serving over 800 clients annually. Successful development and implementation of four new behavioral health programs approved by CMS and NC DHHS.
- Implements approved internal controls and monitors agency programs and activities to ensure compliance with applicable federal, state, and local laws, regulations, and contract provisions, such as HIPPA, CARF, FERPA, CMS, NC DHHS.
- Extensive knowledge of principles, practices, procedures and philosophies of public administration, non-profit management, health and human systems, community-based services, and racial equity work. Ability to collect, analyze and interpret data with appropriate quantitative and qualitative methods using data analytics systems and dashboards.

EDUCATION

Master of Public Affairs, *Western Carolina University*
Cullowhee, North Carolina, Graduation May 2016

MS Mental Health Rehabilitation Counseling, *North Carolina A & T State University*
Certificate in Marriage and Family Counseling
Certificate in Rehabilitation Counseling and Behavioral Addictions
Greensboro, North Carolina, Graduation May 2012

BS Criminal Justice, BA Psychology, *North Carolina A & T State University*
Greensboro, North Carolina, Graduation May 2009, Summa Cum Laude

EMPLOYMENT HISTORY

Justice Resource Coordinator , 07/17 – Present Employer: Buncombe County Government	Asheville, North Carolina
Mental Health Clinician , 12/14 – 06/17 Employer: Mission Health System	Asheville, North Carolina
Clinical Substance Abuse Counselor , 01/13 – 01/15 Employer: JFK Alcohol and Drug Abuse Treatment Center	Black Mountain, North Carolina
Assistant Residence Hall Director , 01/11-05/12 Employer: North Carolina A&T State University	Greensboro, North Carolina
Human Resource and QA/QI Coordinator , 10/08-10/10 Employer: S & L Home Care Services, Inc.	Greensboro, North Carolina

LICENSURES/CERTIFICATIONS

Licensed Professional Counselor, State of North Carolina, #9649
Licensed Clinical Addiction Specialist, State of North Carolina, #2959

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: PEAK Academy
2. Full name: Tiffany Chevonne Iheanacho

Home Address: 32 Summer Meadow Rd Arden NC 28704

Business Name and Address:

Telephone No.: (917) 449-7968

E-mail address: tking678@aol.com

3. Brief educational and employment history.

Bachelor's of Science in Criminal Justice, Bachelor's of Arts in Psychology, Master's of Science degree in Mental Health Rehabilitation Counseling and a Master's of Public Affairs. Certificates include: Substance Abuse and Behavioral Addictions and Marriage and Family Counseling. My clinical licenses includes Licensed Professional Counselor and Licensed Clinical Addiction Specialist.

My professional experience includes program planning and evaluation at S & L Home Care Services, Inc. During my tenure with S&L, I conducted detailed analyses of fiscal and programmatic data to inform critical business decisions. My work led to the successful establishment of several mental health and substance abuse programs as well as accreditation for several existing programs. The success of these programs included writing policy and procedures and establishing metrics to monitor program success. In addition to writing policies, I created the

strategic plan, annual report for the agency as well as created new and innovative ways to use and collect data more strategically.

In my current role, I lead several criminal justice projects including the Safety and Justice Challenge (SJC). The primary goals of the SJC are to safely reduce our jail population by 15% over the next two years and respond to various forms of racial inequity throughout our local criminal justice system. I am responsible for operationalizing several strategies including racial equity, community engagement, deflecting at arrest, diversion to behavioral health treatment, improving case processing, and implementing the Public Safety Assessment. In addition to the Safety and Justice Challenge, my role is to provide staff support for our local Criminal Justice Coordinating Council. This includes planning, preparing for, and facilitating the meetings, as well as managing follow-up tasks and outcomes. I am also responsible for grant writing, grant monitoring, contract execution and monitoring, and the fiscal and programmatic oversight of criminal justice programs and services.

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 am one of the founding board members. Buncombe County, including Asheville City has been grappling with the achievement gaps in this community for years. I would like to be a part of the solution. Provide a culture that despite a child's background they can succeed.

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

I have several years of board service as well as serving as a member of a non-profit organization. I also have experience in state and local government. I am familiar with the budget process, fundraising, and governance. I have served as Vice-President of a local chapter of a national organization. In this role, I have implemented programs and implemented several fundraising activities, including a raffle sale, and scholarship dance. In my professional role, I manage an operating budget of over 4 million dollars to include personnel, operating expenses, contract and professional services, as well as grant funds.

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

Previous experience establishing a non-profit, commitment to the youth in our community, especially marginalized communities and special populations. I have worked with youth

involved in the juvenile justice system. I have worked with students who are from marginalized communities to build resilience and increase self-esteem. I have operational and program planning and evaluation experience. I have experience leading organizations and implementing strategies that promote change in department, organization, and community. This includes addressing racial and ethnic disparities and community engagement.

School Mission and Program

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

All students can succeed and be academically successful despite race, neighborhood, or socio-economic status. Children are made equally and given the right environment and resources all students can achieve.

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

PEAK Academy will have high expectations for student achievement. The framework will be based on the common core and standards and students will be additionally asked to engage in higher order thinking and apply their learning to real world scenarios. The learning environment will be culturally relevant and accessible to all students. Instruction will be individualized, with ample opportunity for students to master material before moving on to new objectives. Students will be taught beyond academics as they engage in project and service learning, a character development curriculum, and college and career exploration.

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

For PEAK Academy Charter School, our school is successful when we ensure culturally relevant instruction with high expectations to all students so all students can master material. Our school will be successful when all students are reading above grade level and mastering all grade level standards. Consistent enrollment in every grade will also be a sign that our school is successful.

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

With the support of students, faculty, parents, and school leadership we will develop a strategic plan, in alignment with the mission and values of the school. This plan will

ensure we are meeting our mission through the use of goals, objectives, performance measures and periodic performance review and report.

Governance

1. Describe the role that the board will play in the school's operation.
The board is crucial to the success of the school. The initial board must be able to secure a location, successfully open the school with enrollment that matches the target amount, ensure qualified staff are employed, selection of a curriculum in which the students will excel, and maintain an operational budget with plans for continuous fundraising to ensure sustainability. After the school opens, the board must create an atmosphere that ensure staff and student retention, as well as the facility upkeep and an operational budget.
2. How will you know if the school is successful at the end of the first year of operation?
Student and staff retention, academic performance, disciplinary actions, and successful fundraising.
3. How will you know at the end of five years of the schools is successful?
Continuous enrollment, with staff and student retention. Academic performance and test scores are indicators as well a growing balance budget, with plans to expand the school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Director provides update during the board meetings to include budget, school performance, student performance, teacher and student retention, recruitment and enrollment.
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?
Have an initial conversation with that particular board member, with supporting information. If issues are not resolved or address, will notify other board members and issue statement regarding corrective action. This matter would be handled during a close session of a board meeting. . If behaviors/concerns continue, work with board to have member removed from the board. If legal concerns arise, will report findings to the local law enforcement agency.

*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, Tiffany Mearcho, 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 P.E.A.K. Academy Charter School is true and correct in every respect.

Signature Tiffany Mearcho

Date 8/8/19

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

Libby Kyles

32 Melbourne Place, Asheville, NC 28801 (828) 582-7094

EDUCATION

Masters of Education, East Tennessee State University May 2013
Bachelors of Elementary Education, Western Carolina University May 2000
Minor of Psychology

EXPERIENCE

CEO, YWCA, Asheville NC June 2019-Present

Executive Director, YTL Training Programs Aug. 2014- Present

- Developing Programming for underserved youth population and young adult offenders, fundraising for the organization as a whole, coordinating public relations and advertising

Issac Dickson Elementary School, Asheville, NC August 2004-June 2019

5TH Grade Teacher (2008-2019)

3rd Grade Teacher (2004-2008)

- Taught the Common Core Course of Study with high expectations, collaborated with professional writers to mold students to “Write to Change the World”, facilitated a school wide charge to close the achievement gap through Courageous Conversations, which seeks to eliminate teacher bias.

Lincoln Middle School, Lincolnton NC August 2000-June 2004

7th Grade Teacher

- Taught the North Carolina Standard Course of Study for Language Arts
- Created an after school Drama club

SPECIAL ACHIEVEMENTS

- Named Teacher of the Year for Isaac Dickson Elementary School 2005/2006 school year
- Completed Training in Reader’s Workshop at Columbia University with facilitator Lucy Calkins in the summer of 2008
- Facilitated four professional developments related to Reader’s Workshop over the course of the 2008-2009 school year.
- Facilitated session Closing the Gap Conference – Eliminating Bias in the Classroom as an individual presenter and Courageous Conversations as one of a group of five presenting 2010
- 2011 National Board Certification
- Received Asheville City Schools Foundation Grant for a Writing to Change the World Project- 2011-2012
- 2012 Attended Professional Learning Communities Conference facilitated by the DuFours
- August 2014 Cofounded YTL Training Programs Non Profit Organization

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: PEAK Academy

2. Full name: Libby Mae Kyles

Home Address: 32 Melbourne Place

Business Name and Address:

Telephone No.: 828-582-7094

E-mail address: libkyles@gmail.com

3. Brief educational and employment history.

I am a former classroom teacher. I was a teacher's assistant from 1996-1998 and a classroom teacher from 2000-2019. In 2014 I cofounded YTL Training Programs, a non profit organization that purposes to support youth of color academically, socially, emotionally, etc. I am the current Chief Executive Officer of the YWCA of Asheville.

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

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I have been researching and discussing the need for a school for students who are not being successful in the public school setting. This led to meeting like minded people who had a desire to tackle to address the achievement gap in our

area. I wish to serve on the board of the proposed charter school because I believe that I have knowledge and experience in education that could be leveraged to benefit future students of PEAK Academy. I have a Masters Degree in Educational Leadership and experience with curriculum planning that will also be beneficial in the development of PEAK Academy.

6. What is your understanding of the appropriate role of a public charter school board member?
A Charter school board member serves as a governing body, not individually. The board functions as a group, as all decisions are made by vote. The board member is active, attends all meetings, helps shape the mission and vision and strategic goals for the school, holds the School Director accountable for delivering results, and is an active advocate for the school in the community through networking and fundraising.
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 several board and currently serve on the board of the ABCLT, Asheville-Buncombe, Community Land Trust, as Vice Chair. In addition I am also the Vice Chair of the Buncombe County Women's Commission. In addition to serving on board, I have been an educator for twenty years and with that have a fast array of knowledge, that when combined with my previous board experience provides for PEAK Academy a board member who understands fiduciary responsibilities, mission alignment, and the need to have the right leadership in place to guide academic improvements for students.
8. Describe the specific knowledge and experience that you would bring to the board.
As previously stated I am a veteran teacher of 22 years with a Masters degree in Educational Leadership. I would bring to the board curricula knowledge, trauma informed best practices as related to my experience with YTL Training Programming, and an ability to understand leadership and what is needed to create an environment conducive to learning for children who might struggle academically, socially and emotionally.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Through dynamic, culturally relevant instruction and limitless expectations, students at P.E.A.K. Academy will be empowered with the academic excellence, character traits, and love of learning necessary to become life-long scholars, leaders, and community stewards. My understanding of our guiding beliefs is that we believe that when students are in an environment with teachers who are skilled at delivering culturally relevant teaching, have high expectations with limitless belief in students' abilities to transcend circumstances, where teachers are trauma informed and students are taught with the whole child in mind, addressing academic, social and emotional needs, they will be successful!
2. What is your understanding of the school's proposed educational program?
The most important aspect of our proposed educational program is that of ensuring that we have culturally competent teachers and administrators who will be trained to be responsive to trauma in a school setting, understanding that we will deliver rigorous programming that amps up critical thinking beginning in kindergarten.

3. What do you believe to be the characteristics of a successful school?
A successful school is one that considers all the things mentioned in question one. Education is not just about academics! There must be a recognition and acknowledgement of the fact that trauma is real and a successful school must be flexible and agile in responding to the impact that life has on its students. A successful school is responsive not reactive, proactive and preemptive in nature, realizing that you can't prepare for everything, but you must be prepared for most things. Most importantly, a successful school has the best interest of all of its students at heart and works to be inclusive, encouraging, challenging, though partners with families.
4. How will you know that the school is succeeding (or not) in its mission?
We will know that our school is succeeding when we interact with students and families through surveys, feedback successions and regular PEAK community meetings aimed at keeping our pulse on the culture created in school. We will know that our school is succeeding when the disproportionate number of students of color not meeting state benchmarks decrease and mirrors their white counterparts.

Governance

1. Describe the role that the board will play in the school's operation.
Initially the board will be responsible for networking, fundraising and community building to ensure that the school is adequately planned, has space, food resources and transportation built into the school's operation to begin the first day! The board will be responsible for seeking and hiring the best leader to propel our mission forward. The board will be responsible for laying the foundation of academic pedagogy, hiring practices, community involvement, and school sustainability.
2. How will you know if the school is successful at the end of the first year of operation?
We will know that the school is successful at the end of the first year if we have built a school community that values all students, is culturally competent, inclusive of families and students show academic, social and emotional growth as determined by state, local, and school-based benchmarks.
3. How will you know at the end of five years if the school is successful?
If all the things mentioned in question two are happening on a consistent basis and students of color are performing as well as their white counterparts on state, local and school-based measurements. Families are feeling supported and satisfied with the school's performance and their individual students performance.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board must be active! The board will have to be strategic in fundraising to ensure that we are able to adequately compensate employees for the work that they will be tasked with doing and supporting. Develop and follow a matrix for hiring the best person

to lead our school. Be intentional in our planning and keep community involved at all levels. Keep the main thing the main thing- happiness, health and wholeness of our students.

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 procedures that are in place in our policies and procedures. It would involve due process and likely would result in removing the member from our board given my beliefs were substantiated.

*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, Libby Kyles, 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 PEAK Academy Charter School is true and correct in every respect.

Signature Libby Kyles Date 8/17/2019

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

JOE LORDI

42 Elk Mountain Scenic Hwy. ☐ Asheville, NC 28804 ☐ lordi.joe@gmail.com ☐ 828.712.2752

EDUCATION

June 2007 – June 2008	DELTA STATE UNIVERSITY <i>Master's – Educational Leadership, Cohort X</i>	Cleveland, MS
1999 – 2003	THE UNIVERSITY OF NOTRE DAME <i>Bachelor of Arts –cum laude</i>	Notre Dame, IN

WORK AND LEADERSHIP EXPERIENCE

August 2010- Present	BV HEDRICK GRAVEL & SAND COMPANY <i>President</i>	Black Mountain, NC
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- P&L responsibilities for 95 year-old family-owned and operated business with 9 locations across the state of North Carolina; 200 employees
- Provide strategic short and long-term planning and fiduciary oversight to all members of the executive team – including safety, maintenance, environmental, engineering, production and sales
- Company sales have increased 50% since tenure as President - exceeding \$60,000,000 annually

July 2008 – July 2010	NORTH BOLIVAR SCHOOL DISTRICT <i>Principal, Shelby Middle School</i>	Shelby, MS
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- Responsible to the North Bolivar School Board and District for the day to day operations and overall student performance of Shelby Middle School; staff of 30 full-time employees at a grade 5-8 middle school with 250 students
- Lead school to a growth from a level 2 (“at risk of failure) to level 3 on end-of-year state testing after one year; QDI rose from 108 to 122 (growth that outpaced the state’s average)
- In year two, QDI improved from 122 to 141 – raising school to a level 4 school (“successful”), with student growth more than twice the state average

May 2006 – May 2007	TEACH FOR AMERICA <i>Recruitment Director, Appalachian Recruitment Team</i>	Memphis, TN
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2003 – 2006	SUNFLOWER COUNTY SCHOOL DISTRICT <i>Second grade teacher/ Teach for America corps member – Ruleville Central Elementary</i>	Ruleville, MS
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BOARD OF DIRECTORS and EXECUTIVE COMMITTEES

2011 – present	BV Hedrick Gravel & Sand Company (board and executive committee)	Salisbury, NC
2012 – present	Southern Concrete Materials (board member)	Asheville, NC
2011 – present	Cumberland Gravel & Sand Company (board member)	Salisbury, NC
2014 – present	Material Sales Company (board member)	Asheville, NC
2014 – 2018	North Carolina Aggregates Association (executive committee)	Raleigh, NC
2016 – present	North Asheville Little League (board member)	Asheville, NC
2017 – 2019	Asheville Chamber of Commerce	Asheville, NC
2017 – 2018	Asheville City Schools Foundation (board member)	Asheville, NC

ADDITIONAL COMMUNITY INVOLVEMENT AND VOLUNTEER EXPERIENCE

- Race Director, Rock the Quarry 5K - annual race that nets \$60,000 for local charities)
- Asheville Catholic School, Capital Campaign Chair - goal of \$3,000,000
- Youth sports coach (baseball and basketball)

RELEVANT ORGANIZATIONS

• member of ASCD (Association for Supervision and Curriculum Development)

Personal Interests: father, husband, coach, parishioner, exercise

Charter School Board Member Information Form

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Background

1. Name of charter school on whose Board of Directors you intend to serve: PEAK Academy
2. Full name: Joseph Clinton Lordi; Joe Lordi

Home Address: 42 Elk Mountain Scenic Highway; Asheville, NC 28804

Business Name and Address: BV Hedrick Gravel & Sand; 842 Old US Highway 70; Black Mountain, NC 28711

Telephone No.: 828-712-2752

E-mail address: lordi.joe@gmail.com

3. Brief educational and employment history.

Educational History

- Bachelor of Arts, University of Notre Dame (3.52 GPA) – graduated in 2003.
- Master's Educational Leadership, Delta State University (4.0 GPA) – graduated in 2008

Employment History

- Second Grade Teacher (Teach For America Corps Member) – Ruleville Elementary School; Ruleville, MS – three years (2003-2006)
- Recruitment Director with Teach For America – 2006-2007
- Principal – Shelby Middle School – two years (2009-2010)
- Employee (current President) of BV Hedrick Gravel & Sand Company (family owned and operated company; 200 employees); nine years (2010-present)

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 have served as a Board Member for multiple non-profits (and for-profits). I also worked as an educator for seven years. I was recruited to join this Board of Directors by my wife, Catherine. We were both educators in the Mississippi Delta through a program called Teach For America. Having lived in Asheville for almost ten years, we have had the opportunity to observe the “achievement gap” in the Asheville City Schools and Buncombe County Schools first-hand as parents and community members. We consider this sobering situation to be the most critical area for improvement for our community. We also feel fortunate that we have been part of dynamic school change and are aware of the critical ingredients necessary for schools and classrooms to succeed. I want to improve my community – and know that education can be a life-changing experience for youth (and families) that live and struggle in poverty. I believe that PEAK Academy can be a vital component towards rectifying the achievement gap in this area – both through the students that it serves and as a stimulus for improvement to the existing public schools. It is for that reason that I wish to serve on the board for the proposed charter school.

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

My understanding of the appropriate role of a public charter school board member would be that this person should be committed to the success of the school and help provide governance and support to PEAK Academy. The individual should be willing to commit to the necessary time to ensure the school is successful – including sharing talents to help the school recruit, plan, and budget where necessary. The individual should be committed to ensuring PEAK Academy reaches its vision and mission. The board member will need to attend periodic meetings and participate on sub-committees. The individual should be an advocate for the school – and be a resource to connect the school to people, resources and ideas to ensure the school continues to learn and grow. The school board member of a charter public school should also have professional talents and expertise to share with the school and staff members, but never interfere with day-to-day operations or management.

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 multiple boards – both for profit and non-profit. I have also turned down two board opportunities over the past six months (United Way and French Broad River Academy) so as to focus my limited free time to serve on the board of PEAK Academy. I have leadership experience – both as an educator and community business leader. I am

passionate about the prospect of seeing underserved students excel academically – and preparing themselves to compete at the highest of levels as they move into their future as students and community members. I understand organizations of all shapes and sizes. I have consistently proven the ability to budget and plan strategically and effectively.

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

The greatest value that I would bring to the board, perhaps, is that I understand the critical components to an effective, results-driven classroom and school – including teacher efficacy, curriculum, student engagement and community and parental involvement. I am deeply familiar with best-practices from a school leadership and classroom level. Further, I spent one year as a recruitment director with Teach For America. This experience has honed my skills as an effective interviewer. This characteristic has helped me team-build effectively in subsequent career endeavors. Through my time as a school and business leader, I have become highly trained in organizational effectiveness – and have the ability to think both globally and at a granular level about projects, initiatives, and short and long-term planning. I also understand the importance of creating positive culture – and how critical this component will be to the school's success. I have studied and am passionate about leadership – and how this dynamic can either raise performance or create a barrier towards success. I can communicate both verbally and in writing.

School Mission and Program

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

PEAK Academy will be a school that has high expectations for student achievement and will function to close the opportunity gap for Asheville's students. This type of school is deeply needed – as the achievement gap continues to grow in both Asheville City Schools and Buncombe County Schools. PEAK Academy will prepare their students to be life-long learners and equip them to achieve their personal potential and goals through an outstanding academic and character education program. PEAK Academy will be tasked with preparing students to be confident leaders, problem solvers, life-long learners and change agents in our community. PEAK Academy will be rigorous – with outstanding teachers and curriculum to meet the varied needs of the students.

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

The educational program will be rigorous – and will hold students to high and transparent academic standards. Instruction will be mastery-driven. A dynamic and motivating learning environment will be created through the use of measurable and ambitious achievement goals. The program will not follow a scripted curriculum – but instruction will come from multiple curriculum sources. The instruction will be culturally relevant – and will utilize student interests and lived experiences as the basis for learning. The learning environments will be active and students will construct knowledge based on their own lived experiences. Reading, writing and

mathematics will be foundational skills – especially at the earlier grade levels. Learning time will incorporate differentiated instruction and learning groups. Time will be built into the instructional schedule to ensure remediation (and acceleration) opportunities are available for students. The school will utilize inquiry-based and higher-order thinking skills – teaching students to ask questions, think about complex topics, problem-solve, collaborate, and engage in authentic and exciting projects.

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

I believe that a successful school aligns all planning, resources, and decisions towards the purpose of accelerating student learning. In the process of this, decision-making (and accountability for staff and Board members) can become more focused and less “political.” Great schools have world-class school leaders that are instructional leaders and can promote professional development, standardize best practices, and ensure resources and budgets are aligned towards student learning. School leaders are also individuals that create behavioral and disciplinary systems that are fair and consistent. Great schools have limited behavior problems because teachers are well-trained, well-planned and know how to utilize available learning time. Teachers at successful schools consistently create dynamic and inspiring learning environments. Teachers at successful schools keep students engaged through thoughtful unit and lesson design. Successful schools are places that students want to be and where students know that they have a place and a purpose. Students are aware of their progress and are motivated to learn and grow through exposure to culturally relevant curriculum. Successful schools are also fun places to be for staff, students, parents and community members. They are places that celebrate individual and collective success. They are places that are connected to their communities and world in meaningful ways. They are places that provide hope for families and students alike.

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

The Board should collaborate with the School Leader to establish clearly defined goals spanning all aspects of the School Operation, including: Enrollment, attendance rates, parental and student satisfaction, student learning, behavioral and disciplinary, and financials. These areas (and many others) should be discussed with “progress reports” during monthly board meetings. These results should help provide a real-time analysis of the school’s performance. Most clearly, student progress towards learning goals needs to be measured and reported on at least three or four teams each academic year (by grade level). This will give us the clearest sense as to our progress towards the most vital aspect of the school’s mission (closing the opportunity gap). Student enrollment numbers (increasing, decreasing, or holding even) should provide some measurement of our success within the community over time. My hope is that the Board will have opportunities to visit the school during planned periods over the school year to talk to students, teachers and observe instruction (informally). These visits should also provide the Board with a sense of the school’s culture.

Governance

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

The board will provide governance and support to PEAK Academy. The Board should work with the School Leadership to create measurable and clear goals for the school. These benchmarks will be related to recruitment of students and staff, student academic performance. The Board's sole purpose is to ensure the mission and the vision of PEAK Academy are fulfilled. The Board will meet monthly and have sub-committees to ensure proper oversight, planning and support. The Board will advocate for PEAK Academy and create partnerships within the community. The Board will provide fiscal oversight to PEAK Academy as well.

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

With well-designed progress reports, the Board should know in advance of the end of the first year of operation as to the success of the school. With that said, the board should meet for a retreat annually to review all relevant data related to critical benchmarks. The school will review academic progress and analyze success compared to the goals. The Board will look at the budget and fundraising metrics. The Board should review parental, student, and teacher surveys to get a sense of school culture. The Board should reference retention rates (staff, teachers, and students) from Year 1 to Year 2 as a data point to determine success. The Board should review enrollment and determine how close the school is to maximum occupancy.

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

The school will meet all student performance goals in reading growth and mastery relative to state-level standards. More than 75% of students in third grade and above will test at Proficient or above on state tests. No students will test at a Level 1. 90% of teachers and students will be retained year over year. Families will report 90% or higher satisfaction with PEAK Academy. PEAK Academy will serve students at 100% capacity. The school will have strong community partnerships in place and will have a strong budget surplus through fundraising efforts. PEAK Academy should be in position to build begin planning to build a permanent school on a dedicated campus (if it is not already) within five years due to community demand and community partnerships and budget surplus.

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

The school board must create a sound fiscal plan to ensure that the school can be successful for years to come. It must create a compelling and comprehensive vision for prospective students and families. In addition to this, the school board must hire the most

dynamic, committed and competent school leader possible. This school leader will be challenged with carrying forth the vision of the school and creating the culture within the school community. The school leader should also receive relevant training and professional development in an on-going fashion.

PEAK Academy will need to market and recruit aggressively to ensure enrollment goals are met. We will also need to actively fundraise with local foundations and participate in grant writing.

The school board will need to secure a learning environment that fits the needs of the prospective students – both in the present and possibly in the future. The school board should be involved with marketing the school to ensure that the mission of the school is shared with families that will most benefit from the objectives that the school hopes to achieve.

Dynamic schools have rigorous and interesting curriculums. The school board should be involved with working with the school leader to ensure that proper planning and resources have been committed to ensuring this outcome. The school board should work with the school leader (as needed) to hire staff for the first year. As the first year commences, the school board should set goals and hold staff members accountable towards achieving those goals.

The school board should constantly be positioned and available to assist staff members to trouble-shoot, plan strategically, and align curriculum, school initiatives and budgets focused on student learning and achieving learning 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?

It will be necessary to establish clear board member guidelines and protocols so that all board members can be armed with the knowledge of what would be defined as "unethical behavior." This will allow board members to both take action in the event that a board member acts unethically and to avoid unintentional missteps.

Adults (and board members of vitally important schools, such as PEAK Academy) should be held to the highest of standards in terms of their actions. If I was made aware of an indiscretion, I would bring this concern to the attention of the Board Chair and the Board at large.

If there are a cohort (or quorum) of board members behaving unethically, I would likely seek legal advice as to what the appropriate steps might be to handle the situation.

Ultimately, all decisions and actions (from the board to staff members) must be aligned to benefit students and their futures. To the extent that one (or more) of our board members (or staff members) veer from the objective, I would not hesitate to ensure that a swift correction was made.

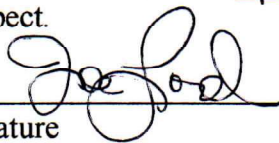
*Please include the following with your Information Form

- 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, Joseph Lordi, 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 PEAK Academy Charter School is true and correct in every respect.



Signature

Date

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

MYCHAL BACOATE

62 Bradley Branch Road Arden, NC 28704 Tel: 828-676-0743 Cell: 828-290-0615

EDUCATION

North Carolina State University 2003-2007
Public Administration, Biological Sciences Raleigh, NC

WORK EXPERIENCE

HomeTrust Bank, Asheville, North Carolina 2013-Present

Loss Mitigation Specialist I & II

Administered Bank Policies regarding delinquent mortgage and consumer loan products. Service and tracked delinquent accounts and kept all team members apprised of their status.

Soboleski Law, Asheville, North Carolina 2010-2012

Housing Counselor/ Paralegal

Provided loss mitigation representation to Homeowners and Investors. Worked directly with Lenders, Servicer and Investors to resolve and prevent delinquencies by exploring various workout options. Managed workload of 150 clients, 30% of which were GSE backed loans

Kimmel & Associates, Asheville, North Carolina 2008-2010

Executive Search Consultant

Executed retainer based executive search services for the logistics, supply chain and financial services sector.

University Accounting Services, Raleigh, North Carolina 2007

Special Projects Assistant

Managed long term projects, supervising a staff of 12, for accounting firm servicing student loan industry. Consolidated and charged off long-delinquent private and non-subsidized loans.

COMMUNITY INVOLVEMENT

2011- Present, Buncombe County Board of Adjustment

Duties: Quasi-Judicial tribunal that rules on Zoning variances, Conditional uses and any appeals in relations to the application of County zoning laws. Appointed by the Buncombe County Board of Commissioners.

2008- Present, Chief Judge, Buncombe County Board of Elections

Duties: Administration of all municipal, state and federal elections in Buncombe County.

2008- Present, Guardian Ad Litem, 28th Judicial District of North Carolina

Duties: Appointed by Chief District Court Judge to represent the interest of any abused or neglected child/juvenile in all court proceedings in Buncombe County. Empowered to conduct independent investigation of abuse and neglect claims. Results of investigations are admissible in any family, criminal or civil proceeding.

2018- Present, Member, Human Relations Commission of the City of Asheville

Duties: Appointed by the Asheville City Council. Makes policy recommendations to the City Council which promote and improve human relations and advance equity in the city in the following areas: public safety; educational, art and cultural opportunities; economic development; health and human services; and housing

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: PEAK Academy

2. Full name: Mychal Bacoate

Home Address: 62 Bradley Branch Rd., Arden, NC 28704

Business Name and Address: HomeTrust Bank, 320 Ridgefield Ct., Asheville, NC 28806

Telephone No.: 828-782-9058

E-mail address: mbthebanker@yahoo.com

3. Brief educational and employment history. Please see attached resume.

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

No: x Yes:

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

I was approached by several community members to join this endeavor. I am a native of Asheville and a product of Asheville City Schools and the current status of our education system is unsustainable. Two generations of black children have now graduated functionally illiterate and innumerate from our local schools. As a community member and concerned citizen I must do all that I can to ensure that every child has enough education to support themselves and their families if they desire to have one.

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

The role of the board is to set the standards of operations and curriculum and to allow those policies to be effectuated by staff. The board must provide ongoing oversight, counsel and strategy to ensure the effectiveness of the institution.

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.
Board of Adjustments, Human Relations Commission.

8. Describe the specific knowledge and experience that you would bring to the board.
Community ties, financial and real estate.

School Mission and Program

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

Culturally relevant school aimed at improving the educational outcomes of children from marginalized communities.

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

It is rigorous and intensive and focus on preparing the child not on test taking but real knowledge retention and how to apply it.

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

A successful school must have a staff that is reflective of the demographics of the student body, teachers qualified in their subject matter, a system of discipline and structure that incorporates and requires full family participation.

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

PEAK Academy board will hold monthly meetings. At these meetings, the School Director will present monthly progress reports that provide information about student performance, attendance, and discipline. If we are not meeting our student achievement goals, it will not be a surprise at the end of the year. At the end of the year, we will analyze teacher retention and satisfaction, student retention and parent satisfaction in addition to our progress and student mastery towards their goals.

Governance

1. Describe the role that the board will play in the school's operation.
The board must set clear and concise policies and procedures that ensure PEAK Academy's growth and well-being of each child. Also, the board must adopt policies that provide for the physical safety of each child and set clear fiscal guidelines.

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

As mentioned above, we will know if PEAK Academy is successful at the end of the first year based on a progress report that outlines teacher retention rate, student retention rate, attendance, parental satisfaction, teacher satisfaction, and student performance.

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

In addition to those measures listed above, we will also measure growth in enrollment and community partnerships.

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

The selection of a capable, dynamic, invested school administrator. PEAK Academy will also need to ensure the board holds the School Director accountable for effective management by remaining updated on our performance 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?
Have an immediate call meeting of the board. At the meeting, if required, we would go into closed session to deal with the allegations. Board counsel must be in attendance at all board meetings.

*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, Mychal Bucorote, 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 Peak Academy Charter School is true and correct in every respect.

Michael A. Baccante

Signature

Date

July 31, 2019

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

GENE BELL

83 Woodland Rd. ☐ Asheville, NC 28801 ☐ geneobell11@gmail.com ☐ 828.280-6672

EDUCATION

XAVIER UNIVERSITY **Norwood, Ohio**
Business Management Degree

WORK AND LEADERSHIP EXPERIENCE

October 2005- June 2019 **ASHEVILLE HOUSING AUTHORITY** **Asheville, NC**
Chief Executive Officer

- Provide strategic short and long-term planning and fiduciary oversight to all members of the Housing Authority team – including maintenance, budget and fiscal services, administrative services, external affairs, voucher programs, public housing programs, and development of all policies and procedures.
- Oversaw renovations and upgrades at all 6 Asheville Housing Developments
- Began use of HUD’s renal assistance demonstration system, providing residents with 3,000 housing vouchers

1994-2005 **ASHEVILLE HOUSING AUTHORITY** **Asheville, NC**
Director of Maintenance and Construction

- Develop, implement, manage, and maintain all Housing Authority units

1992-1994 **CHARLOTTE HOUSING AUTHORITY** **Charlotte, NC**
Director of Technical Services

- Provide leadership, direction, and management for all technical teams.
- Responsible for hiring, training, and managing IT personnel in addition to administering employee performance reviews.

1988-1992 **CONSTRUCTION COMPANY** **Charlotte, NC**
Owner, general contractor

- Hire, organize workers for building of homes in Charlotte area.
- Provide materials, obtain permits, schedule inspections, comply with all building codes and oversaw projects through completion.

1968-1988 **IBM** **New Jersey & Charlotte, NC**
Human Relations Manager

- Plan, direct, and coordinate the administrative functions of IBM offices.
- Oversaw the recruiting, interviewing, and hiring of new staff

CURRENT BOARD OF DIRECTORS and EXECUTIVE COMMITTEES

President of the NC Housing Authority Directors Association **Durham, NC**
NC Housing Authority Risk and Retention Pool Trustee, Secretary **Durham, NC**
Asheville-Buncombe Technical Community College board **Asheville, NC**
Buncombe County Planning Board, Current Chair **Asheville, NC**

FORMER BOARD OF DIRECTORS and EXECUTIVE COMMITTEES

Asheville Civil Service Board **Asheville, NC**
Young Men’s Institute, Chair **Asheville, NC**
Buncombe County Capital Fund Commission **Asheville, NC**
Asheville City School Board (Chair 2007-2012) **Asheville, NC**
Muddy Sneakers board **Brevard, NC**

Personal Interests: father, husband, mentor, church member, community activist, marathon runner

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:
P.E.A.K Academy Charter School

2. Full name: Gene Bell

Home Address: 83 Oakland Rd., Asheville, NC 28801

Business Name and Address:

Telephone No.: (828) 280-6672

E-mail address: geneobell11@gmail.com

3. Brief educational and employment history. I have 25 years of employment history with the Asheville Housing Authority. The last 10 years (2009-2019) as the CEO. Before that, I owned a construction company in Charlotte for 25 years. I also worked for the Charlotte Housing Authority for 2 years.

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

No:

Yes: X

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

I feel strongly that the gap of addressing the needs of our low income African American students is significant. It can be addressed, but you have to be intentional about it. Libby Kyles called me, knowing my interest, experience, and passion for educational equity, and

asked me to come to the first gathering of potential board members. I enjoyed the group of people, felt their vision was aligned to mine, and felt I could be an asset to the development of PEAK Academy.

6. What is your understanding of the appropriate role of a public charter school board member? The role of a charter school board member is to support and assist the organization going forward and ensure that it is successful by holding it accountable for reaching 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 served on the Asheville City School Board for 8 years. For 6 years, I was the board chair. During that time, I researched, made a proposal, and was instrumental in bringing KIPP to Asheville through the Asheville City Schools in the early 2000's. I served as an advisor to the KIPP School in Asheville during its operation.

8. Describe the specific knowledge and experience that you would bring to the board. I have 28 years of experience working with low income and disenfranchised youth in my volunteer work and work history. My overall knowledge of the obstacles that young people being raised in poverty is extensive, and through my experience I know that education is the most important determining factor. I have dealt with it, done what I can to change it, supported various and many organizations in Asheville to help eradicate cyclical poverty, but you can't do it without excellent schools.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? PEAK Academy will seek to give all students an opportunity to get an equitable education.
2. What is your understanding of the school's proposed educational program? PEAK Academy will be K-2 initially and grow through 8th grade. The students will be held to high expectations and the education will be rigorous and individualized, based on what they need. The education and curriculum will be consistent and evidenced based.
3. What do you believe to be the characteristics of a successful school? A successful school must be consistent, congruent, must have a committed staff, a committed board, and have the community and parents fully participating in their child's education.
4. How will you know that the school is succeeding (or not) in its mission? PEAK Academy will measure the characteristics of the children academically and socially and determine if there has been growth, and if there hasn't been, analyze what needs to change. Not only will we use the EOGs and standardized tests as a measure of

success, but look at the child more wholistically. The board will receive monthly progress reports that will provide a complete picture of student success, outcomes, and well being.

Governance

1. Describe the role that the board will play in the school's operation.
The board will hire a school director that will be effective. The School Director will be the only employee of the board, so he/she will attend board meetings and report to us. He/she will provide monthly check-ins on progress and the board will ensure the School Director is planning/implementing programs that support student achievement.
2. How will you know if the school is successful at the end of the first year of operation?
We will know if the school is successful at the end based on our outcomes towards our goals and objectives laid out in the application. We will look at student success, teacher and student retention, attendance rates, discipline rates, fiscal responsibility, facility management, and full enrollment for the upcoming year.
3. How will you know at the end of five years of the schools is successful?
We will know we are successful at the end of 5 years in the same way we will know we are successful after year 1, in addition to high standing/reputation in the community, strong partnerships with other organizations, and success rates that prove all students, no matter their race or income, can be successful scholars.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The most important step will be to demand accountability from the School Director.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If I felt one or more board member were acting unethically, I would require a closed meeting with the board and engage in an open dialogue about my understanding.

*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, Gene Bell, 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 PEAK Academy Charter School is true and correct in every respect.

Signature Gene Overton Bell Date 8/16/19

David L. Robinson Jr.

630 Avery Creek Rd., Arden, NC 28704

davidrobinson1027@gmail.com

Education:

Montreat College, Black Mountain, NC
Concentration: Management

Business Administration
Bachelors of Science 2006

Varsity Basketball Player

- Coaches Award (02)----Team MVP (03)---All Conference (03-06)---Third All-Time Leading Scorer (06)

Work Experience:

Eaton Corporation	September 2018-Present
<ul style="list-style-type: none">• ATS Assembler 1 and Team Leader	
Buncombe County Schools	October 2018-Present
<ul style="list-style-type: none">• Valley Springs Middle School Basketball Coach	
Carolina Day School	July 2017-March 2018
<ul style="list-style-type: none">• Varsity Men's Basketball Coach	
HomeTrust Bank	July 2014-October 2017
<ul style="list-style-type: none">• Loan Fulfillment• Sales and Service Associate	
Shadybrook Elementary School, High Point NC	August 2013-June 2014
<ul style="list-style-type: none">• Regional Behavior Specialist	
TW Andrews High School, High Point, NC	June 2012-June 2014
<ul style="list-style-type: none">• Varsity Basketball Assistant Coach	
Northwest High School, Greensboro, NC	August 2011-June 2012
<ul style="list-style-type: none">• Behavior Specialist Assistant	
Page High School, Greensboro, NC	August 2009-June 2012
<ul style="list-style-type: none">• JV Head Basketball Coach/Varsity Assistant	
Kernodle Middle School, Greensboro, NC	August 2009-June 2011
<ul style="list-style-type: none">• Behavior Specialist Assistant• Teachers Assistant 2010• Personal Care Assistant 2009	
Mendenhall Middle School, Greensboro, NC	October 2008-June 2009
<ul style="list-style-type: none">• Personal Care Assistant• Boys Head Basketball Coach	
Greensboro Sportsplex, Greensboro, NC	September 2008-July 2012
<ul style="list-style-type: none">• Front Desk Supervisor / Closer	
DTLR, Greensboro, NC	August 2006-November 2007
<ul style="list-style-type: none">• Store Manager – oversee a staff of 16 employees, create employee schedules, delegate responsibilities	

Extracurricular:

Basketball Coach – 3rd Grade Travel Team – WNC Warriors (Currently)

Basketball Coach – 10th/11th AAU Boys Team – Team Carolina (Currently)

CPR/First Aid Certified

Devoted husband, father, church member, sports enthusiast, and community leader

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:

PEAK Academy

2. Full name:

David L. Robinson Jr.

Home Address: 630 Avery Creek Rd. Arden, NC 28704 Business Name and Address:

Telephone No.: 828-279-3074

E-mail address: DavidRobinson1027@gmail.com

3. Brief educational and employment history

- Business Administration degree from Montreat College. 10+ years of working with kids in school setting. Worked in Exceptional Children Dept. with high-risk kids as Behavioral Assistant.

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

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?

-Recruited by another board member, Tiffany Ihenacho. We have known each other for good part of life and she is aware of my consistent work with the youth of all ages, through coaching basketball and other extensive work as a behavioral specialist in the school system over the years.

6. What is your understanding of the appropriate role of a public charter school board member?
 - o - Support and Govern PEAK Academy with integrity
 - o - Help fulfill all aspects of the mission statement
 - o - Set attainable goals for students and faculty to help ensure growth and success of school
 - o - Fundraise and develop good relationships within community to help with support of 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.

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

My knowledge over the years from working in the school setting, as well as the understanding I have with the youth. I've trained and coached all over the state and have a good feel on today's youth and their needs when it comes to education.

School Mission and Program

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

The mission of PEAK Academy is to shrink the gap of Asheville's students not being provided a fair education. PEAK Academy will create complex, goal-oriented, confident students willing to help and solve problems in the community. PEAK stands for: preparing, empowering our students achieve their life goals through knowledge. This will be through creating an easy-flowing learning environment that supports all different styles of learning.

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

PEAK Academy will uphold high standards to teachers and students. It will provide culturally relevant instructions for students to make learning more relatable and modify instruction with flexible learning groups to make learning accessible to all students. All students learn at different rates and in different ways, so PEAK Academy will use all resources necessary to help student at a pace in which is suitable for them as individuals.

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

A successful school is one that supports and motivates its students in all aspects, while accepting the differences of each student and using all resources to do so. PEAK Academy will create ambitious students by supporting teachers and providing them with what they need to create a learning environment that is exciting, fun, and dynamic.

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

At monthly meetings, the board will review the “progress reports” from the School Director. It will provide data on the effectiveness or re-think instructional strategies in areas that need to see more growth.

Governance

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

The board is “governance” only while the School Director manages day to day operations. The School Board has created the vision and mission for the school, while it will be the School Directors role to implement practices that will help the vision become a reality. The School Board will ensure all aspects of charter school law and ideas laid out in the application are followed. The School Board meets monthly to vote on policies, review the school’s progress towards goals and the strategic plan, review and approve budgets, ensure financial responsibility, and ensure that PEAK Academy is on track towards meeting its ambitious goals.

LEGAL RESPONSIBILITIES:

- ensure all aspects of the charter application are followed (it is binding)
- ensure all paperwork and legal status is maintained (articles of incorporation, by laws, 501c3)

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

At an annual board retreat in June, all metrics will be analyzed to ensure PEAK Academy has met its yearly goals and is on track to continue to meet them each year. At monthly board meetings, PEAK Academy board members will review the academic progress report (see above) and analyze success compared to goals. PEAK Academy board will fundraise to provide surplus of funding, ensure successful occupation and organization of a facility, retain the School Director, students, and teachers (at 90+%), and be successful in recruiting new families to maintain 100% capacity.

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

If we are successful, PEAK Academy will have met the following goals:

- Reading growth of 1.5 years and 80% mastery of state-level standards
- Over 75% of our students in grades 3 and above will be proficient or above on state tests (level 3, 4, or 5). No Level 1s.
- 90% of teacher retention and satisfaction based on survey data

- 90% of family satisfaction and retention of students
- Serve at 100% capacity
- Good standing in the community with positive partnerships
- Meet all fundraising metrics and goals to have a financial surplus

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

PEAK Academy will have an aggressive marketing and recruitment campaign, successful fundraising of local foundations, secure a space that is conducive to learning, have a surplus of funds with responsible fiscal oversight, aggressive advertising and recruiting of a School Director and successful hiring of a Director that is a proven leader, maintain a board of 7-11 members that are like-minded, well-connected, and driven, and consistent analysis of the school's progress towards goals.

4. 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 call a meeting with the board chair to seek his/her thoughts and advice on how to handle the situation. It may be cause to call a closed board meeting to address the issue as an entire board. It may be that we seek legal advice and may potentially need to contact the authorities if laws have been broken. At a closed session, the group would determine the plan moving forward, whether it be with or without particular board members who have acted unethically. Dismissal from the board because of unethical actions would be by vote.

*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, David Robinson, 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 PEAK Academy Charter School is true and correct in every respect.

Signature Date

 7-31-19

Catherine Goodman Lordi

42 Elk Mountain Scenic Hwy ☒ Asheville, NC 28804 ☒ catherine.lordi@gmail.com ☒ 828-230-4377

EDUCATION

- June 2005 –** DELTA STATE UNIVERSITY **Cleveland, MS**
June 2007 *Master's Degree – Elementary Education*
·Graduated with a 4.0 GPA
- August 1999-** WAKE FOREST UNIVERSITY **Winston-Salem, NC**
May 2003 *Bachelor of Arts – Major in Communication, Minor in Political Science*
-Dean's List 7 out of 8 semesters
·Cumulative GPA: 3.2 Major GPA: 3.4
-Member of Wake Forest Club Soccer Team for three years
-Director of Homerun, a student organization that prepared meals and weekly visits for Wake Forest students to a local orphanage

MOST RECENT WORK EXPERIENCE

- October 2013-** HEINEMANN PUBLISHING
January 2016 *Contracted Writer*
-researched, outlined, wrote, and revised 15 fiction and nonfiction children's books (levels C-E and Q-V) that were approved and published by Irene Fountas % Gay Su Pinnell for their Leveled Literacy Intervention kits (LLI).
- August 2010-** JONES ELEMENTARY SCHOOL **Asheville, NC**
May 2015 *Part-Time Reading Tutor*
-Designed and executed intensive small-group interventions to 3rd-5th students targeting phonics, fluency, and comprehension deficits three days a week.
- August 2007 –** ROSSER ELEMENTARY SCHOOL **Moorhead, MS**
June 2010 *4th Grade Reading/Language Arts Teacher*
-designed and implemented curriculum in reading/language arts for 40-45 students at a 100% Title 1 school where 95% of students receive free-reduced lunch
-On average, 76% of students scored proficient or advanced on the MCT2, as compared to 49% in the state and 34% in the district
- May 2006 –** TEACH FOR AMERICA **Delta, MS**
July 2007 *Program Director- Mississippi Delta*
-responsible for overall support and instructional guidance for 38 first and second year K-12 teachers across the Mississippi Delta region through observation, data analysis, problem solving, and direct feedback
-led Orientation workshops on long term and unit planning, unpacking state standards, and creating aligned assessments
- August 2003 -** TEACH FOR AMERICA / ROSSER ELEMENTARY SCHOOL **Moorhead, MS**
May 2006 *Kindergarten, 1st, and 2nd grade teacher/corps member –*
·designed and implemented a five-subject instructional program for self-contained classroom
-average of 1.8 grade levels growth in reading based on the DRA assessment, and 92% students mastered all reading, language, and math standards at 80% or higher

OTHER LEADERSHIP EXPERIENCE AND AWARDS

- 2016-2017** JONES ELEMENTARY *PTO Fundraising Chair* Asheville, NC
2015-2017 JONES ELEMENTARY *Classroom Room Parent/Volunteer Coordinator* Asheville, NC
2005-2009 TEACH FOR AMERICA *New Teacher Support Group Leader* Ruleville, MS
2005-2009 YOUTH SOCCER LEAGUE. *Founder, Director, Coach* Sunflower Co, MS
2005-2008 ROSSER ELEMENTARY LIBRARY *Fundraiser, Designer, Organizer.* Moorhead, MS
2005-2006, 2008-2009 ROSSER ELEMENTARY *Teacher of the Year* Moorhead, MS

Personal Interests: Reading, writing, running, being a wife and mother of 4, hiking, and biking

Charter School Board Member Information Form

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: PEAK Academy
2. Full name: Catherine Goodman Lordi

Home Address: 42 Elk Mountain Scenic Hwy, Asheville, NC 28804

Business Name and Address:

Telephone No.: 828-230-4377

E-mail address: catherine.lordi@gmail.com

3. Brief educational and employment history.

I grew up in Asheville, NC, and attended Wake Forest University from 1999-2003. After graduating cum laude, I joined Teach for America with a placement in the Mississippi Delta. After receiving extensive training in Houston, TX, I moved to rural Mississippi to teach Kindergarten. I taught the same group of students from Kindergarten through 2nd grade, and then became a Program Director with Teach for America, training and supporting first and second year teachers. Ultimately, I decided my passion was in the classroom with my students, so I went back to teaching the following year and had my same students in 4th grade. I taught 4th grade for 2 more years. While I was teaching, I attended Delta State University and got a 4.0 with a Masters in Elementary Education. After 7 years, I moved to Asheville with my husband, Joe, and our first child. I worked as a part-time Interventionist for 3 years at an Asheville City School's elementary school, Jones Elementary. I then wrote for 2 years for Fountas and Pinnell's Leveled Literacy Instruction, writing over 20 leveled books for their intervention program. I now have 4 children (ages 2, 3, 6, and 9) and so am not currently employed as I raise my family, but am still just as committed to educational equity.

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 began the process to form this board for the sole purpose of bringing a school to Asheville that would help close the atrocious achievement gap. I have seen first-hand how hard-working teachers with high expectations and a classroom culture of achievement and cultural relevance can change the trajectory of lives. I know what critical ingredients are necessary for school change, and have been sobered and disappointed by the absence of these qualities in the Asheville City Schools. After realizing that the public schools in Asheville would not change unless they were forced to stop making excuses for their low achievement of black students, I decided to contact community members and determine if there was enough interest in pursuing a charter school. After listening for some time, I realized it wasn't only possible, it necessary. I am serving on this board because I know what is possible. I know what schools and classrooms that close opportunity gaps look like because I have lived it. Simply put, I can't stand by and watch the Asheville City Schools waste the potential of so many students because they lack the courage to take responsibility for their students' learning, step out of their own minds and look at successful models, and hold their school leaders and teachers accountable for student outcomes.

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

A charter school board member's role is to help ensure the school actualizes the original mission and vision laid out in the application. Board members are not hands-on at the school level, but hold the School Director accountable for implementing the tenets of the application and strategic plans. The board members are advocates for the school in the community, help fundraise, help secure and prepare the building and resources, ensure financial responsibility, build community relationships to support the school, vote to hire/terminate employment based on the School Director's recommendation, and analyze the school's monthly progress report to ensure the school is reaching its goals. Board members attend monthly meetings and participate on a committee that meets intermittently.

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.

Though I have not had previous board experience, I have ample leadership and education experience that makes me qualified for this board. I learn fast and am open to feedback. I am dedicated, committed to completion of tasks, professional and use time wisely, organized, and a great communicator.

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

As mentioned above, I know firsthand what a school looks like that is effectively closing the opportunity gap for lower income, minority students. I have lived the mission of PEAK Academy, utilizing each of the underlying components of the vision and education plan in my own classroom. I know what to look for in the data, what skills and mindsets to seek in the School Director, what a space that is conducive to learning looks like, and having been born and raised here, am well connected to the Asheville community for partnership and fundraising efforts. I am an effective communicator, have had ample professional writing experience, and have formed relationships with charter networks in NC willing to help PEAK Academy through its founding years.

School Mission and Program

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

PEAK Academy believes in the potential of all students. It will ensure our most vulnerable students in Asheville are meeting their full potential as scholars, community problem-solvers, and leaders. PEAK Academy will hold ALL students to high academic expectations and will instruct students through a rigorous, culturally-relevant framework with an emphasis on inquiry and higher order thinking. PEAK Academy will inspire in students a love for learning and a thirst for knowledge and create life-long learners and community stewards in each student.

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

The educational plan at PEAK Academy will be based on the Common Core and Essential Standards. It will hold students to the highest of expectations. The curriculum will not be scripted, but is based on student mastery. Teachers speed up, dive deeper, slow down, or modify the instructional techniques based on students' needs and readiness. Measurable, ambitious student achievement goals will drive instruction. Teachers will consistently gather and use data to inform their instruction and motivate students towards their goals. The curriculum that has been chosen for PEAK Academy has been chosen because of its rigor, proven success, cultural relevance, and differentiation. Literacy instruction will be a critical component to the success of PEAK Academy, and students will spend the majority of the morning in differentiated reading groups that target specific deficiencies. Math will be exciting, hands-on, applicable, and will also be differentiated based on student readiness. In addition, PEAK Academy believes in the importance of providing time for students (especially young students) to move and imagine and play, as it helps improve focus and concentration.

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

First and foremost, I believe that a successful school has a motivating, driven, dedicated, dynamic School Director. The School Director is an instructional leader and is not afraid

to have difficult conversations and hold teachers accountable for student learning, but can do so in a way that is motivating and encouraging. The School Director promotes a professional atmosphere around continual learning, standardizes best practices, and ensures all resources and spending directly aligns to the school's mission. The successful school has well-trained teachers who have goal-driven classrooms and maximize purposeful time-on task. Students are on-task and motivated by their goals and achievement and love of learning. They are behaving because they care about what they are doing and having fun in their learning, not because someone is watching. In order for this to happen, a successful school, its teachers and leaders, need to be motivating, fair, dynamic, consistent, organized, and purposeful.

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

The School Director will share monthly progress reports with the School Board on how PEAK Academy is performing in relation to its yearly performance goals. These goals include student performance data on reading growth and core subject mastery assessments, attendance rates, enrollment, disciplinary measures, and the school's operational budget.

Governance

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

The board's role is one of governance: establishing the mission and vision for PEAK Academy, setting student performance goals, ensuring financial responsibility, hiring a School Director that is up to the task of closing the achievement gap, holding the School Director accountable by reviewing progress reports and helping strategic plan, staying up to date on charter school law and ensuring PEAK Academy is in compliance with everything in the application and all NC Charter school laws, and ensuring that closing the achievement gap remains the focus of all decision making. Board members will meet monthly and will also meet intermittently in sub-committees. The board will post agendas and minutes on the PEAK Academy website in a timely manner and will also advocate for PEAK Academy in the community and fundraise.

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

Whether or not PEAK Academy is successful at the end of its first year will not come as a surprise to the PEAK Academy board because it has been up to date on student success throughout the year. In June, the board will go on a retreat that will review all the relevant data, analyze successes and failures, and strategic plan to continue improvement efforts. The data will include student performance, teacher and family satisfaction, teacher and student retention, attendance, discipline, budget and fundraising metrics, and enrollment and set goals for Year 2 based on these results.

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

The board will know that PEAK Academy is successful at the end of 5 years based on the performance against our student performance goals. Over 75% of students in grades 3 and above will score a 3, 4, or 5 on their NC EOG assessment. No students will receive Level 1 if we are actualizing our mission. Students in grades K-2 will be showing 1.5 grade levels growth in reading and will be mastering all content standards with 80% proficiency. 90% of families will report satisfaction with their child's education and over 90% of students will return year after year. 90% of teachers will be retained from year to year and PEAK Academy will serve at 100% capacity every year. The school will have a budget surplus due to strong fundraising efforts and should, after year 5, be in a position to begin planning to build a permanent school (if we are not already).

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

PEAK Academy will need to hire an effective, dynamic, committed School Director from a national search. The School Director will have the responsibility of carrying out the mission and education plan laid out in the application so will have to be in alignment with the board's beliefs and vision. PEAK Academy will have to aggressively market from our target population and actively fundraise from local foundations and create partnerships with community organizations. The School Board will also need to create a responsible fiscal long-term plan to ensure PEAK Academy can be successful long-term and secure a building that is conducive to a school. The board will also work with the School Director to ensure he/she hires dynamic, committed teachers, obtains the necessary curriculum and resources to be successful, and creates a sound strategic plan.

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

If I believed that one or more members of our board were acting unethically, I would bring it to the Board Chair's attention and troubleshoot clear next steps. In many cases, it would be brought to the individual's attention and discussed at a board meeting at large. In others, it might require the Board Chair contact legal advice from our lawyer as to the appropriate next steps. Ultimately, all decisions of board members and staff members at PEAK Academy must be made with an effort to further our mission and vision and help all students reach their full potential through academic achievement and knowledge. If one or more board member were steering from this goal, I would have no problem addressing it swiftly and completely for the benefit of PEAK Academy's students.

*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, Catherine Lordi, 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 PEAK Academy Charter School is true and correct in every respect.

Catherine Lordi
Signature
Date 1/31/19

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

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



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter 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, Mychal R Baccate, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Mychal R Baccate Date July 31, 2019

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

Signature Mychal R Baccate Date July 31, 2019

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:

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

Signature Libby Kyles Date 8/17/2019

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

Signature _____ Date _____

Board Member Background Check

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- 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:

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

Signature Gene Pool Date 8/6/19

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

Signature _____ Date _____

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

Signature Jiffay Chearadee Date 8/8/19

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

Signature Jiffay Chearadee Date 8/8/19

Board Member Background Check

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- 4) Background check must include a completed nationwide check.**

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

Signature Catherine Lordi Date 1/31/19

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

Signature _____ Date _____

Board Member Background Check

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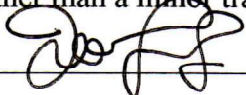
Charter School Board Member Background Check Form

Certification Statement:

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

Signature  Date 07-31-2019

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:

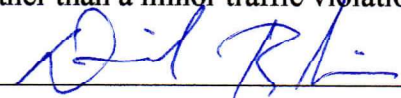
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Charter School Board Member Background Check Form Certification Statement:

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

Signature  Date 7-31-19

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

Signature _____ Date _____

Board Member Background Check

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2. 2) Background check must include any additional aliases that have been used by the individual.
3. 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
4. 4) Background check must include a completed nationwide check.

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



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

BYLAWS

P.E.A.K. Academy Charter School

Asheville, NC

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BYLAWS OF P.E.A.K. Academy Charter School

ARTICLE I — NAME

The name of the corporation shall be P.E.A.K. Academy Charter School (the "Corporation").

ARTICLE II — PURPOSES

The purposes for which the Corporation is organized are:

1. To operate one or more public charter schools in the State of North Carolina;
2. To operate exclusively for charitable and educational purposes within the meaning of Sections 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding Section(s) of any future United States Revenue laws (the " Code"); and
3. To engage in any lawful activity for which corporations may be organized under Chapter 55A of the General Statutes of North Carolina so long as the corporation does not engage in any activities not in furtherance of one or more tax exempt purposes as contemplated in Section 501(c)(3) of the Code.

ARTICLE III — OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located in Buncombe County, North Carolina.

Section 2. Registered Office. The registered office of the Corporation may be the same as the principal office of the Corporation, provided the Corporation's registered office shall be located in the State of North Carolina and shall be the business office of the resident agent.

Section 3. Other Offices. The Corporation may have offices at such other places, either within or without the State of North Carolina, as the Corporation's Board of Directors (the "Board") may determine from time to time.

ARTICLE IV — BOARD OF DIRECTORS

Section 1. General Powers. The business, property and affairs of the Corporation shall be managed under the direction of the Board in accordance with the provisions of the Corporation's Articles of Incorporation (the " Articles"), these Bylaws (the " Bylaws"), and applicable law.

Section 2. Method of Selection, Number, and Election of Directors. The number of Directors on the Board (the "Directors") shall not be less than seven (7) or more than eleven (11). At any annual or special meeting, the Directors may by resolution fix the number of Directors to be elected at the meeting, but in the absence of such resolution, the number of Directors elected at the meeting plus the number of Directors continuing in office shall constitute the number of Directors of the Corporation until the next annual meeting, unless the number is changed by action of the Directors. Directors shall be elected by a vote of a majority of the Directors at the time in office. The election of Directors shall be a part of the order of business of each annual meeting of the Board. The majority of board members and 50% or greater of the board officers for a charter school must have their primary residence in North Carolina.

Section 3. Terms. Director membership is for a minimum of 2 years or until member resigns or removed. Board is to have staggered membership where a limited number of members can voluntarily roll off the board on 6 month intervals after satisfying the 2 year requirement. Notice must be given at least 30 days prior to allow ample time for a successor to be found. To maintain continuity at least half of the board members must remain at each 6 month interval. In the event of the death, resignation, retirement, or removal of a Director during the elected term of office, the Director's successor may be elected to serve only until the expiration of the term of the predecessor. Directors may be re-elected for a maximum of 3 terms equal to 6 years. After a minimum of a 1-year break, Directors may be reappointed to the Board.

Section 4. Director Qualifications.

(a) Qualifications. A Director shall be willing and able to make decisions as a member of the Board in the best interests of the Corporation and shall submit on an annual basis a conflict of interest disclosure as prescribed by the Board.

(b) Excluded Persons. The following persons shall not be eligible to serve on the Board: Any director, officer, or employee of a service provider or management company that contracts with the Corporation.

Section 5. Removal. A Director may be removed by the Board with written cause and a resolution duly adopted by a majority vote of the number of Directors in office.

Section 6. Resignation. A Director may resign at any time by providing written notice to the President (or if the President is resigning, or if the President is vacant, then to the next highest-ranking Officer). The resignation shall be effective when communicated unless the notice specifies a later effective date or subsequent event upon which it will become effective.

Section 7. Board Vacancies. A vacancy in the Board shall be filled as provided in Section 2 of this Article.

Section 8. Compensation. A Director shall serve as a volunteer without compensation. By resolution of the Board, Directors may be reimbursed for their reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE V — MEETINGS OF DIRECTORS

Section 1. Annual Meeting. The annual meeting of the Board shall be held in the month of May of each year for the purpose of electing Directors and officers of the Corporation ("Officers"), and transacting such other business as may be properly brought before the Board. If the annual meeting is not held as designated by these Bylaws, a substitute annual meeting may be called by or at the request of the Board and such meeting shall be designated and treated for all purposes as the annual meeting.

Section 2. Regular Meeting. The Board shall establish a schedule for the time and place of holding regular, monthly meetings.

Section 3. Special Meeting. Special meetings of the Board may be called by or at the request of the President or any two Directors.

Section 4. Open Meetings and Public Records. All meetings of the Board shall at all times be in compliance with Article 33C of Chapter 143 (Open Meetings) and Chapter 132 (Public Records) of the North Carolina General Statutes.

Section 5. Place of Meetings. Meetings of the Board may be held at the principal office of the Corporation or at such other place, either within or without the State of North Carolina, as shall either: (a) be designated in the notice of the meeting; or (b) be agreed upon at or before the meeting by a majority of the Directors then in office. The Board shall make a good faith effort to hold meetings of the Board within close proximity to the physical location of the charter school.

Section 6. Notice of Meetings; Waiver. The Secretary or other person or persons calling a meeting for which notice is required shall give notice by any usual means of communication at least seven (7) days before the meeting. Unless otherwise indicated in the notice, any and all business may be transacted at a meeting of the Board. A Director may waive notice of any meeting by written statement, facsimile or electronic mail sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where the Director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 7. Quorum. A majority of the Directors in office immediately before a meeting begins shall constitute a quorum for the transaction of business at a meeting of the Board.

Section 8. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board except as otherwise provided by law or in the Bylaws.

Section 9. Meeting by Conference Telephone. Any one or more Directors or members of a committee may participate in a meeting of the Board by means of a conference telephone or similar communications device which allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in-person at such meeting. If the Board holds a meeting by use of conference telephone, it shall provide a location and means whereby members of the public

may listen to the meeting, and the notice of the meeting shall be provided as required by Article 33C of Chapter 143 (Open Meetings) of the North Carolina General Statutes.

Section 10. Multiple Charters. If the North Carolina State Board of Education grants the Corporation more than one charter pursuant to N.C. Gen. Stat. § 115C-238.29A et seq., the Board shall hold separate meetings for each such charter pursuant to this Article.

ARTICLE VI — COMMITTEES

Section 1. Committee Authority. The Board, by resolution, may designate one or more committees. Each committee shall consist of three (3) or more Directors elected by the Board and shall have such powers as may be delegated by the Board, except that no committee may: (i) authorize distributions to or for the benefit of Directors or Officers; (ii) approve dissolution, merger or the sale, pledge or transfer of all or substantially all of the Corporations assets; (iii) elect, appoint or remove Directors, or fill vacancies on the Board or on any of its committees, (iv) elect Officers, (v) adopt, amend, or repeal the Articles or Bylaws, or (vi) take any action the Board cannot lawfully delegate under the Articles, Bylaws or applicable law.

Section 2. Committee Conduct. Each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of its activities as the Board may request. The provisions in Article V, Sections 4 through 10 applicable to meetings of the Board shall apply to meetings of committees.

ARTICLE VII — OFFICERS OF THE BOARD

Section 1. Number and Titles. The Officers shall be the President, Vice President Chair, Secretary, and Treasurer. The Board may also elect one or more Assistant Treasurers and one or more Assistant Secretaries and such other Officer as it shall deem necessary. Except as otherwise provided in these Bylaws, the additional Officers shall have the authority and perform the duties as from time to time may be prescribed by the Board. Any two (2) or more offices may be held by the same individual, but no Officer may act in more than one capacity where action of two (2) or more Officers is required.

Section 2. Election and Term of Office. The Officers shall be elected by the Board at the annual meeting. If the election of Officers is not held at the annual meeting, the election shall be held as soon thereafter as may be convenient. Each Officer shall hold office until the next annual meeting and until a successor is elected and qualifies.

Section 3. Removal. Any Officer elected or appointed by the Board may be removed at any time by the Board with written cause. Affirmative votes by the majority of board members required to remove an officer.

Section 4. Resignation. An Officer may resign at any time by providing written notice to the President (or if the President is resigning or if the President's office is vacant, then to the Officer holding the next highest office). The resignation shall be effective when it is communicated unless it specifies in writing a later effective date.

Section 5. Vacancies. A vacancy in any office shall be filled by the Board for the unexpired portion of the term.

Section 6. President. The President shall be a member of the Board and shall preside at all meetings of the Board. The President shall sign, with any other proper Officer, instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board to some other Officer. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

Section 7. Vice President. The Vice President shall be a member of the Board and shall exercise the powers of the President during that Officer's absence or inability to act. Any action taken by a Vice President in the performance of the duties of the President shall be presumptive evidence of the absence or inability to act of the President at the time the action was taken. The Vice President shall have such powers and perform such other duties as from time to time may be assigned to the Vice President by the President or by the Board.

Section 8. Secretary. The Secretary shall be a member of the Board and shall be responsible for: (a) keeping the minutes of the Board meetings; and (b) seeing that all notices are duly given in accordance with the provisions of these Bylaws or as required by law. The Secretary shall have general charge of the corporate books and records. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all duties incident to the office of Secretary and other duties as from time to time may be assigned to the Secretary by the President or the Board.

Section 9. Treasurer. The Treasurer shall be a member of the Board and shall: (a) have charge and custody of and be responsible for all funds and securities of the School; (b) keep accurate books and records of receipts and disbursements; (c) deposit all moneys and securities received by the Corporation in such banks, trust companies or other depositories as shall be selected by the Board; and (d) see that all required corporate filings are made. The Treasurer shall, in general, perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to the Treasurer by the President or by the Board.

Section 10. Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Secretaries shall exercise the powers of the Secretary during that Officer's absence or inability to act.

Section 11. Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board, and the Assistant Treasurers shall exercise the powers of the Treasurer during that Officer's absence or inability to act.

Section 12. Compensation. Officers, who are Directors, may not be compensated for their services as Officers. By resolution of the Board, Officers may be reimbursed for reasonable expenses incident to their duties in accordance with applicable law.

ARTICLE VIII — CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS; GENERAL PROVISIONS

Section 1. Contracts. . By resolution of the Board, when the Board authorizes the execution of a contract or of any other instrument in the name of and on behalf of the Corporation, the executing Officers are the President or Vice President, and the Secretary or Treasurer. Such authority may be general or confined to specific instances

Section 2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board.

Section 3. Checks, Drafts, Orders for Payment. 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 the President or Treasurer of the Corporation.

Section 4. 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 may select.

Section 5. Conflict of Interest. A Director shall inform the Board of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not be limited to, actions concerning a transaction in which the Director: (a) has a material financial interest; or (b) is presently serving, as a director, trustee, officer, or general partner of another party. Pursuant to the provisions of Section 55A-8-31 of the General Statutes of North Carolina, the Director with a Conflict of Interest may participate in the discussion, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the Directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of Directors who have no Conflict of Interest so vote, a quorum is deemed to be present at the meeting for purposes of that vote.

Section 6. Contracts Between the Corporation and Related Persons. The Corporation may not enter into a contract with a related person to the extent such contract and any transfers in connection therewith might cause or imply private benefit under the relevant Sections of the Code, and applicable provisions of state ethical requirements for local government officials.

ARTICLE IX — INDEMNIFICATION

It shall be the policy of the Corporation to indemnify to the maximum extent permitted by Chapter 55A of the General Statutes of North Carolina each person who is or was a Director, Officer or member of a committee of the Board and each person who serves or has served at the request of the School as a trustee, Director, Officer, partner, employee of any other corporation, partnership, joint venture, trust or other enterprise. The Corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his/her status as such, whether or not the Corporation would have power to indemnify such person against such liability under the preceding sentence. The Corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee of the Corporation. Notwithstanding any provision of this Article to the contrary, the Corporation shall not indemnify any person

described in this Article if: (a) such indemnification would jeopardize the Corporation's tax-exempt status under Code Section 501(c)(3); or (b) the Corporation is determined to be a private foundation for federal income tax purposes, and such indemnification would cause the imposition of the federal excise tax for self-dealing under Code Section 4941 or for making a taxable expenditure under Code Section 4945. The Corporation may advance expenses in connection with any proceeding to such person in accordance with applicable law. The use of funds of the Corporation for indemnification or for purchase and maintenance of insurance for the benefit of the persons designated in this Article shall be deemed a proper expense of the Corporation.

ARTICLE X — FISCAL YEAR

The fiscal year of the Corporation shall begin on the first day of July in each year and end on June 30 of the following year; provided that the first fiscal year shall begin on the date of incorporation.

ARTICLE XI — DISPOSITION OF ASSETS

Upon the dissolution of the Corporation, the Board shall after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation in accordance with the Articles, or if no provision is made in the Articles for the distribution of assets, then to other charitable or governmental entities that are organized to operate as a public charter school in North Carolina, unless otherwise required by applicable law.

ARTICLE XII — NON-DISCRIMINATION

The public charter school or schools operated by the Corporation shall permit students of any race, religion, color, ethnicity, socio-economic status and national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the charter school.

ARTICLE XIII — AMENDMENTS

These Bylaws may be amended or repealed and new Bylaws may be adopted by the affirmative vote of a majority of the Directors in office at any regular or special meeting of the Board provided, that notice of the meeting shall have been given which states that the purpose or one of the purposes of the meeting is to consider a proposed amendment to the Bylaws and includes a copy or summary of the proposed amendment or states the general nature of the amendment. Such notice may be waived as provided in these Bylaws.

SECRETARY'S CERTIFICATE

This is to certify that the foregoing Bylaws of P.E.A.K. Academy were duly adopted by resolution of the Board elective as of the 1st day of July, 2019.

IN WITNESS WHEREOF, the undersigned, the duly elected and acting Secretary, has signed this Secretary's Certificate.

Appendix K: Articles of Incorporation



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

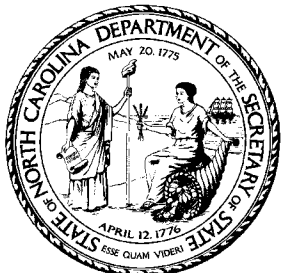
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

P.E.A.K. ACADEMY CHARTER SCHOOL

the original of which was filed in this office on the 31st day of July, 2019.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 31st day of July, 2019.

Elaine F. Marshall

Secretary of State

ARTICLES OF INCORPORATION
P.E.A.K. Academy Charter School
(a nonprofit corporation)

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

ARTICLE I

The name of the corporation is P.E.A.K. Academy Charter School (the “Corporation”).

ARTICLE II

The period of duration of the Corporation shall be perpetual.

ARTICLE III

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

The purpose for which the Corporation is organized are:

(a) To establish and operate a North Carolina public charter school, chartered under Chapter 115C, Article 14A (Section 115C-218 *et seq.*; “Charter School Act”) of the North Carolina General Statutes; and

(b) To engage in any and all other lawful activities that are appropriate to carry out and fulfill any or all of the foregoing purposes.

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

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

ARTICLE IV

Upon the filing of these articles, the street address and county of the initial registered office, and principle place of the Corporation is:

The Corporation's primary mailing address for the registered agent and principal office is:

42 Elk Mountain Scenic Hwy

Asheville, NC 28804

County: Buncombe

The name of the initial registered agent of the Corporation at such address is: Tiffany Iheanacho

ARTICLE V

The name and address of the incorporator are:

Lisa Gordon Stella
4325 Swarthmore Road,
Durham, NC 27707
Durham County

ARTICLE VI

The Corporation shall have no members.

ARTICLE VII

The Corporation is intended to qualify as tax-exempt, charitable, educational, scientific or literary organization within the meaning of Section 501(c)(3) of the Code. The affairs of the Corporation shall be conducted in such manner as to qualify for tax exemption under that Code section and any related Code section. No part of the new earning of the Corporation shall inure to the benefit of, or be distributable to its trustees, directors, officers, or other private persons, except that the Corporation shall be authorized and empower to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles of Incorporation.

No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation (provided, however, that the Corporation, in this regard, may, but is not required to, elect to be governed by the objective expenditure limits of Section 501(h) of the Code, and the Corporation shall not be participate in, or intervene in (including the publishing or distribution of statements) any political campaign of behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by the corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

ARTICLE VIII

Upon the dissolution or final liquidation of the Corporation, after payment or provision for payment of all liabilities of the Corporation, the Corporation's remaining assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, all as the board of directors of the Corporation may determine, in accordance with the provisions of N.C. Gen. Stat. Section 55A-14-03, the Charter School Act, and other applicable laws or any successor provisions thereto. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the Corporation is the located, exclusively for such purposes or to such organization or organizations as such court shall determine, which are organized and operated exclusively for such exempt or public purposes.

ARTICLE IX

The number, manner of election or appointment, the qualifications and the term of the directors of the Corporation shall be as set forth in the bylaws of the Corporation adopted by the directors. Such provisions shall not be in conflict with the provisions and requirements of the North Carolina Nonprofit Corporation Act (as it may be amended from time to time).

ARTICLE X

To the fullest extent permitted by the North Carolina Nonprofit Corporation Act and the North Carolina Business Corporation Act to the extent that it applies, no person who is serving or who has served as a director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a director. No amendment or repeal of this Article, nor the adoption of any provision to these Articles inconsistent with this Article shall eliminate or reduce the protection granted herein with respect to any matter that occurred prior to such amendment, repair or adoption, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (b) by a corporation, contributions to which are deductible under the Code.

ARTICLE XI

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

ARTICLE XII

These Articles shall be effective upon filing.

This is the 29 day of July, 2019.

A handwritten signature in black ink, appearing to read 'Lisa Gordon Stella', written over a horizontal line.

Lisa Gordon Stella, Incorporator

Appendix L: Insurance Quotes



PEAK Academy Charter School

INSURANCE PEOPLE

Below are the estimated annual premiums: **P.E.A.K. Academy**

Property Premium Estimate **\$450**

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

General Liability Premium Estimate **\$1,237**

Rating Basis:	Students	128
	Faculty	15

Limits:

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

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

Premium Estimate **\$3,073**

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

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$3,710
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$599,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$11,452
Student Accident Coverage		\$7.00/ student

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

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

08/05/2019

Appendix N: Proposed School Budget for
Year 1 through Year 5



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

LEA #1:

What percentage of students from the LEA selected above will qua

LEA #2:

What percentage of students from the LEA selected above will qua

LEA #3:

What percentage of students from the LEA selected above will qua

Grade	Year 1			Year 2			Year 3		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	111	110		111	110		111	110	
Kindergarten	24	16		24	16		24	16	
Grade 1	26	18		26	18		26	18	
Grade 2	26	18		26	18		26	18	
Grade 3				26	18		26	18	
Grade 4							26	18	
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
LEA Totals:	76	52	0	102	70	0	128	88	0

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the project. Subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

Qualify for EC funding? 12%

Qualify for EC funding? 12%

Qualify for EC funding?

Year 4			Year 5		
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
111	110		111	110	
24	16		24	16	
26	18		26	18	
26	18		26	18	
26	18		26	18	
26	18		26	18	
27	19		27	19	
			27	19	
155	107	0	182	126	0

ected enrollment tables. However, in

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student resides.

In year 2 and Beyond: Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:		111-Asheville City		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,437.50	76	\$413,250.00	
Local Funds	\$4,114.00	76	\$312,664.00	
State EC Funds	\$4,464.16	9	\$40,713.14	
Federal EC Funds	\$1,514.35	9	\$13,810.87	
Total:			\$780,438.01	

LEA #2:		110-Buncombe		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds	\$5,432.14	52	\$282,471.28	
Local Funds	\$2,507.00	52	\$130,364.00	
State EC Funds	\$4,342.26	6	\$27,095.70	
Federal EC Funds	\$1,514.35	6	\$9,449.54	
Total:			\$449,380.53	

LEA #3:				
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1	
State Funds				

Local Funds			
State EC Funds			
Federal EC Funds			
Total:			\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4	Year 5
State ADM Funds	\$ 695,721	\$ 934,875	\$ 1,174,028	\$ 1,424,051	\$ 1,674,075
Local Per Pupil Funds	\$ 443,028	\$ 595,118	\$ 747,208	\$ 905,919	\$ 1,064,630
State EC Funds	\$ 67,809	\$ 91,116	\$ 114,424	\$ 138,788	\$ 163,152
Federal EC Funds	-	\$ 23,260	\$ 39,252	\$ 47,611	\$ 55,970
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 1,206,558	\$ 1,644,370	\$ 2,074,912	\$ 2,516,370	\$ 2,957,827

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 80,000	\$ 80,000	1	\$ 81,000	\$ 81,000	1	\$ 82,000	\$ 82,000	1	\$ 83,000	\$ 83,000	2	\$ 84,000	\$ 168,000
Assistant Administrator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	1	\$ 61,000	\$ 61,000	1	\$ 62,000	\$ 62,000
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical	1	\$ 30,000	\$ 30,000	1	\$ 30,500	\$ 30,500	1	\$ 31,000	\$ 31,000	1	\$ 31,500	\$ 31,500	2	\$ 32,000	\$ 64,000
Food Service Staff	0.5	\$ 10,000	\$ 5,000	0.5	\$ 10,500	\$ 5,250	0.5	\$ 11,000	\$ 5,500	0.5	\$ 11,500	\$ 5,750	0.5	\$ 12,000	\$ 6,000
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support:	2.5		\$ 115,000	2.5		\$ 116,750	2.5		\$ 118,500	3.5		\$ 181,250	5.5		\$ 300,000
Instructional Personnel															
Core Content Teacher(s)	6	\$ 50,000	\$ 300,000	8	\$ 51,000	\$ 408,000	10	\$ 52,000	\$ 520,000	12	\$ 53,000	\$ 636,000	14	\$ 54,000	\$ 756,000
Electives/Specialty Teacher(s)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	3	\$ 53,000	\$ 159,000	3	\$ 54,000	\$ 162,000
Exceptional Children Teacher(s)	1	\$ 50,000	\$ 50,000	1	\$ 51,000	\$ 51,000	1	\$ 52,000	\$ 52,000	2	\$ 53,000	\$ 106,000	2	\$ 54,000	\$ 108,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	6	\$ 16,000	\$ 96,000	6	\$ 16,500	\$ 99,000	6	\$ 17,000	\$ 102,000	6	\$ 17,500	\$ 105,000	6	\$ 18,000	\$ 108,000
Substitute Teachers	1	\$ 3,000	\$ 3,000	1	\$ 3,500	\$ 3,500	2	\$ 4,000	\$ 8,000	2	\$ 4,500	\$ 9,000	2	\$ 5,000	\$ 10,000
Counselor	0.5	\$ 24,000	\$ 12,000	0.5	\$ 24,500	\$ 12,250	1	\$ 52,000	\$ 52,000	1	\$ 53,000	\$ 53,000	1	\$ 54,000	\$ 54,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	14.5		\$ 461,000	16.5		\$ 573,750	20		\$ 734,000	26		\$ 1,068,000	28		\$ 1,198,000
Total Admin, Support and Instructional Personnel:	17		\$ 576,000	19		\$ 690,500	22.5		\$ 852,500	29.5		\$ 1,249,250.00	33.5		\$ 1,498,000

Benefits	Year 1		Year 2		Year 3		Year 4		Year 5			
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits												
Health Insurance	2	\$ 6,943	\$ 13,886	2	\$ 7,863	\$ 15,726	2	\$ 8,453	\$ 16,906	3	\$ 9,086	\$ 27,258
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	2	\$ 1,650	\$ 3,300	2	\$ 1,730	\$ 3,460	2	\$ 1,815	\$ 3,630	3	\$ 1,905	\$ 5,715
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability	2	\$ 200	\$ 400	2	\$ 220	\$ 440	2	\$ 240	\$ 480	3	\$ 260	\$ 780
Medicare	2	\$ 3,300	\$ 6,600	2	\$ 3,400	\$ 6,800	2	\$ 3,500	\$ 7,000	3	\$ 3,600	\$ 10,800
Social Security	2	\$ 1,100	\$ 2,200	2	\$ 1,140	\$ 2,280	2	\$ 1,180	\$ 2,360	3	\$ 1,230	\$ 3,690
Vision	2	\$ 144	\$ 288	2	\$ 144	\$ 288	2	\$ 150	\$ 300	3	\$ 162	\$ 486
Dental	2	\$ 540	\$ 1,080	2	\$ 580	\$ 1,160	2	\$ 620	\$ 1,240	3	\$ 660	\$ 1,980
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:		\$ 27,754	\$ 27,754		\$ 30,154	\$ 30,154		\$ 31,916	\$ 31,916		\$ 50,709	\$ 50,709
Instructional Personnel Benefits												
Health Insurance	7	\$ 6,943	\$ 48,601	9	\$ 7,863	\$ 70,767	12	\$ 8,453	\$ 101,436	18	\$ 9,086	\$ 163,548
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	7	\$ 1,570	\$ 10,990	9	\$ 1,600	\$ 14,400	12	\$ 1,650	\$ 19,800	18	\$ 1,720	\$ 30,960
Social Security	7	\$ 1,600	\$ 11,200	9	\$ 1,660	\$ 14,940	12	\$ 1,740	\$ 20,880	18	\$ 1,820	\$ 32,760
Disability	7	\$ 280	\$ 1,960	9	\$ 300	\$ 2,700	12	\$ 320	\$ 3,840	18	\$ 340	\$ 6,120
Medicare	7	\$ 3,400	\$ 23,800	9	\$ 3,500	\$ 31,500	12	\$ 3,600	\$ 43,200	18	\$ 3,700	\$ 66,600
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Vision	7	\$ 144	\$ 1,008	9	\$ 150	\$ 1,350	12	\$ 165	\$ 1,980	18	\$ 180	\$ 3,240
Dental	7	\$ 540	\$ 3,780	9	\$ 580	\$ 5,220	12	\$ 610	\$ 7,320	18	\$ 650	\$ 11,700
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ 101,339	\$ 101,339		\$ 140,877	\$ 140,877		\$ 198,456	\$ 198,456		\$ 314,928	\$ 314,928
Total Personnel Benefits:		\$ 129,093	\$ 129,093		\$ 171,031	\$ 171,031		\$ 230,372	\$ 230,372		\$ 365,637	\$ 365,637
Total Admin & Support Personnel (Salary & Benefits):	2.5	\$ 142,754	\$ 142,754	2.5	\$ 146,904	\$ 146,904	2.5	\$ 150,416	\$ 150,416	3.5	\$ 231,959.00	\$ 231,959.00
Total Instructional Personnel (Salary & Benefits):	14.5	\$ 562,339	\$ 562,339	16.5	\$ 714,627	\$ 714,627	20	\$ 932,456	\$ 932,456	28	\$ 1,382,928	\$ 1,382,928
TOTAL PERSONNEL:	17	\$ 705,093	\$ 705,093	19	\$ 861,531	\$ 861,531	22.5	\$ 1,082,872	\$ 1,082,872	29.5	\$ 1,614,887	\$ 1,614,887

**The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support				
	Year 1	Year 2	Year 3	Year 4
Office				
Office Supplies	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00	\$ 8,000.00
Paper	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Computers & Software	\$ 12,000.00	\$ 8,000.00	\$ 8,000.00	\$ 12,000.00
Communications & Telephone	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Copier leases	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other				
*** Insert rows and edit text as needed. ***				
Management Company				
Contract Fees				
Other				
*** Insert rows and edit text as needed. ***				
Professional Contract				
Legal Counsel	\$ 4,000.00	\$ 4,000.00	\$ 3,000.00	\$ 3,000.00
Student Accounting	\$ 4,480.00	\$ 6,020.00	\$ 7,560.00	\$ 9,170.00
Financial	\$ 8,960.00	\$ 13,760.00	\$ 19,440.00	\$ 23,580.00
Audit	\$ 6,900.00	\$ 6,900.00	\$ 6,900.00	\$ 6,900.00
Facilities				
Facility Lease/Mortgage	\$ -	\$ -	\$ -	\$ -
Maintenance	\$ 40,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Custodial Supplies	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Custodial Contract	\$ 15,000.00	\$ 20,000.00	\$ 25,000.00	\$ 30,000.00
Insurance (pg19)	\$ 11,452.00	\$ 12,000.00	\$ 12,500.00	\$ 13,000.00
Other				
*** Insert rows and edit text as needed. ***				
Utilities				

Electric	\$ 10,050.00	\$ 13,400.00	\$ 16,750.00	\$ 20,000.00
Gas	\$ 2,850.00	\$ 3,800.00	\$ 4,750.00	\$ 6,840.00
Water/Sewer	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
Trash	\$ 1,400.00	\$ 1,500.00	\$ 1,600.00	\$ 1,700.00
Other				
*** Insert rows and edit text as needed. ***				

Transportation

Buses				
Gas				
Oil/Tires & Maintenance				
Emma Busline Contract	\$ 68,400.00	\$ 102,600.00	\$ 134,000.00	\$ 172,000.00
*** Insert rows and edit text as needed. ***				

Other

Marketing	\$ 5,000.00	\$ 4,000.00	\$ 1,500.00	\$ 1,500.00
Child nutrition	\$ 115,000.00	\$ 154,800.00	\$ 194,000.00	\$ 235,000.00
Travel	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other				
*** Insert rows and edit text as needed. ***				

Total Administrative & Support Operations:	\$ 330,992.00	\$ 413,780.00	\$ 500,500.00	\$ 602,690.00
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OPERATIONS BUDGET: Instructional		Year 1	Year 2	Year 3	Year 4
Classroom Technology					
Software		\$ 1,500.00	\$ 2,000.00	\$ 2,500.00	\$ 3,000.00
Computers		\$ 10,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
MAP Testing		\$ 3,600.00	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00
Instructional Contract					
Staff Development		\$ 3,850.00	\$ 3,850.00	\$ 4,500.00	\$ 4,500.00
Contracted EC Contingency		\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Contracted Enrichment Specialists		\$ 33,000.00	\$ 35,000.00	\$ 37,000.00	\$ 15,000.00
Books and Supplies					
Instructional Materials		\$ 8,000.00	\$ 8,500.00	\$ 9,000.00	\$ 9,500.00
Curriculum/Texts		\$ 22,000.00	\$ 24,000.00	\$ 26,000.00	\$ 28,000.00
Copy Paper		\$ 3,000.00	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00
Testing Supplies		\$ 1,000.00	\$ 1,500.00	\$ 2,000.00	\$ 2,500.00
Other					
*** Insert rows and edit text as needed. ***					
Total Instructional Operations:		\$ 95,950.00	\$ 95,350.00	\$ 102,500.00	\$ 85,000.00
TOTAL OPERATIONS:		\$ 426,942.00	\$ 509,130.00	\$ 603,000.00	\$ 687,690.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 5

\$ 9,000.00

\$ 4,500.00

\$ 12,000.00

\$ 2,000.00

\$ 10,000.00

\$ 4,000.00

\$ 10,780.00

\$ 27,720.00

\$ 6,900.00

\$ -

\$ 35,000.00

\$ 4,500.00

\$ 35,000.00

\$ 13,500.00

\$	24,120.00
\$	7,200.00
\$	4,500.00
\$	1,800.00
\$	205,000.00
\$	1,500.00
\$	277,000.00
\$	1,000.00
\$	697,020.00

Year 5	
\$	3,500.00
\$	12,000.00
\$	5,500.00
\$	5,600.00
\$	10,000.00
\$	15,000.00
\$	-
\$	10,000.00
\$	30,000.00
\$	5,000.00
\$	3,000.00
\$	99,600.00

\$	796,620.00
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4	Year 5
Total Personnel	J	\$ 705,093.00	\$ 861,531.00	\$ 1,082,872.00	\$ 1,473,895.00	\$ 1,957,125.00
Total Operations	M	\$ 426,942.00	\$ 509,130.00	\$ 603,000.00	\$ 687,690.00	\$ 796,620.00
Total Expenditures	N = J + M	\$ 1,132,035.00	\$ 1,370,661.00	\$ 1,685,872.00	\$ 2,161,585.00	\$ 2,753,745.00
Total Revenue	Z	\$ 1,206,558.12	\$ 1,644,369.52	\$ 2,074,912.04	\$ 2,516,369.64	\$ 2,957,827.24
Surplus / (Deficit)	= Z - N	\$ 74,523.12	\$ 273,708.52	\$ 389,040.04	\$ 354,784.64	\$ 204,082.24

Appendix O: Additional Appendices
Provided by Applicant



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School

EMMA BUS LINE CO. LLC
P. O. BOX 15392
ASHEVILLE, NC 28813
PHONE: 828-274-5719
FAX: 828-274-5521

QUOTE/TRIP REQUEST

Name of person calling: Catherine Lordi		
Name of group: PEAK Academy		
Phone: 828-230-4377	Fax:	Cell:
E-Mail: Catherine.lordi@gmail.com		
Date Leaving: 2021		
Staging Time:	Time Leaving:	
If wedding, Ceremony Time:		
Return Time:		
What is the Occasion: School Run		
Leaving From: Deaverview, Hillcrest, Shiloh, Klondike		
Destination: Livingston Area		
Departure time from Destination:		
Will you need the bus every day: Yes		
Will group get drivers room:		
Coach:	School Bus: 44 Pass	15 Passenger Van:
Number of Guests: under128	Total # of Buses:	
Today's Date: 7-16-19	Price Quoted: \$95.00 per run per bus	
PLEASE NOTE: Availability of vehicles and price is only guaranteed on day of quote.		
FOR OFFICE USE ONLY		
Confirmation Date:	Confirmed by:	



**AVID Elementary School at
Peak Academy
3 Year Cost Projection
beginning in 2019-2020**

	<i>2019-2020</i>	<i>2020-2021</i>	<i>2021-2022</i>
<p>Annual AVID Membership</p> <ul style="list-style-type: none"> Professional learning through workshops, online modules, and a wide selection of other resources Access to AVID Elementary's online critical reading resource, AVID Elementary Weekly District Director coaching and support by AVID Staff Curriculum Resources Site certification and comparative data collection Access to MyAVID, a members-only website with digital resources for professional learning Licensing for reproduction of student materials Use of AVID logo and intellectual property Access to Summer Institutes and Path to Schoolwide PD 	\$3,025	\$3,175	\$3,325
<p>AVID Summer Institute High-quality professional learning conducted for AVID school and district educators over a three-day period. First-year implementation requires an AVID Site Team of a minimum of four (4) that includes the site principal, implementing classroom teachers (SPED and General Ed), and instructional coaches/specialists. <i>*Attendance at Summer Institute is recommended for continued program quality. Years two and three include estimates for four educators.</i></p>	\$3,300 (4 @ \$825)	\$3,400* (4 @ \$850)	\$3,500* (4 @ \$875)
<p>AVID Library Package Includes all curriculum, resources, and materials needed to implement AVID Elementary. Including a two-year subscription to AVID Elementary Digital Library. Updates to AVID Elementary Foundations curriculum are available at no cost through MyAVID, which also provides access to additional electronic curriculum and lesson planning resources. <i>** After Year Two, a subscription for AVID Elementary Digital Library access requires an additional charge.</i></p>	\$950	\$0	\$300*
<p>AVID District Leadership (ADL) Training ADL Training is an intensive cycle of five trainings providing the AVID District Director (DD) with the tools and skills needed to leverage the AVID College Readiness System in the district. District Directors receive a variety of benefits at no additional cost. Including</p> <ul style="list-style-type: none"> Ongoing Support & Coaching, AVID Library Package, Registration for Summer Institute 	\$3,750	\$3,750	\$0
Total Cost:	\$11,025	\$10,325	\$7,125
<p>Associated Costs to Consider (Not included in the proposal)</p> <ul style="list-style-type: none"> Travel, food and lodging for any professional learning opportunities you attend Costs to bring college tutors to your sites for tutorial days 			

Outcomes Based Board Meeting Calendar

	Academics	Governance	Finances	Reviewed Reports <i>*Sent one week in advance</i>	Action:
July		GC: Orientation Plan for new members Discussion		GC: Orientation Plan for new members	Orientation Plan for new members
August	AEC: Programming update	GC: Bylaw and Policy Final Discussion	FC: Budget Review	LA = *Strategic Goals Report FC: Updated Budget	Bylaw/Policy approval
September	AEC: First Academic Progress Discussion		FC: Budget Review	LA = *Strategic Goals Report AEC: *Initial Academic Report FC: Updated Budget	
October	AEC: Programming update		FC: Budget Review FC: Quarterly Goals Discussion	LA = *Strategic Goals Report FC: Quarterly Financial Goals Report	Budget changes
November	AEC: Programming update		FC: Budget Review	LA = *Strategic Goals Report FC: Updated Budget	
December	AEC: Second Academic Progress Discussion		FC: Budget Review	LA = *Strategic Goals Report AEC: *Initial Academic Report FC: Updated Budget	
January	AEC: Programming update		FC: Budget Review FC: Quarterly Goals Discussion	LA = *Strategic Goals Report FC: Updated Budget	Budget changes
February	AEC: Programming update	GC: Surveys to staff & stakeholders GC: Self-Assessments to Board members	FC: Budget Review	LA = *Strategic Goals Report LA = Personnel Recommendations FC: Updated Budget	Personnel recommendations
March	ACE: Third Academic Progress Discussion		FC: Budget Review FC: Draft Budget Proposal and Discussion	LA = *Strategic Goals Report FC: *Draft Budget Proposal AEC: *Initial Academic Report FC: Updated Budget	Next Year Budget
April	AEC: Programming update	GC: LA & Board Evaluation Review	FC: Budget Review FC: Quarterly Goals Discussion	LA = *Strategic Goals Report FC: Quarterly Financial Goals Report	Budget changes
May	AEC: Programming update	GC: Survey Results and Self assessments Discussion	FC: Budget Review	LA = *Final Personnel Report FC: Updated Budget	Final Personnel hiring
June	AEC: Final Academic Discussion	GC: Presentation of new members GC: Bylaw and Policy Discussion	FC: Final Budget review	LA = *Final Strategic Goals Report FC: *Final Budget Report AEC= *Academic Plan for Next year GC: Proposed Bylaw and Policy Amendments	Final Budget Approval Approval for Academic Changes

FC = Finance Committee

AEC = Academic Excellence Committee

GC = Governance Committee

LA = Lead Administrator – The lead administrator should provide a monthly report reporting on the strategic goals.

Office of Charter Schools (June 2013)

Programming or budget changes may require action monthly.

What Is PEAK Academy?

- ◆ PEAK Academy is a free, public charter school that will open in the Fall of 2021; serving Kindergarten, 1st Grade and 2nd Grade in year one
- ◆ Each year, PEAK will add one additional grade level to serve students until it serves 400 students in grades K-8
- ◆ There will be 2 classes of 20-22 students in each grade



Who is PEAK Academy for?

- ◆ PEAK Academy will be the first **public charter school** in Buncombe County that will intentionally recruit students of color and students from low-income backgrounds
- ◆ Free breakfast and lunch will be served to all students and transportation will be available to all within our targeted Asheville neighborhoods
- ◆ All students will be invited to participate in PEAK Academy sports programs

Why PEAK Academy?

- ◆ PEAK Academy's sole mission is to eliminate the opportunity gap that has long plagued Asheville City Schools and Buncombe County Schools
- ◆ PEAK is committed to preparing EACH student to be extraordinary learners in all subject areas so that they can fulfill their potential.
- ◆ Our educators and board members know that this can happen with focused, culturally-relevant instruction, high expectations, and continuous support for our students and families

How Do I Learn More about PEAK Academy?

By e-mailing:

PEAKAcademyAVL@gmail.com

Or visit our website at:

www.PEAKAcademyAVL.org

What Is PEAK Academy?

- ◆ PEAK Academy is a free, public charter school that will open in the Fall of 2021; serving Kindergarten, 1st Grade and 2nd Grade in year one
- ◆ Each year, PEAK will add one additional grade level to serve students until it serves 400 students in grades K-8
- ◆ There will be 2 classes of 20-22 students in each grade



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Target Opening Date: August 2021

Mission: *Through dynamic, culturally relevant instruction and limitless expectations, students at P.E.A.K. Academy will be empowered with the academic excellence, character traits, and love of learning necessary to become life-long scholars, leaders, and community stewards.*

Vision: *PEAK Academy believes all children can achieve at high levels, regardless of race or socioeconomic status when provided a rigorous, culturally relevant curriculum and held to high academic and behavioral standards. PEAK Academy will **prepare** students to become confident leaders, critical thinkers, avid readers, and life-long learners. PEAK will **empower** students to view themselves as community stewards and world-changing problem solvers, with opportunities to make real change in their community. PEAK will ensure all students **achieve** academic excellence and obtain the **knowledge**, skill set, and character traits to reach their unlimited potential in high school, college, career, and life.*

Grades/# Students: We believe a foundation in literacy is essential, so PEAK Academy will open in 2021 with Kindergarten through 2nd grade. It will add a grade every year until serving K-8th grade at full capacity in Year 7. There will be 2 classes in each grade with no more than 20 students per class in Kindergarten, 22 students per class in 1st-4th, and 24 students per class in 5th through 8th grade. The total enrollment will be 128 students in year 1 and up to 400 students at full capacity in year 7 and beyond.

Why does Asheville need PEAK Academy? Asheville City School district has the largest achievement gap in the state of NC (and the 5th largest in the nation), and it's not getting any better. In fact, the gap has widened dramatically every year since 2010. In 2017-2018, of Asheville City School's 3rd – 8th grade black students, only 15% were proficient or higher on their EOGs in reading and only 17% were proficient in math (compared to roughly 80% of white students). The gaps are not only evident in test scores, but also discipline and expulsion rates, the number of students identified as special needs, and the percentages of students prepared for advanced classes at Asheville High. You can see these and more startling statistics [here](#).

The Asheville area currently has 5 charter schools. Only one, Francine Delaney, has more than 5% minority enrollment (and Francine Delaney has a small student population). What will set PEAK Academy apart from other charter schools in Asheville is our intentional efforts to provide an exciting educational alternative to our populations that are being failed by the educational options available: lower-income, Hispanic or black families residing in the City of Asheville. These students are not being provided with an education that provides them the skills and knowledge they need to lead successful lives. PEAK Academy will close the gap for students in Asheville who need another choice. We will ensure we enroll our targeted population by marketing in predominantly lower-income, Hispanic, and African American neighborhoods and by utilizing a weighted lottery, reserving a majority of spots at PEAK Academy students from lower income homes.

So what will PEAK Academy do differently than ACS? How will it close the achievement gap?

PEAK Academy will create a learning environment that proves all students can achieve and succeed at high levels when held to high expectations and provided a rigorous curriculum. Five guiding principles will enable us to attain our goals:

1) Mastery, goal-driven Instruction: Learning will be driven by individualized, motivating goals. Teacher planning and instruction will be student-centered, driven by students' capacity to master material as opposed to simply following a scripted curriculum.

2) Inquiry-based Instruction: Teachers will encourage higher-order thinking through inquiry across subjects by triggering students' curiosity and actively engaging them in the learning process: asking questions, exploring ideas, making discoveries, collaboratively problem solving, and reflecting on their own learning.

3) Culturally-Relevant Instruction: Not only will the demographics of the teaching staff reflect the student population, the curriculum, resources, references, and literature will mirror students' own personal culture and experiences.

4) Character Development: PEAK will promote excellence in living as well as learning, integrating character education into the context of regular instruction, extending into project and service-based learning.

5. Parents as Partners: Home-school collaboration will be key to our success. Families at PEAK Academy will not only be welcome, but they will be treated as valued partners in their child's education. Strong, positive, meaningful relationships between teachers and parents will motivate each party to be equally invested in their students' goals and success.

In addition, PEAK Academy will differ from ACS by having an extended school day (8:00-4:00) with extra time for a 2.5-hour literacy block in the elementary grades, differentiated, small group remediation or acceleration during both literacy and math, more time for movement and play, and extra time spent in art and music enrichment.

Other Important Components: Transportation will be available to all students within our targeted neighborhoods. Free breakfast and lunch will be available to all through the federal [Community Eligibility Provision](#). We plan to partner with other nonprofits such as Youth Transformed for Life (YTL) to provide after school care. Sports teams through Buncombe Co Basketball and ABYSA will be offered free of cost.

Governing Board/Steering Committee: PEAK Academy's founding board is comprised of 7 members, all concerned Asheville community members passionate about educational equality. All share an unwavering belief that all children can succeed at high levels regardless of race or socioeconomic status. All bring various skills and expertise to the table. Our founding board members are:

- 1) Gene Bell – former CEO of the Housing Authority, former ACS board member
- 2) Libby Kyles – CEO of the YWCA, founder of YTL, former ACS teacher
- 3) Joe Lordi – CEO and President of Hedrick Industries, TFA alum, former school leader
- 4) Catherine Lordi- writer, TFA alum, former interventionist in ACS
- 5) Tiffany Iheanacho – Justice Resource Coordinator (Buncombe County)
- 6) Mychal Bacote – loss mitigation officer (Hometrust Bank), guardian ad lietem
- 7) David Robinson- team leader at EATON Corp, Buncombe Co. basketball coach

Appendix P: Required Signed and Notarized Documents



PEAK
ACADEMY
PREPARING EMPOWERING ACHIEVING through KNOWLEDGE

PEAK Academy Charter School



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

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:

Lisa Gordon Stella

- Date of Review:

August 21, 2019

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

- Lily Khan
- Catherine Devi
- [Signature]
- Jahar Okunwo
- David Robinson
- Michael R. Bacotte
- _____
- _____

- ❖ 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:

Rebekah Barr

- Date of Review:

To be 9/4/19

- 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:

N/A

○ Date of Review:

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

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

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

○ Name of the Contact:

Sarah McCracken

○ Name of the Selected Financial Service Provider:

Acadia Northstar

○ Date of Review:

8/21/19

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

- Catherine Lordi
- Joe Lordi
- David Robinson
- Tiffany Sheanacho
- Michael Bassetti
- Lizzy Kyle

All financial services were shared electronically w/ the Board at large, discussed at board mtg, and voted to approve ANS 8/21/19.

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

○ Name of the Contact:

Sarah McCracken

○ Name of the Selected PowerSchool Service Provider:

Acadia Northstar

○ Date of Review:

8/21/19

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

- Catherine Lordi
- Joe Lordi
- David Robinson

All services provided were shared electronically, discussed, and approved by board members.

- Tiffany Iheanacho
- Michael Baccate
- Sobby Nyles
- _____

Certification

I, Tiffany Iheanacho, 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

Tiffany Iheanacho

Date

7/31/19