

APPENDIX A1

Acceleration Evidences

Not Applicable, Not An Acceleration

APPENDIX A2.1

Public Conversion Evidences

Not Applicable, Not A Conversion

APPENDIX A2.2

Private Conversion Evidences

Not Applicable, Not A Private Conversion

APPENDIX A3.1

Replication Education Outcomes

Not Applicable, Not A Replication

APPENDIX A3.2

Replication Financial Records (IRS 990)

**Not Applicable, Not A Replication, No Financial Records
Needed**

Not Applicable, Not Contracting With an CMO/EMO

APPENDIX A4.2

EMO/CMO Facility Buyout Agreement

Not Applicable, No EMO/CMO Buyout

APPENDIX A4.3

EMO/CMO Financial History (Bank Statement)

Not Applicable, No EMO/CMO Financial History Needed

APPENDIX A4.4

IRS Form 990

Not Applicable, No IRS Form 990 Needed

APPENDIX A

Evidence of Parent/Community Support

THE SOARING EAGLE ACADEMY
COMMUNITY ENGAGEMENT SURVEY

1. Please name which North Carolina County you reside in.

2. Please Identify whether you are a parent of a child who will be in grade K-8 in the 2020-2021 school year.

Yes

No

3. Please identify whether you believe that a new public charter school located in the county you reside in can help expand the choices that parents have to seek a high-quality education for their children.

Yes

No

Maybe

4. Please indicated whether you would support opening a new public charter school in the county you reside in starting in the 2020-2021 school year.

Yes

No

Maybe

5. Please indicated whether you would consider sending your school-age child(ren) to a new public charter school located in your county.

Yes

No

Maybe

6. What type of charter school do you believe would best serve students in your county? (Please select in priority with 1 being the best to serve the students in your county and 10 being the least).

- College Prep
- STEM School
- STEAM School
- School of the Arts
- Classical Education
- Afro-Centric Education
- Single Gender (Female)
- Single Gender (Male)
- Vocational School
- Military School

7. Please state whether you are willing to volunteer some of your time to support the opening of a new public charter school in your county.

- Yes
- No
- Maybe

<https://thesoaringeagleacademy.org/>

THE SOARING EAGLE ACADEMY

FREQUENTLY ASKED QUESTIONS (FAQ)

What is THE SOARING EAGLE ACADEMY?

THE SOARING EAGLE ACADEMY is a proposed public charter school planned to open in the fall of 2020. The school's focus is Science, Technology, Engineering, Arts, and Math (STEAM).

Where will this school be located?

THE SOARING EAGLE ACADEMY will be located in the Town of Farmville, in Pitt County, North Carolina.

Who will the school serve?

THE SOARING EAGLE ACADEMY will initially serve students in grade K-4 and will expand one grade level each year until reaching grade 8. The school's enrollment lottery will give preference to educationally disadvantaged students. The school will serve students from Pitt, Wilson, and Greene Counties.

What kind of academic program will THE SOARING EAGLE ACADEMY offer?

The school will offer STEAM¹ infusion and college prep program. The school will provide a well-rounded education. Our goal is provide students with a strong academic foundation in reading, math, and science as well as introduce students to the arts.

What is THE SOARING EAGLE ACADEMY's mission?

The school's mission is *"To empower students to become interactive learners and creative thinkers through rigorous academics offered through a challenging curriculum that builds confident scholars ready for the 21st Century."*

How can I participate?

The organizers of THE SOARING EAGLE ACADEMY are seeking volunteers to help us organize the school. We need volunteers to participate as board members, advisory board members, local community organizers and a wide range of other capacities. If you are interested in enrolling a student, we will place you on our email list and let you know when enrollment opens. Please visit our website and complete our survey and submit a "Contact Us" form at the bottom to get more information.

<https://thesoaringeagleacademy.org/>

¹ STEAM is an acronym for Science, Technology, Engineering, Arts, and Math.

Charter school input session

Dr. Melissa Grimes of Soaring Eagles Academy is hosting an informational session regarding the possibility of a charter school operating in the H.B. Sugg Community Center from 6:30-8 p.m. July 18 at the Farmville Community Center. Refreshments will be served. For more information, call Carrie Baker at 252-753-3116.

ALL-STAR WIN DISTRICT TITLES

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THE FARMVILLE ENTERPRISE

\$1

Duck-Rabbit turns 15

Farmville, N.C., Vol. 109, No. 30

Academy may open in H.B. Sugg Community Center

By DONNA MARIE WILLIAMS
Staff Writer

FARMVILLE — Soaring Eagle Academy is looking to call Farmville home.

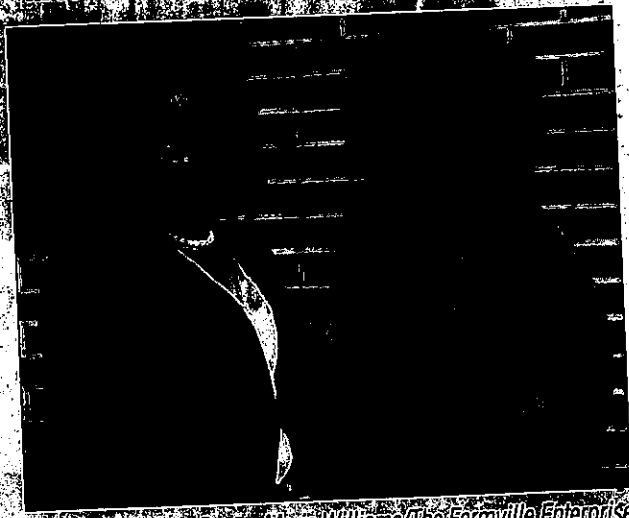
The Soaring Eagle Academy is a proposed charter school planned to open in August 2020 in the H.B. Sugg Community Building.

The academy will begin as a K-4 school and will expand annually until a K-8 academy. The school will serve students in Pitt, Wilson and Greene counties, and enrollment will be placed on a lottery

system with preference given to students who are educationally disadvantaged.

I know the Farmville community. I love the Farmville community. My grandchildren go to Farmville Central High School ... this is not (me) coming in to do something different. It's an education choice. I believe in education. I believe in a choice. I believe in all types of schools. We should look for the success of all students. I believe in charter schools because of the flexibility. You can do

See EAGLE, page 8.



Donna Marie Williams/The Farmville Enterprise
Dr. Melissa Grimes (left), the chairwoman of the Soaring Eagle Academy board, and Carrie Baker, a board member and the founder of the Lost Sheep Foundation, are hopeful to open Soaring Eagle Academy in the H.B. Sugg Community Center.

continued from page 1

things different at a charter school," said Dr. Melissa Grimes, the chairwoman of the Soaring Eagle Academy.

A public forum was held Thursday to discuss the proposed academy.

"We're in the process of getting the public's input. This will be a community school. It will be a school for the community," Grimes said. "The first standard is the N.C. Standard Course of Study. That's at a minimum, but we're not going to be at the minimum... that's why we are adding arts. Charter schools are regulated... (the state) will shut you down... They won't shut a public school down."

The academy's focus is STEAM (science, technology, arts and mathematics) and will offer a college prep program, according to Grimes. The school will also use

E-Colors, a system to help in this. I want your child that helps identify how to be successful just like children learn by assigning you do. Grimes said. We colors to each child based off their learning styles, she added.

Once you tap into a person's learning style, then communication gaps are closed. I can reach you better when I understand you. It's a system that builds understanding and teamwork between students," said Vernon Gannon, a member of Soaring Eagle Academy board.

The academy would also incorporate volunteers and be a collaboration between the community, parents, teachers, volunteers and students.

"I believe one of the greatest assets a school has is its parents and its students. When you have a collaboration between the community, parents and teachers everybody benefits."

"If I'm having a problem with Johnny... I can pick up the phone and call momma. We're partners

Johnson said. Judy Griley, a retired school teacher, also serves on the Soaring Eagle Academy board. "I think the public schools have put English and social studies on the backburner. When they go to get a job, what's a person looking for? Someone who speaks good English, and we're bound to repeat the past if we don't learn from it," Griley said.

Soaring Eagle board member Dr. Glen Johnson of Winterville attended the meeting to share his thoughts on the school. "The first time I heard of charter schools was when I was living in Philadelphia... they formed these charter schools and their ratings skyrocketed. Once you get started, I would like to see some vocational things

about funding the school and if charter schools take money from public schools. "They're speaking from things they have heard — talking points they have heard."

The same monies that would go to any of the other schools — that (money) follows the children. If a child goes to any school,

the state appropriated a certain amount of money to each school. That's called per-pupil education. If that student is not at Farmville Middle School, but at Soaring Eagle Academy, should that child not have that money?"

"The money follows the child. I don't believe that should be an adversary. We all want the children to be successful. We want students, parents, to have a choice," Grimes said.

Carrie Baker, a Soaring Eagle Academy board member and the founder of the Lost Sheep Foundation, asked if the school would have a zero tolerance policy, like public schools.

"We don't want to have to do suspensions. No parent wants a classroom where a child can't learn. We have to do some creative things... I don't think

there is any such things as a zero tolerance because you have to look at every situation," Grimes said.

Rising fourth grader Janiyah Smith, 9, of Farmville was relieved to learn the academy would have a library since she enjoyed reading.

Farmville resident Rose Lemaine asked if students would be eligible for college once they graduated from the academy.

"Yes, it's the same type of accreditation. It's the same test, same everything. We just may do it in a different kind of way and it's a choice," Grimes said.

Soaring Eagle Academy is in the process of earning its accreditation from the state. The accreditation deadline is Monday. To participate a community survey, visit the soaring eagle academy.org.

The Soaring Eagle Academy
Community Interaction Sign In Sheet

Name	Phone Number	Email	Have School Aged Children Y/N
Tonyalung	252-258-4369		Y
Evelle Sawyer	252-531-1156	mrsjoyner25@gmail.com	Y
Cornell Sawyer	252-558-5018	CornellSawyer4140@gmail.com	X
Glad Burnes	252-717-7188	ghames57@gmail.com	Y
David Beanes	252-375-2779	sm.vinba.mrs584@gmail.com	Y
Lester Gay	252-814-4510	pastorLesterFBay@aol.com	Y
Shawna Edmunds	252-322-2598	Shawna1970@gmail.com	X
Beverly Hay	252-281-8888	ba5849@yahoo.com	N
Britney Gay	252-341-6255		Y
Annie Bullock	252-756-7612	annebullock55@gmail.com	N

The Soaring Eagle Academy

Sign-In Sheet

July 18, 2019

Name	Phone Number	Email Address	School Aged Children Yes/No
VERNON GARRISON	252-413-8011	coachgarrisonoffices@gmail.com	NO
GLEN JOHNSON	252-902-9022	GLENJOHN@gmail.com	No
BRENDA WARREN	240-381-4874	blwarren2@yahoo.com	NO
Judy Gidley	252-902-1172	Puddinjc@gmail.com	NO.
Tina Mayke	252-917-1012	tinamay581@gmail.com	YES
Rose Lemaine	252-258-2473	rancelyn1@gmail.com	NO
Kath Moore	732-253-2216	3522 S. Pitt St. Tall.	NO
Carnel Baker	202-753-3116	4332 W. Cotton St Farmville	YES
Carolyn Ward	753 7233	cokw107@aol.com	No

The Soaring Eagle Academy
Community Interaction Sign In Sheet

Name	Phone Number	Email	Have School Aged Children Y/N
Pamela Newton	252-315-9120	pamela.73@icloud.com	Y
Rose Gay	252-714-4513	rose/gay@gmail.com	N
LaToya O'Neil	252-565-2591	lotoya0162@gmail.com	N Y
Shannon M Edwards	919 709 8491	5mjaewards@gmail.com	N
Nevonia Brown	252-375-1154	Nevoniasmile@aol.com	Y
CHARLENE LANG	252-814-8011	NO	N
SAMMY BROWN	252-902-5441	Browns@ecu.edu	N
Veronica Thompson	252-300-3926	veronica.thompson41@gmail.com	N
Marquis Newton	252-218-9604	marquis1@icloud.com	Y
Bria Giquaque	252-558-8417	n/a	Y Y
Shamequa Clair Thompson	252-218-5000	n/a	N
Kenya Thompson	252-493-2448	kenya.thompson41@gmail.com	Y
Maharan Ellison	252-558-7115	maharan413@gmail.com	YES

APPENDIX B

Curriculum Outline for Each Grade Band the School Will Serve

Curriculum Outline for Grade Band

K -5

4th Grade Science

<u>Course</u>	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>
English/Language Arts	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge	-Reading/Literature -Informational Text -Foundational Skills -Writing -Speaking & Listening -Language -Complexity Challenge
Mathematics	-Introduction -Counting & Cardinality -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry	-Introduction -Operations & Algebraic Thinking -Number & Operations in Base Ten -Number & Operations/Fractions -Measurement & Data -Geometry
Science	-Motion -Physical Properties -Observable Patterns -Comparison -Structure -Growth	-Forces -Earth -Moon -Sun -Planets Living Things	-Sound and Vibration -States of Matter -Weather -Animal Life Cycles -Variation	-Speed & Motion -States of Matter -Energy -Solar System -Earth's Surface -Human Body -Plants	-Magnetism -Electricity -Properties of Matter -Energy -Earth Study -Environment -Food Chains -Human Body	-Force & Motion -Matter & Energy -Temperature -Weather -Systems of Organisms -Plant & Animal Interdependence
Social Studies	-Change -Geography -Humans & Environment -Economic Concepts -Citizenship	-Societal Change -Geography -Humans & Local Communities -Economic Concepts -Law & Authority -Diversity	-History -Human Interaction -Economic Concepts -Governments -U.S. Constitution -Citizenship -Culture	-History -Change -Geography Themes -Market Economy -Entrepreneurship -Local Government -Democracy -Diversity	-North Carolina History -North Carolina Landmarks -North Carolina Progress -Market Economy in North Carolina -Economics & Personal Choices -North Carolina Government -NC Constitution	-U.S. History -Founding Fathers -U.S. Economy -Global Economy -United Nations

Information Technology	-Information uses -Information Sources -Enjoyment vs. Information -Technology Tools -Technology Skills -Research -Ethical Issues	-Useful Info Sources -Information Quality -Technology Tools -Technology Skills -Research Process -Safety & Ethics	-Information Sources -Information Purposes -Technology Tools & Skills -Research Process -Safety, Ethics & Responsible Use	-Sources of Information -Research Strategies -Technology Tools & Skills -Collaboration -Safety, Ethics & Responsible Use	-Information Sources -Research Strategies -Technology Tools & Skills -Research Process -Safety, Ethics & Responsible Use	-Information Sources -Research Strategies -Technology Tools & Skills -Collaboration -Safety, Ethics & Responsible Use
Arts Education	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts	-Dance -Music -Theater Arts -Visual Arts
Health Education	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs	-Mental & Emotional Health -Personal & Consumer Health -Interpersonal Communications and Relationships -Nutrition & Physical Activity -Alcohol, Tobacco, and other Drugs
Guidance	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers	-Readiness -Exploration -Discovery -Colleges & Universities -Careers

Science 4th grade Scope and Sequence

Quarter	Month	Unit	Standard
1 st Nine Weeks	August	Unit 1 Science Safety	Students will identify and apply basic science classroom safety rules and procedures.
	September	Unit 2 Forces and Motion	4.P.1.1: Explain how magnets interact with all things made of iron and with other magnets to produce motion without touching them.
	October		4.P.1.2: Explain how electrically charged objects push or pull on other electrically charged objects and produce motion.
	October	Unit 3 Matter: Properties and Change	4.P.2.1: Compare the physical properties of samples of matter.
			4.P.2.2: Explain how minerals are identified using tests for the physical properties of hardness, color, luster, cleavage, and streak.
2 nd Nine Weeks	November		4.P.2.3: Classify rocks as metamorphic, sedimentary, or igneous based on their composition, how they are formed, and the processes that create them.
		Unit 4 Energy: Conservation and Transfer	4.P.3.1: Recognize the basic forms of energy as the ability to cause motion or create change.
	December		4.P.3.2: Recognize that light travels in a straight line until it strikes an object or travels from one medium to another and that light can be reflected, refracted, or absorbed.
	December		
	January	Unit 5; Earth in the Universe	4.E.1.1: Explain the cause of day and night based on the rotation of Earth on its axis.
3 rd Nine Weeks	January		4.E.1.2: Explain the monthly changes in the appearance of the moon, based on the moon's orbit around the Earth.
3 rd Nine Weeks	February	Unit 5 Earth History	4.E.2.1: Compare fossils (molds, casts, preserved parts) to one another and to living organisms.

Science 4th grade Scope and Sequence

	March		4.E.2.2: Infer ideas about Earth's early environments from fossils to plants and animals that lived long ago.
			4.E.2.3: Give examples of how the surface of the Earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes
		Unit 6 : Ecosystems	4.L.1.1: Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.
			4.L.1.2: Explain how animals meet their needs by using behaviors in response to information received from the environment.
4 th Nine Weeks	April	Unit 6 : Ecosystems	4.L.1.3: Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling waste, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).
			4.L.1.4: Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.
	May	Unit 7 : Biology	4.L.2.1: Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth, and repair of the body.
			4.L.2.2: Explain the role of vitamins, minerals, and exercise in maintaining a healthy body.
4 th Nine Weeks	June	Unit 8: Review	Review Curriculum

Curriculum Outline for Grade Band

6 – 8

7th Grade ELA

ELA 7th grade Scope and Sequence

Quarter	Month	Unit	Standard
1 st Nine Weeks	August (approx. 40 days)	Unit 1 Unit 1: Mapping Your Life (Literature – Novel Excerpt, Poem, & Autobiography) Essential Question: How do important decisions impact a person’s life?	<p>In this unit, readers explore what it is like to be faced with important decisions, and how these decisions affect a person’s life. This unit focuses on textual evidence, central idea/theme, plot/resolution, and author’s points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</p>
	September	Reading Standards	<p>RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Assessed)</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Assessed)</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Assessed)</p> <p>RL.7.5 Analyze how a drama’s or poem’s form of structure (e.g., soliloquy, sonnet) contributes to its meaning. (Assessed)</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Assessed)</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems,</p>

ELA 7th grade Scope and Sequence

			in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		Writing Standards	<p>W.7.3 Write narrative to develop real or imagined experiences or events using effective technique, relevant descriptive, details, and well-structured event sequences. (Assessed)</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (Assessed) b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (Assessed) c.. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.(Assessed) d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.(Assessed) e. Provide a conclusion that follows from and reflects on the narrated experiences or events. <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose</p>

ELA 7th grade Scope and Sequence

			<p>and audience have been addressed. (Editing for conventions should demonstrate command of Language (Assessed))</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.(Assessed)</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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ELA 7th grade Scope and Sequence

	October	Unit 3 Speaking and Listening	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluation the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
		LANGUAGE STANDARDS:	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p>c. Spell correctly</p>

ELA 7th grade Scope and Sequence

			<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.(Assessed)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.(Assessed)</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>
2nd Nine Weeks	20 days	<p>Unit 2: Your Vote! Your Rights! (Play excerpt, Poetry, Speech, & OP-ED)</p> <p>Essential Question: How do people express opinions in meaningful ways?</p>	<p>In this unit, authors explore issues of justice, equality, and the role of the individual in a democracy. This unit focuses on textual evidence, central idea/theme, plot/resolution, and author’s points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will produce a clear and coherent writing task along with engaging</p>

ELA 7th grade Scope and Sequence

			in collaborative discussions (one-on-one, in groups, and teacher-led).
		Reading Standards	<p>RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Assessed)</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (Assessed)</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Assessed)</p> <p>RL.7.5 Analyze how a drama's or poem's form of structure (e.g., soliloquy, sonnet) contributes to its meaning. (Assessed)</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Assessed)</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>
		WRITING STANDARDS:	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.(Assessed)</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using</p>

ELA 7th grade Scope and Sequence

			<p>strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.(Assessed)</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.(Assessed)</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.(Assessed)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.(Assessed)</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.(Assessed)</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.(Assessed)</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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		<p>SPEAKING & LISTENING STANDARDS:</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
		<p>LANGUAGE STANDARDS:</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p>b. Spell correctly</p>

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			<p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (Assessed)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Assessed)</p>
2nd Nine Weeks	25 days	Unit 3: America Speaks (Poetry & Novel Excerpt) Poets and authors share their vision of American	This unit focuses on textual evidence, central idea/theme, plot/resolution, and author’s points of view of different characters. Scholars will learn how to determine meaning of words, and phrases, analyze theme, setting, and plot of particular text. In addition, Scholars will

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		<p>identity through literature.</p> <p>Essential Question: What does it mean to be an American?</p>	<p>produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</p>
		<p>Reading Standards</p>	<p>RL.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Assessed)</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (Assessed)</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Assessed)</p> <p>RL.7.5 Analyze how a drama’s or poem’s form of structure (e.g., soliloquy, sonnet) contributes to its meaning. (Assessed)</p> <p>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Assessed)</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus, and angles in a film). (Assessed)</p> <p>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories,</p>

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			dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		WRITING STANDARDS:	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.(Assessed)</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.(Assessed)</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.(Assessed)</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.(Assessed)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style. (Assessed)</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (Assessed)</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been</p>

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			<p>addressed. (Editing for conventions should demonstrate command of Language (Assessed))</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.(Assessed)</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.(Assessed)</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (Assessed)</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). (Assessed)</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>SPEAKING & LISTENING STANDARDS:</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>

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			<p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
		<p>LANGUAGE STANDARDS:</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old(,) green shirt).</p> <p>b. Spell correctly</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>

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			<p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.(Assessed)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Assessed)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>
3rd Nine Weeks		Unit 4: Nature’s Fury (Science articles & Informational excerpt)	Through the presentation of data and the recounting of personal experiences, authors of a science article and literary nonfiction excerpt show how natural disasters impact the world. Scholars will learn how to determine meaning of words and phrases, and analyze text using

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		<p>Essential Question: What are the causes and effects of natural disasters?</p>	<p>Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher led).</p>
		<p>Reading Standards</p>	<p>RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Assessed)</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text, provide an objective summary of the text.(Assessed)</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).(Assessed)</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.(Assessed)</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.(Assessed)</p> <p>RI.7.6 Describe an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (Assessed)</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is</p>

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			<p>sound and the evidence is relevant and sufficient to support the claims.(Assessed)</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
		WRITING STANDARDS:	<p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.(Assessed)</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.(Assessed)</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.(Assessed)</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.(Assessed)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.(Assessed)</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.(Assessed)</p>

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			<p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards (Assessed)</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.(Assessed)</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>SPEAKING & LISTENING STANDARDS</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>

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			SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
		Language Standards	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old(,) green shirt).</p> <p>b. Spell correctly</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.(Assessed)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>

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			<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Assessed)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>
3rd Nine Weeks	21 days	<p>Unit 5: Stolen Childhoods (Informational & Play excerpts) In these selections</p> <p>Essential Question: Can the challenges a family faces force children to grow up too quickly?</p>	<p>Scholars discover the challenges – some typical, some horrendous – of young people growing up during different times in history. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies.</p> <p>In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</p>
		Reading Standards	<p>RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Assessed)</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.(Assessed)</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.(Assessed)</p>

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			<p>RI.7.6 Describe an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.(Assessed)</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
		<p>WRITING STANDARDS</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing</p>

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			<p>on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards (Assessed))</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.(Assessed)</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>Speaking and Listening Standards</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>

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			<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
		Language Standards	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old(,) green shirt).</p> <p>b. Spell correctly</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.(Assessed)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

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			<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Assessed)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>
4th Nine Weeks	23 days	<p>Unit 6: A Better World (Informational Excerpts)</p> <p>Essential Question: What simple steps can people take to make a difference for those in need?</p>	<p>Authors use reasons, facts, and evidence to construct arguments about causes of and solutions to poverty. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on-one, in groups, and teacher-led).</p>
		Reading Standards	RI.7.1 Cite several sources of textual evidence to support analysis of what the text says

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			<p>explicitly as well as inferences drawn from the text.(Assessed)</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text, provide an objective summary of the text.(Assessed)</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).(Assessed)</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.(Assessed)</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.(Assessed)</p> <p>RI.7.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others. (Assessed)</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.(Assessed)</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>
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			<p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
		<p>Writing Standards</p>	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards (Assessed)</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.(Assessed)</p>

ELA 7th grade Scope and Sequence

			<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		<p>Speaking and Listening Standards</p>	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
		<p>Language Standards</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization,</p>

ELA 7th grade Scope and Sequence

			<p>punctuation, and spelling when writing. (Assessed)</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old(,) green shirt).</p> <p>b. Spell correctly</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.(Assessed)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.(Assessed)</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Assessed)</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations</p>
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ELA 7th grade Scope and Sequence

			<p>(definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.(Assessed)</p>
4th Nine Weeks		<p>Unit 7: Sports Report (Informational Text)</p> <p>Essential Question: What can we learn about ourselves from studying sports and athletes?</p>	<p>In this unit, scholars will explore the idea that for athletes, mental determination can play as crucial role as physical prowess. Scholars will learn how to determine meaning of words and phrases, and analyze text using Close Reading strategies. In addition, Scholars will produce a clear and coherent writing task along with engaging in collaborative discussions (one-on one, in groups, and teacher-led).</p>
		<p>Reading Standards</p>	<p>RI.7.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Assessed)</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text, provide an objective summary of the text.(Assessed)</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.(Assessed)</p> <p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.(Assessed)</p> <p>RI.7.6 Describe an author’s point of view or purpose in a text and analyze how the author</p>

ELA 7th grade Scope and Sequence

			<p>distinguishes his or her point of view from that of others. (Assessed)</p> <p>RI.7.10 By the end of the year, read and comprehend literacy nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
		Writing Standards	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Assessed)</p> <p>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards (Assessed)</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and</p>

ELA 7th grade Scope and Sequence

			<p>cite sources as well as to interact and collaborate with others, including linking to and citing sources.(Assessed)</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
		Speaking and Listening	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</p>

ELA 7th grade Scope and Sequence

			<p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
		<p>Language Standards</p>	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(Assessed)</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Assessed)</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old(,) green shirt).</p> <p>b. Spell correctly</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.(Assessed)</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>

APPENDIX C

9 – 12 Core Content

Not Applicable, No 9 – 12 Grades

APPENDIX D

Yearly Academic Calendar

THE SARING EAGLE ACADEMY
ACADEMIC CALENDAR
2021 – 2022

Staff Development All Teachers	August 2 – 13, 2021
First Student Day -	August 17, 2021
Labor Day Holiday -	September 6, 2021
Workday -	September 24, 2021
Holiday -	October 11, 2021
Workday-	October 22, 2021
Holiday -	November 11, 2021
Holiday -	November 24-26, 2021
Workday -	December 3, 2021
Holiday/Leave -	December 23 – 31, 2021
Holiday -	January 17, 2022
Workday -	January 28, 2022
Workday -	February 18, 2022
Workday -	March 24 – 25, 2022
Workday -	April 15 – 22, 2022
Workday -	May 9, 2022
Last Student Day -	May 25, 2022

Calendar has built in extra days that reflect more that 1025 hours.

APPENDIX E

Daily and Weekly Schedule for each Grade Band Served

THE SOARING EAGLE ACADEMY

DAILY/WEEKLY SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 a.m.	Arrival	Arrival	Arrival	Arrival	Arrival
7:00-7:20 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:20-7:45 a.m.	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
7:45-9:15 a.m.	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA	Reading/ELA
9:15-10:15 a.m.	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:15-11:15 a.m.	Foreign Language	Ethics	Foreign Language	Leadership	Foreign Language
11:15-11:45 a.m.	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
11:45-12:15 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:45 p.m.	Recess	Recess	Recess	Recess	Recess
12:45-1:45 p.m.	Science	Science	Science	Science	Science
1:45-2:45 p.m.	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
2:45-3:30 p.m.	Technology	Art	Music	Healthful Living	Career Exploration
3:35 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-6:00 p.m.	After School Enrichment	After School Enrichment	After School Enrichment	After School Enrichment	After School Enrichment

APPENDIX F

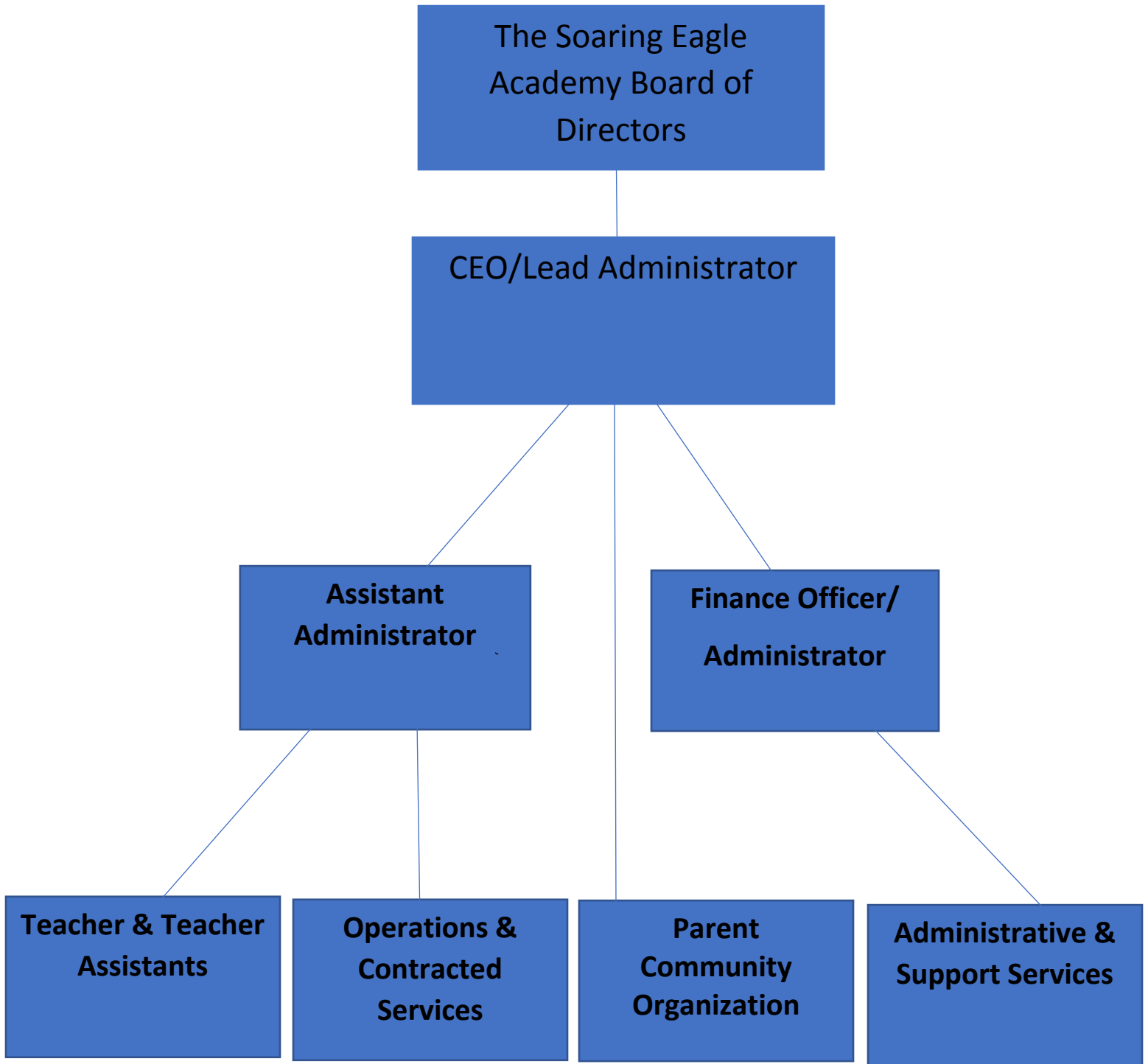
Federal Documentation of Tax- Exempt Status

**The Soaring Eagle Academy is in the process of applying for
the Federal Tax Exempt Status**

APPENDIX G

Organizational Chart

ORGANIZATIONAL CHART



APPENDIX H

Charter School Board Member Response and Resume

RESUME

Roger Lynn McKoy
315 West Summerchase Drive
Fayetteville, NC 28311
Email: mckoyroger66@gmail.com
Phone: 910-964-9459

OBJECTIVE

I would like to be a charter school board member to enhance the educational opportunities and experience a new challenge.

SPECIAL SKILL or LICENSE

Master of Education in school counseling and licensed in school administration.

WORK EXPERIENCE

July, 1975-August, 1976 Counselor, Cameron-Morrison Training School, NC Division of Youth Services, Hoffman, NC-Conducted individual and group counseling sessions using Reality Therapy model for adjudicated juveniles.

August, 1980-June, 1981 Dropout Prevention Counselor, Harnett Central High School, Harnett County Schools, Lillington, NC-Implemented strategies to encourage school attendance by bridging the gap between school and home.

July, 1981-August, 1982 School Resource Officer, Harnett County Sheriff Department, Lillington, NC. Completed Basic Law Enforcement Course with NC Justice Academy, Salemburg, NC. Worked in the schools counseling students and parents and served as an extension of counseling services.

July, 1983-October, 1984 Youth Services Coordinator, Harnett County, Lillington, NC. This was a Community Based Alternative program designed to decrease the number of juveniles committed to training schools.

August, 1987 – December, 1987 Dropout Prevention Counselor, Sampson Middle School, Sampson County, Clinton, NC. Implemented strategies to encourage school attendance.

August, 2009-January, 2019 Assistant Principal, Alpha Academy Charter School, Fayetteville, NC. Conduct parent/teacher/student conference. Responsible for supervising K-8th graders and coordinating school bus transportation. Conduct faculty meetings as needed.

July, 2002-2009 Principal, Ramsey Street Alternative High School (9-12), Cumberland County Schools, Fayetteville, NC.

EDUCATION

May, 1975 B.A. University of North Carolina-Greensboro, Greensboro, NC
Major: Anthropology

May, 1973 A.A. Sandhills Community College, Southern Pines, NC
College Transfer Program

May, 1979 M.Ed. Mississippi State University, Starkville, MS
Major: Guidance Education

Dec., 1992 School Principal Certification, Fayetteville State University,
Fayetteville, NC

REFERENCES

Available Upon Request

Charter School Board Member Information Form

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

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:

The Soaring Eagle Academy

2. Full name: Roger Lynn McKoy

Home Address: 315 W. Summerchase Drive, Fayetteville, NC 28311

Business Name and Address: N/A

Telephone No.: 910-964-9459

E-mail address: mckoyroger66@gmail.com

3. Brief educational and employment history.

M.Ed.-School Counseling. Certification-NC School Principal. I was employed as a dropout prevention counselor, school resource officer and a school principal in the traditional NC public schools. Additionally, I worked as a charter school principal for 8 years.

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

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was invited to join this Board of Directors and my desire is to serve and promote the mission and vision of The Soaring Eagle Academy.

6. What is your understanding of the appropriate role of a public charter school board member?
My appropriate role is to establish policies, procedures and overall decision making to assist in the effective operation of the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As I have extensive experience as a school administrator, knowledge of school curriculum, school law, recruiting/hiring procedures and effective teaching strategies assist my effectiveness as a board member.
8. Describe the specific knowledge and experience that you would bring to the board.
I have extensive experience as a school administrator, knowledge of school curriculum, school law, recruiting/hiring procedures and effective teaching strategies. These assist my effectiveness as a board member.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Soaring Eagle Academy will be a S.T.E.A.M. school with the mission and beliefs reflected through this type of charter school.
2. What is your understanding of the school's proposed educational program?
We will adhere to Common Core Standards and NC testing requirements.
3. What do you believe to be the characteristics of a successful school?
Collaboration among parents, teachers, students and community to educate students in a safe and orderly environment.
4. How will you know that the school is succeeding (or not) in its mission?
Student report cards, student testing proficiency, parent/teacher/student feedback, and the accomplishment of established S.M.A.R.T. goals are indicators of success.

Governance

1. Describe the role that the board will play in the school's operation.
Establishing necessary policies, procedures and participating in overall decision-making will be the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
Completion of the S.M.A.R.T. goals will be an indication of success.
3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

*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, ROGER LYNN McKey, 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 SCARENS EAGLE ACADEMY Charter School is true and correct in every respect.

Signature Roger L McKey
Date 7-5-19

BOARD MEMBER RESUME'

Full Name: Melissa Barnes Grimes
Address: 3006 Phillips Road, Greenville, NC 27834
Email and/or telephone number:
- Melissagrimes31@gmail.com
- 252-916-8159

Objective(s): My objective for submitting a resume to serve on the Soaring Eagle Board is to bring the best educational opportunities possible to all students, families and communities, especially those in small communities; with the overall benefit of producing productive citizens.

Special Skills:

I bring the following skills to the position of Board Member:

1. More than 25 years in Education (16 yrs. in Traditional Education and 9 yrs. Charter)
2. Principal, Associate Principal, Teacher, Educational Consultant, Administrative Assistant, Testing/PowerSchool Coordinator, Tutor, Volunteer at various schools, School Secretary, Media Assistant, Bus Driver
3. Ordained Minister (with husband), Former Youth Pastors, Sunday School Superintendents (with husband) Sunday School Teacher, Choir director, Choir Member
4. Community: Affordable Housing Loan Committee (Chair, Co-Chair, Member); NAACP (Education Committee, Youth Chair, Member); Voter Registration (Farmville & Greenville); E-Colors In Education (Trained); National Association of Professional Women

Work Experience:

Principal (Three Rivers Academy 2018-19; Alpha Academy 2013-17) – duties included administrative leadership communication, team building, oversee all aspects of the school (i.e. testing and accountability, parent involvement, teacher evaluation, staff development, EC, Powerschool, Grants, etc.)

Associate/Assistant Principal (Kinston Charter Academy 2008-2012) – All student services, testing & accountability, discipline, all DPI, LEP, etc.) systems (NCWise, TNN

MBG Consultant (2012-present) – tutoring PCC students in English and Technology, student tutoring & evaluation at various schools in Pitt County. Worked with community organizations to form strategic partnerships (Leadership Institute for Learning and Communication and Equilibria – parent company for E-Colors In Education))

ELA/Social Studies Teacher (2017-2018) – instruction of students in grades 6-8, preparing the for the EOG and community. Report cards, parent interaction and other school programs.

Education:

- Doctoral of Education in Organizational Leadership (K-12 Focus)
Grand Canyon University, Phoenix, Arizona (07/2013-12/2017)
- Master of Science in Administration, (Public Administration Focus)
Central Michigan University, Mount Pleasant, Michigan (08/2006 – 12/2008)
- Bachelor of Arts (Public Administration)
Shaw University, Raleigh, NC (08/1984 – 05/1986)
- Associate in Applied Science (Office Technology)
Lenoir Community College, Kinston, NC (08/1984 – 05/1986)

References:

“Upon Request”

Charter School Board Member Information Form

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

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:

The Soaring Eagle Academy

2. Full name: Melissa Barnes Grimes

Home Address: 3006 Phillips Road, Greenville, North Carolina 27834

Business Name and Address: N/A

Telephone No.: 252-916-8159

E-mail address: melissagrimes31@gmail.com

3. Brief educational and employment history.

Lenoir Community College, Shaw University, Central Michigan University, Grand Canyon University

Pitt County Schools – Admin. Asst. to Superintendent; Kinston Charter Academy – Associate Principal, Test Coordinator, Dir. Student Services; Alpha Academy – Principal 5th – 9th Grade; Children's Village Academy – ELA/Social Studies Teacher 6 – 8 Grade, Three Rivers Academy – Principal (K-7)

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:

Governance

1. Describe the role that the board will play in the school's operation.
Establishing necessary policies, procedures and participating in overall decision-making will be the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
Completion of the S.M.A.R.T. goals will be an indication of success.
3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

BOARD MEMBER RESUME

Full Name: Yolanda D. Johnson
Address: 202 Hill Street, Kinston, NC 28501
Email: yojodjohn0374@gmail.com
Telephone: 252-268-0882

Objective:

To work collaboratively with all school board members and administration to promote the success of our school district and to support student achievement and growth.

Special Skills:

- NCDPI Teacher Certificate (Praxis)
- CPR & First Aid; BSAC for student outdoor safety
- Certificates in Environmental Science, Children Advocacy, Grant Writing
- Real Estate Licensure
- Volunteer – Guardian Ad Litem, Reformation Youth Community Center, Teach for America, America Red Cross

Work Experience:

6-8 Middle School Instructor - Greene County Schools, Snow Hill, NC (August 2019-)
The scope of work is as follows: To increased standardized test scores for students in grade 7 Math, initially performing at 23% and planning to increase to 50% (2019-2020). Will integrated an annual school Math Fair, with students assessing their knowledge and understanding of taught concepts. The Children's Village Academy, Kinston, NC (2012 -June 2019) – The scope of work is as follows: Increased standardized test scores for students in grades 6-8 Science initially performing at 13% and increase to 82% (2013-2019). Integrated an annual school Science Fair, with students assessing their knowledge and understanding of taught concepts. Created an afternoon technology and STEM club that resulted in 40+ students joining. Created Community Coding night for parents and students and Lead Teacher for the Science and Math department.

Financial Instructor/Insurance Agent – Dee Smith Real state, Kinston, NC (2013-2015)
– The scope of work is as follows: Worked with the community selling and educating them about the purchasing process and financial responsibilities of home ownership. Taught classes on saving, tax preparation and annuities.

Grant Writer – Cry Out Loud Ministries of Financial Assist., Sanford, NC 27330 (2012-Present)

The scope of work included working with (writing and teaching) companies in the community with receiving grants.

Education:

- Bachelor of Science in Theology
- Bachelor of Science in Environmental Science, Ashford University
- Associate in Applied Science in Biology, Lenoir Community College, Kinston NC
- Greensboro Grant Writing School, Greensboro, NC

References: “Upon Request”

Charter School Board Member Information Form

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

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:

The Soaring Eagle Academy

2. Full name: Yolanda D. Johnson

Home Address: 202 Hill Street, Kinston, North Carolina 28501

Business Name and Address: N/A

Telephone No.: 252-268-0882

E-mail address: yojodjohno374@gmail.com

3. Brief educational and employment history.

Education: Bachelor of Science Technology; Bachelor of Science in Environmental Science

Associate in Applied Science in Biology, Greensboro Grant Writing School

Employment: 6-8 Math & Science Teacher Greene County, 6-8 Science Teacher The Children's Village Academy, Dee Smith Real Estate

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?

2. How will you know if the school is successful at the end of the first year of operation?
Completion of the S.M.A.R.T. goals will be an indication of success.
3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Yolanda D. Johnson, 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 The Soaring Eagle Academy Charter School is true and correct in every respect.

Yolanda D. Johnson
Signature

Date

07/29/19

BOARD MEMBER RESUME'

Full Name: Donnie Lee Phillips
Address 836 Darrell Drive
Greenville, NC 27834
Email and/or telephone number:
- Aposphil@gmail.com
- 252-353-6922 or 252-347-7667

Objective(s): My objective as a part of the Board of The Soaring Eagle Academy is to assist the school be the best that it can be and to be accountable to the parents and students of Pitt and surrounding counties and the Farmville community.

Special Skills: There are several special skills I possess, such as:

1. Current leader (Pastor) of a growing congregation in the Pitt County community.
2. Currently leading a capital project that will include a Child Care program as well as an afterschool program
3. Currently on the Advisory Board for Greenville Housing Authority
4. Skills in banking and finances (Nearly 30 years combined with Wachovia Bank and Trust and Millennia Community Bank as Senior Vice President)
5. Collaborated with a team (founding) that started a commercial bank in the Greenville Community (formally Millennia Community Bank)

Work Experience:

Pastor and Leader

Oak Grove Christian Church (House of Refuge), 407 Mumford Road, Greenville, NC –Pastor (2001 to Present)

Millennia Community Bank—Vice President in charge of Loans and Marketing (1998-2001)
Wachovia Bank and Trust—Senior Vice President of Sales Finance—Responsible for 26 Million Dollars in Retail Financed Auto and Wholesale Portfolio (1972 to 1998)

Education:

Bachelor of Science Degree in History Education
North Carolina A&T State University, Greensboro, NC

School of Banking—Intermediate and Midlevel Management Banking
University of North Carolina at Chapel Hill, NC

References:

“Upon Request”

Charter School Board Member Information Form

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

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:

The Soaring Eagle Academy

2. Full name: Donnie Lee Phillips

Home Address: 836 Darrell Drive

Business Name and Address: N/A

Telephone No.: 252-353-6922 or 252-347-7667

E-mail address: Aposphil@gmail.com

3. Brief educational and employment history.

Education: Bachelor of Science in History; School of Banking – Intermediate and Midlevel Management Banking

Employment: Pastor; Millennia Community Bank; Wachovia Bank and Trust

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

No:

Yes:

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

I was invited to join this Board of Directors because of my financial knowledge and management expertise. It is my desire to serve and promote the mission and vision of The Soaring Eagle Academy and to help the Farmville Community that my wife is originally from.

6. What is your understanding of the appropriate role of a public charter school board member?
My appropriate role is to establish policies, procedures and overall decision making to assist in the effective operation of the school. To help create community partnerships for the good of the school and help fundraise.
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 extensive experience in banking and financing and management as well as building renovations (commercial) as well as being a Pastor in the Pitt County Community and working with children in my church, I see the need for the school. I am in ministry and work with children to help them with their studies.
8. Describe the specific knowledge and experience that you would bring to the board.
I have extensive experience in banking and financing and management as well as building renovations (commercial) as well as being a Pastor in the Pitt County Community and working with children in my church. I see the need for the school. I also serve current of the Board of the Pitt County Housing Authority.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Soaring Eagle Academy will be a S.T.E.A.M. school with the mission and beliefs of the school is to promote student learning in various ways that will prepare students to be good productive citizens.
2. What is your understanding of the school's proposed educational program?
We will adhere to the North Carolina Standard Course of Study and A+ Model and NC testing requirements.
3. What do you believe to be the characteristics of a successful school?
Collaboration among parents, teachers, students and community to educate students in a safe and orderly environment.
4. How will you know that the school is succeeding (or not) in its mission?
Student report cards, student testing proficiency, parent/teacher/student feedback, and the accomplishment of established S.M.A.R.T. goals are indicators of success.

Governance

1. Describe the role that the board will play in the school's operation.
Establishing necessary policies, procedures and participating in overall decision-making will be the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
Completion of the S.M.A.R.T. goals will be an indication of success.
3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

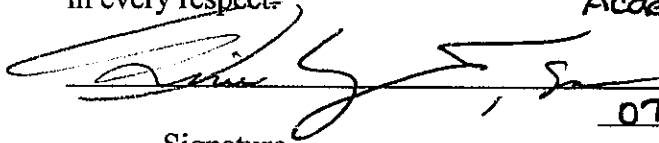
*Please include the following with your Information Form

- a one page resume

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

Certification

I, Donnie Phillips, Sr., certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The Soaring Eagle Academy Charter School is true and correct in every respect.



07|30|19

Signature
Date

BOARD MEMBER RESUME'

Full Name: Carrie Shelley Baker
Address: 4332 West Cotton Street (PO Box 934), Farmville, NC 27828
Email and/or telephone number:
- Bakercarrie80@icloud.com
- 252-753-3116

Objective(s): My objective to becoming a board member for The Soaring Eagle Academy is to help the families and students in the Farmville community improve their quality of life through education and become productive citizens.

Special Skills:

I bring the following skills to the position of Board Member:

1. 1st African American Citizen of the Year for Farmville, NC (2019)
2. Licensed Cosmetologists
3. Lifelong resident of the Farmville Community working for families (Habitat for Humanity, Helping families with the HAMP program, Farmville Benevolent Society ambassador, Voter Registration drive, Cooked breakfast Christmas day 35 years for the community, to name a few)
4. Farmville Planning Board member for more than 5 years
5. Founder of "The Lost Sheep Foundation", an organization dedicated to the betterment of the people in the Farmville community

Work Experience:

NWL Capacitators Manufacturing Company (15 years)
Shelly's Attractions (30 years)
Substitute Teacher (Pitt County Schools) 2 years

Education:

- General Office (Secretarial Science) – 1972-1974
Pitt Community College, Greenville, NC
- Associate Degree in Christian Counseling – 2 years
Bread of Life Bible College
- Cosmetology Degree (Certification)
Mitchell's Hair Academy, Greenville, NC – 1 year

References:

"Upon Request"

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:

The Soaring Eagle Academy

2. Full name: Carrie Shelley Baker

Home Address: 4332 West Cotton Street (PO Box 934), Farmville, NC 27828

Business Name and Address: N/A

Telephone No.: 252- 753-3116

E-mail address: Bakercarrie80@icloud.com

3. Brief educational and employment history.
Education: Pitt Community College – Secretarial Science; Associate Degree Christian Counseling – Bread of Life Bible College; Mitchell Hair Academy – Cosmetology Degree (Certification)
Employment: Shelley's Attractions; NWL Capacitators Manufacturing Company; Pitt County Schools – Substitute Teacher
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

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

I was invited to join this Board of Directors because of my community knowledge, service on community boards in the Farmville Community and my expertise and knowledge with the families of Farmville. It is my desire to serve and promote the mission and vision of The Soaring Eagle Academy and to help the Farmville Community because I am a life-long resident of this community.

6. What is your understanding of the appropriate role of a public charter school board member?
My appropriate role is to establish policies, procedures and overall decision making to assist in the effective operation of the school. To help create community partnerships for the good of the school and help fundraise.
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 extensive experience in the Farmville Community by being invited to serve on the Farmville Planning Board and working extensively with the Mayor and Farmville Community. I have served with Habitat for Humanities for my community and work with the elderly home renovations.
8. Describe the specific knowledge and experience that you would bring to the board.
Farmville Planning Board
Farmville Citizen of the Year (served as ambassador for all communities)

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Soaring Eagle Academy will be a S.T.E.A.M. school with the mission and beliefs of the school is to promote student learning in various ways that will prepare students to be good productive citizens.
2. What is your understanding of the school's proposed educational program?
We will adhere to the North Carolina Standard Course of Study and A+ Model and NC testing requirements.
3. What do you believe to be the characteristics of a successful school?
Collaboration among parents, teachers, students and community to educate students in a safe and orderly environment.
4. How will you know that the school is succeeding (or not) in its mission?
Student report cards, student testing proficiency, parent/teacher/student feedback, and the accomplishment of established S.M.A.R.T. goals are indicators of success.

Governance

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

Establishing necessary policies, procedures and participating in overall decision-making will be the role that the board will play in the school's operation.

2. How will you know if the school is successful at the end of the first year of operation?
Completion of the S.M.A.R.T. goals will be an indication of success.
3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

*Please include the following with your Information Form

- a one page resume

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

Certification

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

Carrie S Baker

Signature

Date 11/16/19

BOARD MEMBER RESUME'

Full Name: Linda B. Harrell
Address: 102 Lindbeth Drive, Greenville, NC 27835
Email and/or telephone number:
- Beautifulharrellbaby@gmail.com
- 252-558-6249

Objective(s):

I joined the Board of The Soaring Eagle Academy because I am an advocate for the education of children, and to work with communities to improve student achievement.

Special Skills:

Special skills that I possess that are helpful for this Board are:

1. 20 years working in early childhood education
2. CPR and First Aid Certified
3. Educator Childhood Professional Development Certificate (Lev. 6)
4. NC Early Education Certificate (Level 8)
5. Currently possess qualifying letter to work in childcare
6. Early Childhood Administration credentials
7. Currently enrolled in Early childhood classes through Childlink
8. Opened and operated a 5-Star Child Care Center

Work Experience:

Lead Teacher: A Child's Place (9/16-4/17); Children's Campus (2012-2016); Open Door Ministries Development Center (2003-2006) – Responsibilities included: curriculum planning, daily transition tracking sheets, daily documentation of individual children activities, story time which included dance, music arts and crafts and parent communications. Collaboration with other child care teachers, professional staff and administrators.

Owner/Operator Grandma NaNa's Childcare Home (2006-2012) – Responsibilities included: Achieved a Four-Star Licensing (December 2007), Achieved a Five Star Licensing (November 2008). Created a learning environment for various ages from 9 months to 5 years old. Created a business accounting system, built an outdoor playground area, cooked, purchase, prepared breakfast, lunch and afternoon snacks. Developed a healthy and relaxing relationship with parents.

Education:

- Associate in Applied Science, Legal Secretary (1980-1981)
Lenoir Community College, PO Box 188, Kinston, NC 28502-0188
- Associates Degree, Early Childhood Education (2006)
Pitt Community College, Greenville, NC

References:

"Upon Request"

Charter School Board Member Information Form

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

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

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

Background

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

The Soaring Eagle Academy

2. Full name: Linda L. Harrell

Home Address: 102 Lindbeth Drive, Greenville, NC 27834

Business Name and Address: N/A

Telephone No.: 252- 558-6249

E-mail address: beautifulharrellbaby@gmail.com

3. Brief educational and employment history.

Education: Pitt Community College – Associates Degree in Early Childhood Education;
Associate in Applied Science – Legal Secretary

Employment: A Child's Place – Lead Teacher; Owner/Operator – Grandma NaNa Child
Care Home; Children's Campus – Lead Teacher; Open Door Ministries Development Center
– Lead Teacher

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

No:

Yes:

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

I was invited to join this Board of Directors because of my knowledge of Early Childhood Education and what is needed for children to be ready to enter school ready for Kindergarten. It is my desire to serve and promote the mission and vision of The Soaring Eagle Academy and to help the Farmville Community because I am a former resident of this community.

6. What is your understanding of the appropriate role of a public charter school board member?
My appropriate role is to establish policies, procedures and overall decision making to assist in the effective operation of the school. To help create community partnerships for the good of the school and help fundraise.
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 extensive experience early childhood education and work with children and families to help children be ready for school.
8. Describe the specific knowledge and experience that you would bring to the board.
I have extensive experience early childhood education and work with children and families to help children be ready for school

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Soaring Eagle Academy will be a S.T.E.A.M. school with the mission and beliefs of the school is to promote student learning in various ways that will prepare students to be good productive citizens.
2. What is your understanding of the school's proposed educational program?
We will adhere to the North Carolina Standard Course of Study and A+ Model and NC testing requirements.
3. What do you believe to be the characteristics of a successful school?
Collaboration among parents, teachers, students and community to educate students in a safe and orderly environment.
4. How will you know that the school is succeeding (or not) in its mission?
Student report cards, student testing proficiency, parent/teacher/student feedback, and the accomplishment of established S.M.A.R.T. goals are indicators of success.

Governance

1. Describe the role that the board will play in the school's operation.
Establishing necessary policies, procedures and participating in overall decision-making will be the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?

Completion of the S.M.A.R.T. goals will be an indication of success.

3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

*Please include the following with your Information Form

- a one page resume

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

Certification

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

Linda B. Harrell

Signature

Date July 14, 2019

BOARD MEMBER RESUME

Full Name: Dara A. Lehner
Address: 147 Thornbird Drive, Raeford, NC 28376
Email and/or telephone number:
- lehner.dara@gmail.com
- 910-584-6145

Objective(s): My reason for submitting a resume to serve on the Board of The Soaring Eagle Academy is to share my knowledge, energy, and expertise to benefit the students of the area.

Special Skills:

Special skills that I bring to this position are:

1. North Carolina Department of Public Instruction Standard Professional II Language Arts (Middle Grades (6 – 9) and Social Studies (Middle Grades 6 – 9) License Number: 1162914 English Language Arts (High School 9 – 12 pending)
2. Ohio Department of Education License Middle Childhood Education – Language Arts and Social Studies; Reading (PreK – 12); Math and Science Generalist (4 – 6)
3. Professional Writing, Editing and Photography

Work Experience:

Educational Consultant - Three Rivers Academy, Powellville, NC - (07/2018-05/2019) – worked with the Principal to mentor beginning teachers, new staff members. Workshops for Staff Development (Teach Like A Champion, Data Analysis)

ELA/Writing /Science and SS Teacher 5th-7th - Three Rivers Academy, Powellville, NC (07/2018-11/2018) Taught all subject material in rotating class periods

ELA Teacher/Teacher Leader/Department Chair 6th Grade and BT Mentor – (Alpha Academy, Fayetteville, NC) – 08/2015-06/2018 Taught State mandated subject material, developed material to help and mentor new teachers, and carried out all lead teacher and department chair duties, especially in curriculum.

ELA/Writing Teacher – 10th and 11th grades – Houston Independent Public Schools, Houston, TX – (07/2014-01/2015) - Taught state mandated subject matter for English II and III, Writing; and co-taught AP English and Writing

Freelance Writer, Speaker, Photographer, and Educational Consultant (01/1991 -Present)
Published works include books, anthologies, blogs, and websites and over 1000 articles, plus photos in newspapers and magazines. Taught at writer's conferences. Develops educational and curriculum material per teacher and school needs.

Education:

- Bachelor of Science in Education (B.S.Ed.) Jun 2009 - Dec 2012
Urbana University, Urbana, OH
Major: Middle Childhood Education (4-9) Language Arts/Reading (6-9) Social Studies (6-9)
- Reading Endorsement (Pre-K -12)
- Mathematics Endorsement (4-6)
- Science Endorsement (4-6)

References: Upon Request

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:

The Soaring Eagle Academy

2. Full name: Dara A. Lehner

Home Address: 147 Thornbird Drive, Raeford, NC 28376

Business Name and Address: N/A

Telephone No.: 910-584-6145

E-mail address: lehner.dara@gmail.com

3. Brief educational and employment history.
Education: Bachelor of Science – Urbana University; Reading Endorsement (Pre-K-12);
Mathematics Endorsement (4-6); Science Endorsement (4-6)
Employment: Educational Consultant, ELA Teacher-Three Rivers Academy, ELA Teacher-
Alpha Academy, ELA/Writing Teacher-Houston Independent Public Schools, Freelance
Writer, Speaker, Photographer
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

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

I was invited to join this Board of Directors because of my knowledge in Education and my success with increasing At-Risk student proficiency and the implementation of rigor in curriculum. It is my desire to serve and promote the mission and vision of The Soaring Eagle Academy and to help the Farmville Community.

6. What is your understanding of the appropriate role of a public charter school board member?
My appropriate role is to establish policies, procedures and overall decision making to assist in the effective operation of the school. To help create community partnerships for the good of the school and help fundraise.
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 extensive training and success with moving At-Risk children academically. I have training in writing and higher-order thinking skill implementation.
8. Describe the specific knowledge and experience that you would bring to the board.
I have extensive training and success with moving At-Risk children academically. I have training in writing and higher-order thinking skill implementation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Soaring Eagle Academy will be a S.T.E.A.M. school with the mission and beliefs of the school is to promote student learning in various ways that will prepare students to be good productive citizens.
2. What is your understanding of the school's proposed educational program?
We will adhere to the North Carolina Standard Course of Study and A+ Model and NC testing requirements.
3. What do you believe to be the characteristics of a successful school?
Collaboration among parents, teachers, students and community to educate students in a safe and orderly environment.
4. How will you know that the school is succeeding (or not) in its mission?
Student report cards, student testing proficiency, parent/teacher/student feedback, and the accomplishment of established S.M.A.R.T. goals are indicators of success.

Governance

1. Describe the role that the board will play in the school's operation.
Establishing necessary policies, procedures and participating in overall decision-making will be the role that the board will play in the school's operation.

2. How will you know if the school is successful at the end of the first year of operation?
Completion of the S.M.A.R.T. goals will be an indication of success.
3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

*Please include the following with your Information Form

- a one page resume

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

Certification

I, Dara A. Lehner, 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 The Soaring Eagle Academy Charter School is true and correct in every respect.

Dara A. Lehner /mg 08/20/2019
Signature Date

BOARD MEMBER RESUME'

Full Name: Judith Clark Gidley
Address 8657 W. Marlboro Road, Farmville NC 27828
Email and/or telephone number:
puddinjc@gmail.com
252-753-4100 (H) and 252-902-7171 ©

Objective(s):

I joined the Board of The Soaring Eagle Academy to continue to work with the children of the Farmville Community and lend my expertise to the school.

Special Skills:

Special skills I possess that are helpful for this Board are:
Experience, Award-winning teacher, Farmville resident, A passion for the South, Strong sense of community and family, True love for small towns, energetic, Outgoing, Work ethic of a mule, Strong writer, Quick learner, Self-starter, Great in social situations, well rounded, well educated, Idealistic and I have a great sense of humor.

Work Experience:

Director of the Farmville Chamber of Commerce

Teacher at the following Schools:

- Sam D. Bundy
- E.B. Aycock
- Gaston Day School
- Grady Brown Elementary
- Barton Middle School

Education:

Stratford College – Bachelor of Arts in Education (Minor in History)

References:

List or state "Upon Request"

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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:

The Soaring Eagle Academy

2. Full name: Judith Elaine Clark Gidley

Home Address: 8657 West Marlboro, Farmville NC 2783

Business Name and Address: N/A

Telephone No.: 252-902-7172

E-mail address: puddingc@gmail.com

3. Brief educational and employment history.
Education: Stratford College-Bachelor of Art in Education
Employment: Teacher at the following schools: Sam D. Bundy, E.B. Aycock, Gaston Day School, Grady Brown Elementary, Barton Middle School
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

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

I was invited to join this Board of Directors because of my knowledge in Education and my knowledge and collaborations and my service with/to the Farmville Community. It is my

desire to serve and promote the mission and vision of The Soaring Eagle Academy and to help the Farmville Community.

6. What is your understanding of the appropriate role of a public charter school board member?
My appropriate role is to establish policies, procedures and overall decision making to assist in the effective operation of the school. To help create community partnerships for the good of the school and help fundraise.

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 extensive training in education and working with the Farmville community. I was the Director of the Farmville Chamber of Commerce for 5 years, worked to unite the North and South sides of Farmville by nominating and honoring people who had never been recognized for their service to the Farmville community. Started the Little Patriots on Parade which offered a fun educational parade for children that did not have money to go on vacation at the beach.

8. Describe the specific knowledge and experience that you would bring to the board.
I have extensive training in education and working with the Farmville community. I was the Director of the Farmville Chamber of Commerce for 5 years, worked to unite the North and South sides of Farmville by nominating and honoring people who had never been recognized for their service to the Farmville community. Started the Little Patriots on Parade which offered a fun educational parade for children that did not have money to go on vacation at the beach

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The Soaring Eagle Academy will be a S.T.E.A.M. school with the mission and beliefs of the school is to promote student learning in various ways that will prepare students to be good productive citizens.

2. What is your understanding of the school's proposed educational program?
We will adhere to the North Carolina Standard Course of Study and A+ Model and NC testing requirements.

3. What do you believe to be the characteristics of a successful school?
Collaboration among parents, teachers, students and community to educate students in a safe and orderly environment.

4. How will you know that the school is succeeding (or not) in its mission?
Student report cards, student testing proficiency, parent/teacher/student feedback, and the accomplishment of established S.M.A.R.T. goals are indicators of success.

Governance

1. Describe the role that the board will play in the school's operation.
Establishing necessary policies, procedures and participating in overall decision-making will be the role that the board will play in the school's operation.
2. How will you know if the school is successful at the end of the first year of operation?
Completion of the S.M.A.R.T. goals will be an indication of success.
3. How will you know at the end of five years of the schools is successful? Continued meeting/exceeding NC standards, parent/student/community/teacher responses and achievement of S.M.A.R.T. goals are successful indicators.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Enhance professional development and remain current on effective educational practices.
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?
Perform an unbiased investigation to reach a conclusion; and if appropriate request a resignation from the board.

*Please include the following with your Information Form

- a one page resume

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

Certification

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

Judith Elaine Clark Gidley

Signature

Date June, 16, 2019

APPENDIX I

Board Member Background Certification Statement and Completed Background Check

Charter School Board Member Background Check Form

Certification Statement:

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

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

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

Signature Linda Harrell Date July 16, 2019

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

Signature _____ Date _____

Board Member Background Check

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

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

Charter School Board Member Background Check Form

Certification Statement:

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

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

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

Signature Audith Gilley Date 7-16-19

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

Signature _____ Date _____

Board Member Background Check

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

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- 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

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

Signature Melissa Grimes Date 07/16/2019

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

Charter School Board Member Background Check Form

Certification Statement:

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

Signature Dara Lehner/mg Date 07/16/2019

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

Signature _____ Date _____

Board Member Background Check

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

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
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- 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, ROGER LYNN MCKOY, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Roger L McKoy Date 7-5-19

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

Signature _____ Date _____

Board Member Background Check

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

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Charter School Board Member Background Check Form

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

Signature Carrie S Baker Date 7/16/19

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

Signature _____ Date _____

Board Member Background Check

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

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

Charter School Board Member Background Check Form

Certification Statement:

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

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

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

Signature Yolanda Johnson Date 07/16/19

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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- 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).**
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- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
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Charter School Board Member Background Check Form

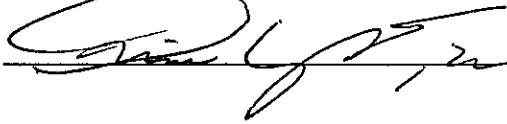
Certification Statement:

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

Signature



Date

07/21/2019

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:

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

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

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

Signature Yolanda Johnson Date 07/16/19

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

Signature _____ Date _____

Board Member Background Check

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

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
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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, Donnie Phillips, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 07/21/2019

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

Signature _____ Date _____

Board Member Background Check

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

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).**
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APPENDIX J

Proposed By-Laws of the School's Board of Directors

**BYLAWS
OF
THE SOARING EAGLE ACADEMY**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1: Name

The name of the non-profit corporation is THE SOARING EAGLE ACADEMY, of Pitt County, duly authorized under the statutes of the State of North Carolina.

Section 2: Principal Office

The Principle office of the Corporation is located in Pitt County, in the State of North Carolina. The street address of the corporation in Pitt County is: 3006 Phillips Road, Greenville, NCC 27834.

ARTICLE II – Purposes

Section 1: Purposes

The mission of THE SOARING EAGLE ACADEMY is as follows:

The mission is to empower students to become inter-active learners and creative thinkers through rigorous academics, offered by a challenging curriculum that builds confident scholars ready for the 21st Century.

ARTICLE III - Board of Directors

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Board of Directors.

Section 2: Number, Qualifications, Election, and Tenure

- a) The number of directors constituting the Board of Directors shall be no less than five (5) and no more than nine (9).
- b) A person needs to be at least eighteen (18) years old to be qualified as a Director. Paid employees of the Corporation may not serve on the Board of Directors as voting Members.
- c) Any qualified person seeking to become a Director of THE SOARING EAGLE ACADEMY Board will submit an application including a resume and explanation of why he/she is seeking membership to the Board. When a vacancy or vacancies occur, either by death, resignations, and removal from office, end of term, tenure limit, and/or for any other reason, the remaining THE SOARING EAGLE ACADEMY Board Members will

review the applications submitted and elect the applicant(s) seeking to become a member of the THE SOARING EAGLE ACADEMY Board of Directors.

- d) The sitting Board Members may conduct interviews with the perspective Board Candidates.
- e) With the exception of the very first planning board, each Director shall hold office for a period of four years. The terms for the initial Board of Directors shall be staggered. One half (1/2) of the members of the first board shall serve a term of four years, and one half (1/2) will serve a term of three years. At the end of these terms, subsequent Directors will serve four-year terms. *(The planning board shall be those individuals in place as the Board of Directors after the incorporation and application for charter as a school. These individuals will serve as the initial Board of Directors. The initial Board of Directors terms shall begin on the first day of July in the year the school is given a charter.)*
- f) Except non-voting employee Directors, no person appointed or elected shall serve more than five (5) consecutive terms. However, each Director shall continue in office until the successor in that office shall have been duly appointed or until the current Director resigns, becomes disqualified, or until that Director is removed.
- g) If due to death, resignation or other disability the Board membership falls below (5) five, resigning members will be released upon the appointment of a replacement member.

Section 3: Ex-Officio Directors

The Chief Executive Officer/School Director of the Corporation shall during his or her respective term serve as an Ex-officio member of the Board of Directors. In addition, there shall be such other Ex-officio Directors as elected by a vote of the Directors then holding office. Each Ex-officio Director, including the School Director, shall be entitled to enter into all deliberations and to receive notice of all meetings, but he or she shall not vote nor be counted in determining the existence of a quorum.

Section 4: Duties

- a) Directors shall perform any and all duties imposed on them collectively and individually by law, the Articles of Incorporation or by these Bylaws. Directors shall stand in a fiduciary relation to the corporation and shall discharge the duties of the respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.
- b) Directors shall appoint, remove, and evaluate the Chief Executive Officer (also known as the School Director) of the Corporation. (The Chief Executive Officer or School Director shall be synonymous with the contracted Management Company).
- c) Directors shall conduct an annual self-evaluation(s) to ensure their quality of service to the corporation.
- d) Directors shall meet at such times and places as required by these Bylaws. The Board may consider a director with two consecutive un-excused absences from regular meetings as having resigned.
- e) Directors shall register their addresses with the Secretary of the Corporation.

Section 5: Resignation of Directors

A Director may resign at any time by giving notice in writing to the Chairperson or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time such resignation is received by the Chairperson or Secretary.

Section 6: Vacancies

If a vacancy should occur in the Board of Directors by death, resignation, disqualification, or otherwise, the remaining Directors may continue to conduct the Corporation's business. The vacancy will be filled immediately as provided in Section 2c of this Article III. A Director who is chosen in this manner shall hold office for the unexpired portion of the term of the person whom the newly elected Director succeeds. After this period they can seek to remain on the Board thru Section 2 above.

Section 7: Compensation

Directors shall serve without compensation for their services to the Board.

Section 8: Director's Adverse Interest

If any Director has an adverse interest in a corporate transaction, such Director must make full disclosure to the Board of the adverse interest as soon as such Director knows, or should know of its existence. Upon full disclosure, the Board may approve the transaction only by a good faith vote of a majority of the disinterested Directors present. However, no such transaction may be approved if it would constitute self-dealing prohibited under sections 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 9: Certain Director Liability

A Director shall be subject to the liabilities imposed by law upon Directors. In addition, all Directors who vote for or assent to any distribution of assets of the Corporation contrary to any lawful restrictions in the Non-profit Corporation Act of the State of North Carolina, the corporate Charter, or the Bylaws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Director relied and acted in good faith on financial statements of the Corporation to be correct and to be based on generally accepted principles of sound accounting practice by the Chairperson or the Treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.

Section 10: Conflict of Interest

Board members shall be completely objective and free of personal conflict when making decisions on the board. The Board shall adopt and update on an annual basis a separate Conflict of Interest Policy.

Section 11: Removal

Members of the Board of Directors (Member) as defined by Section 2 of this Article III may be removed with cause in accordance with the Board Handbook, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose.

ARTICLE IV – MEETINGS

Section 1: Open Meetings

The Board will conduct open meeting within the meaning of the North Carolina General Statutes for open meetings laws of public entities.

Section 2: Regular Meetings

The Board of Directors will meet monthly with the date, time and place being designated by the Chairperson or the Chairperson's designee. One of these meeting shall be the annual meeting (Section 5) of the Board of Directors. The North Carolina open meeting laws will be followed during all meetings of the Board of Directors. The board shall conduct a minimum of eight (8) regular board meetings annually.

Section 3: Substitute Regular Meetings

If any regular meeting shall not be held as designated in section 2, above, a substitute meeting may be called by the Chairperson or by two or more of the Directors. This meeting may be designated as a regular meeting.

Section 4: Special Meetings & Emergency Meetings

The persons authorized to call Special Meetings of the Board are the Chairperson or at least two Directors. All Board Members must be notified not less than ten (10) days in advance of the place and time of a Special Board Meeting, such notice to be made pursuant to Section 6, below. This notice can be waived for any such meeting by signed writing acknowledging actual notice and a desire to meet at an earlier time however such notice must be obtained from all Board members.

Emergency matters regarding natural disaster, war, acts of God, major emergent governance issues and the like may arise and need the full attention of the Board of Directors for the health of the Corporation. For genuine emergency matters which can not wait until the next regular Board meeting the Chairperson (or Vice Chairperson in the absence or unavailability of

the Board Chair) can call an emergency meeting to deal only with the emergency matters. A quorum must be present. Notice of an emergency meeting shall be by 24 hours unless the same is waived by all members.

Section 5: Annual Meeting.

The annual meeting of the Board of Directors shall be held within 3 months after the close of the fiscal year for the purpose of selecting officers, approving financial reports, and to transact any other business as may be specified in the notice of the meeting.

Section 6: Notice of Meetings

Notice of any regular meeting, including the Annual Meeting of the Board of Directors, shall be given to the Board Members at least one-week (seven 7 days) prior thereto. Notice of any special meeting of the Board of Directors shall be given at least ten (10) days prior thereto. All notices shall be in writing delivered personally or sent by mail, email, telegram, or fax to the address of each Director as shown on the records of the Corporation. All meeting of the entire Board shall be noticed to the public on the school's website and placed in a local newspaper.

Section 7: Quorum

The presence of a simple majority of the members of the Board of Directors at a meeting duly assembled shall constitute a quorum for the transaction of business. If less than a quorum is present at the time and place of any meeting, the Directors present may adjourn the meeting until a quorum shall be present.

Section 8: Decision Making

Notwithstanding any provision of these Bylaws to the contrary, requiring consensus, unanimity, or any other percentage of votes by members of the Board, including, without limitation, any vote to amend these Bylaws or to elect or replace a director, decisions of the Board shall be by a majority vote of the directors present and constituting a quorum. In all cases, in the event of a tie, the vote of the Chairperson shall break the tie. The aforementioned provisions shall apply to all decisions of the Board.

Roll Call Voting Process

The Chair shall inquire, prior to the vote, if any member requests the use of the roll call process. The Chairperson may, at their discretion, ask for Roll Call Vote even if no request is made by other members. If no request is made, the vote may be held immediately. Should a request for Roll Call Vote be made, each member of the board, in sequence, is asked to voice their summary opinion on the issue. Upon conclusion of the Roll Call, the vote shall be taken.

ARTICLE V - Officers

Section 1: Designation of Officers

The Officers of the Board of Directors of this Corporation shall include the Chairman, Secretary and Treasurer. The Directors may designate and fill other corporate offices as needed. Any two offices or more may be held by one person, except the offices of Chairperson, Secretary, and Treasurer. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

Each officer shall be elected by the Board of Directors at the Annual Meeting. These officers shall hold office during the fiscal year after their election. Other officers, as needed, may be appointed in accordance with the provisions of Section 3 of this article and may be elected by the Board at the Annual Meeting.

Section 3: Subordinate Officers and Agents

The Board of Directors may appoint other officers or agents (i.e. Chief Executive Officer/School Director), each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5: Removal

The officers specifically designated in Section 1 of this Article V may be removed either with or without cause, by vote of the Board of Directors present at any regular meeting; or at a special meeting of the Board called for that purpose. The officers appointed in accordance with the provisions of Section 3 of this Article may be removed, either with or without cause, by the Board of Directors, by a vote of the Directors present at any meeting. The removal of any person from office shall be done without prejudice to the contract rights, if any, of the person so removed.

Section 6: Resignations

Any officer may resign at any time by giving written notice to the Board of Directors or to the Chairperson or Secretary, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent.

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these Bylaws for regular appointments or elections to such offices.

Section 8: School Director/ Chief Executive Officer

The School Director/Chief Executive Officer (a/k/a: Management Company) shall have general charge of the business and affairs of the corporation and control over its employees. The School Director/Chief Executive Officer shall do and perform such other duties as may be assigned by the Board of Directors, including managing of day-to-day operations. The School Director shall serve an ex-officio member of the Parent Advisory Committee and the Board of Directors as well as work in Partnership with these groups to achieve the mission of the THE SOARING EAGLE ACADEMY. The Board shall have ultimate authority in the hiring or discharge of Teachers.

Sections 9: Chairperson

The Chairperson shall have general charge of the business and affairs of the Board of Directors. The Chairperson has the responsibility for conducting meetings. The Chairperson shall perform such other assigned duties as may be assigned by the Board of Directors.

Section 10: Vice-Chairperson

At the request of the Chairperson, or in absence or disability of the Chairperson, the Vice-Chairperson shall perform all the duties of the Chairperson and when so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson.

Section 11: Secretary

The Secretary (or designee) shall keep the minutes of the meetings of the Board of Directors and shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by the law. The Secretary shall be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of Secretary, and such other duties and have such other authority as may be assigned by the Board of Directors.

Section 12: Treasurer

The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the corporation and shall serve on the Finance Committee. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the

Board of Directors. The Treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board of Directors may determine.

Section 13: Duties of Officers may be Delegated

In case of absence of any officer of the corporation or for any other reason that the Board may deem sufficient, the Board may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therein.

ARTICLE VI – Committees

Section 1: General

The Board shall have two (2) standing committees – Executive and Finance. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one standing committee.

Section 2: Executive Committee

The members of the Executive Committee shall be the Chairperson of the Board, Vice Chairperson, the Secretary, the Treasurer. The Executive Committee shall be vested with the powers of the Board, except as to those matters herein specifically requiring an affirmative vote of the entire Board of Directors. The Executive Committee may exercise its powers when the Board is not in session or in the absence of a quorum thereof. A majority of the members of the Executive Committee shall constitute a quorum thereof.

Section 3: Finance Committee

The Chair of the Board shall nominate and the Board of Directors shall elect a Finance Committee. Membership on this committee will not be restricted to the Board of Directors. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of the Finance Committee. The Finance Committee shall supervise the financial affairs of the School and shall make recommendations from time to time in regard to the operating and capital budgets, salaries, and other business affairs.

Section 4: Parent Advisory Committee.

Parents of THE SOARING EAGLE ACADEMY students shall form the Parent Advisory Committee and shall nominate and elect the committee's officers. The School Director shall serve as an Ex-officio member of the Parent Advisory Committee. The Parent Advisory Committee shall work with the school involving volunteer parental services, fund-raising and school performance and shall make recommendations from time to time in regard to said affairs.

Section 5: Additional Committees

The Board of Directors may designate other committees, each of which shall consist of two or more Directors and each of which, to the extent provided in such resolution, shall have

and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. The Chairperson of the Board of Directors and the School Director shall serve as Ex-officio members of such other committees. Membership on such other committees may, but need not be, limited to members of the Board of Directors. Other committees not having and exercising the authority of the Board of Trustees in the management of the Corporation may be designated by the Chairperson of the Board or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

ARTICLE VII – Procedures and Restrictions

Section 1: Contracts

Except as otherwise provided in these Bylaws, the Board of Directors may authorize any officer or agent to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific instances. All contracts executed by the Corporation shall contain the mandatory language provided in the N.C. Charter School Act.

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 and except as authorized by the Board of Directors. Any officer or agent of the Corporation thereunto so authorized may effect loans or advances for the Corporation and for such loans and advances may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks or trust companies or with such bankers or other depositories as the Board of Directors may select, or as may be selected by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

Section 4: Checks, Drafts

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by the Chairperson or Vice-Chairperson and by the School Director or the Treasurer, or in such other manner as the Board of Directors may determine. Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the School Director or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 5: Gifts

The Board of Directors may accept on behalf of the Corporation any contribution; gift, bequest, or devise for the general purposes or for any special or educational purposes of THE SOARING EAGLE ACADEMY

ARTICLE VIII - General Provisions

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board of Directors.

Section 2: Fiscal Year

The fiscal year of the corporation shall be July 1 through June 30.

Section 3: Amendments to Bylaws

These Bylaws may be altered, amended, or repealed, and new Bylaws may be adopted at any regular or special meeting upon a vote of the Directors then in office so long as a Board of at least five (5) members remains in place. By-Law changes required a 2/3 majority vote and approval by the NC State Board of Education or its designee. Notice shall be given of the intention to alter, amend, or repeal or to adopt new Bylaws at such meeting at least ten (10) days prior to such meeting in writing delivered personally or sent by mail, e-mail or fax to the address of each Director as shown on the records of the Corporation.

Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of its Board of Directors.

Section 5: Meeting Regulation

All meetings of the Corporation including annual, special, and other shall be governed by the following established group agreements: one person speaks at a time; respect diverse opinions; agree to disagree; willingness to let up when its time; listen: sit back, breathe, hear; learn from others: don't simply defend a position, willingness to encourage "thinking out of the box"; strive to find another answer.

Section 6: Officer and Director Indemnification

The Corporation shall indemnify any Director or former Director or officer of the Corporation or any person who may have served at its request as a director or officer of another corporation, partnership, joint venture, trust, or other enterprise against liabilities and reasonable litigation expenses, including attorneys' fees, incurred by the Director in connection with any action, suit or proceeding in which that Director is made or threatened to be made a party by reason of being or having been such Director or officer, except in relation to matters as to which

the Director shall be adjudged in such action, suit or proceeding to have acted in bad faith or to have been liable or guilty by reason of willful misconduct in the performance of duty. The indemnification authorized by this Section 6 (a) shall be in addition to that permitted by General Statutes Sections 55A-17.2 or 55~17.3 or North Carolina General Statues or as authorized in these Bylaws.

The corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the corporation or is or was serving at the request of the corporation as a director, officer, employee, or agent of the corporation, partnership, joint venture, trust, or other enterprise against any liability asserted against and incurred by the person in such capacity, or arising out of the officer's status as such, whether or not the corporation would have the power to indemnify that officer against such liability. Expenses incurred by a Director, officer, employee, or agent in defending a civil or criminal action suit or proceeding may be paid by the corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Directors in the specific case upon receipt of an undertaking by or on behalf of the Director, officer, employee, or agent to repay such amount unless it shall be ultimately be determined that the person is entitled to be indemnified by the corporation as authorized in Section 55A-17.2 or 55A-17.3 of North Carolina General Statues or as authorized in these Bylaws.

Section 7: Prohibited Activities

The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons. Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 8: Disposal of Assets

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

The undersigned persons certify the foregoing Bylaws have been adopted as the Bylaws of the Corporation, in accordance with the requirement of the Corporation Law.

Dated: _____

Board Chair

Attest: _____
Board Secretary

APPENDIX K

Articles of Incorporation or Municipal Charter



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

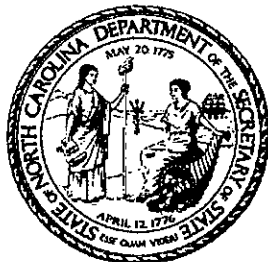
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

THE SOARING EAGLE ACADEMY

the original of which was filed in this office on the 16th 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 16th day of July, 2019.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: THE SOARING EAGLE ACADEMY

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

3. The name of the initial registered agent is: Melissa B. Grimes

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

Number and Street: 3006 Phillips Road

City: Greenville State: NC Zip Code: 27834 County: Pitt County

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

Number and Street or PO Box: (Same at street address)

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

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

Name	Address
<u>Melissa B. Grimes</u>	<u>3006 Phillips Road, Greenville, NC 27834</u>
_____	_____
_____	_____

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

a. The corporation will have members.

b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: (252) 916-8159

Number and Street: 3006 Phillips Road

City: Greenville State: NC Zip Code: 27834 County: Pitt County

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

Number and Street or PO Box: (Same as street address)

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

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

Name	Address	Title

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

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

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

This is the 25th day of June, 2019.

Incorporator Business Entity Name

Melissa B. Grimes
Signature of Incorporator

Melissa B. Grimes, Incorporator

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

NOTES:

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

BUSINESS REGISTRATION DIVISION
(Revised August, 2017)

P. O. BOX 29622

RALEIGH, NC 27626-0622
Form N-01

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

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

APPENDIX L

Insurance Quote

INSURANCE PEOPLE

Below are the estimated annual premiums: The Soaring Eagle Academy

Property Premium Estimate **\$450**

Contents	\$150,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

General Liability Premium Estimate **\$1,331**

Rating Basis:	Students	180
	Faculty	20

Limits:

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

**School District & Educators Legal Liability (D&O/ E&O)
Premium Estimate** **\$3,057**

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

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

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

INSURANCE PEOPLE

Fidelity Bond Estimate		\$332
Limit	\$250,000	
Auto Premium Estimate		\$181
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
Head of Class Endorsement		\$82
Workers Compensation Premium Estimate		\$4,403
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$759,000	
Umbrella Premium Estimate		\$2,387
Limit of Liability	\$1,000,000	
TOTAL ESTIMATED PREMIUM		\$12,223
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

08/16/2019

APPENDIX M

Revenue Assurances and/or Working Capital Report

NOT APPLICABLE

No Additional Sources of Revenue

APPENDIX N

Proposed School Budget for Year 1 through Year 5

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:	740-Pitt	What percentage of students from the LEA selected above will qualify for EC funding?	14%
LEA #2:	980-Wilson	What percentage of students from the LEA selected above will qualify for EC funding?	14%
LEA #3:	540-Lenoir	What percentage of students from the LEA selected above will qualify for EC funding?	14%

Grade	Year 1			Year 2			Year 3			Year 4			Year 5		
	LEA #1 740	LEA #2 980	LEA #3 540	LEA #1 740	LEA #2 980	LEA #3 540	LEA #1 740	LEA #2 980	LEA #3 540	LEA #1 740	LEA #2 980	LEA #3 540	LEA #1 740	LEA #2 980	LEA #3 540
Kindergarten	20	10	10	20	10	10	20	10	10	20	10	10	20	10	10
Grade 1	20	10	10	20	10	10	20	10	10	20	10	10	20	10	10
Grade 2	20	10	10	20	10	10	20	10	10	20	10	10	20	10	10
Grade 3	20	10	10	20	10	10	20	10	10	20	10	10	20	10	10
Grade 4	10	5	5	20	10	10	20	10	10	20	10	10	20	10	10
Grade 5				10	5	5	20	10	10	20	10	10	20	10	10
Grade 6							10	5	5	20	10	10	20	10	10
Grade 7										10	5	5	20	10	10
Grade 8													10	5	5
Grade 9															
Grade 10															
Grade 11															
Grade 12															
LEA Totals:	90	45	45	110	55	55	130	65	65	150	75	75	170	85	85

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

Budget: Revenue Projections from each LEA Year 1

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

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

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

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

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

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1:	740-Pitt		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,649.75	90	\$508,477.50
Local Funds	\$1,609.00	90	\$144,810.00
State EC Funds	\$4,464.16	11	\$51,226.24
Federal EC Funds	\$1,514.35	11	\$17,377.17
		Total:	\$721,890.90

LEA #2:	980-Wilson		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,754.15	45	\$258,936.75
Local Funds	\$1,620.00	45	\$72,900.00
State EC Funds	\$4,464.16	6	\$25,613.12
Federal EC Funds	\$1,514.35	6	\$8,688.58
		Total:	\$366,138.45

LEA #3:	540-Lenoir		
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	Approximate funding for Year 1
State Funds	\$5,898.36	45	\$265,426.20
Local Funds	\$970.00	45	\$43,650.00
State EC Funds	\$3,578.95	6	\$20,534.23
Federal EC Funds	\$1,514.35	6	\$8,688.58
		Total:	\$338,299.01

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:	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue Projections					
State ADM Funds	\$ 1,032,840	\$ 1,262,361	\$ 1,491,881	\$ 1,721,401	\$ 1,950,921
Local Per Pupil Funds	\$ 261,360	\$ 319,440	\$ 377,520	\$ 435,600	\$ 493,680
State EC Funds	\$ 97,374	\$ 119,012	\$ 140,651	\$ 162,289	\$ 183,928
Federal EC Funds	-	\$ 34,754	\$ 50,201	\$ 57,924	\$ 65,647
Other Funds*					
Working Capital*					
TOTAL REVENUE:	\$ 1,391,574	\$ 1,735,567	\$ 2,060,252	\$ 2,377,214	\$ 2,694,176

*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	\$ 50,000	\$ 50,000	1	\$ 51,000	\$ 51,000	1	\$ 52,020	\$ 52,020	1	\$ 53,060	\$ 53,060	1	\$ 54,121	\$ 54,121
Assistant Administrator	1	\$ 40,000	\$ 40,000	1	\$ 40,800	\$ 40,800	1	\$ 41,616	\$ 41,616	1	\$ 42,448	\$ 42,448	1	\$ 43,297	\$ 43,297
Finance Officer	1	\$ 35,000	\$ 35,000	1	\$ 35,700	\$ 35,700	1	\$ 36,414	\$ 36,414	1	\$ 37,142	\$ 37,142	1	\$ 37,885	\$ 37,885
Clerical	1	\$ 28,000	\$ 28,000	1	\$ 28,560	\$ 28,560	1	\$ 29,131	\$ 29,131	1	\$ 29,713	\$ 29,713	1	\$ 30,308	\$ 30,308
Food Service Staff	1	\$ 28,000	\$ 28,000	1	\$ 28,560	\$ 28,560	1	\$ 29,131	\$ 29,131	1	\$ 29,713	\$ 29,713	1	\$ 30,308	\$ 30,308
Custodians	3	\$ 20,000	\$ 60,000	4	\$ 20,400	\$ 81,600	4	\$ 20,808	\$ 83,232	4	\$ 21,224	\$ 84,896	4	\$ 21,648	\$ 86,592
Transportation Staff															
Total Admin and Support:	8		\$ 241,000	9		\$ 266,220	9		\$ 271,544	9		\$ 276,872	9		\$ 282,511
Instructional Personnel															
Core Content Teacher(s)	9	\$ 40,000	\$ 360,000	11	\$ 40,800	\$ 448,800	13	\$ 41,616	\$ 541,008	15	\$ 42,448	\$ 636,720	17	\$ 43,297	\$ 736,049
Electives/Specialty Teacher(s)	2	\$ 38,000	\$ 76,000	2	\$ 38,760	\$ 77,520	2	\$ 39,535	\$ 79,070	3	\$ 40,325	\$ 120,975	3	\$ 41,132	\$ 123,396
Exceptional Children Teacher(s)	1	\$ 40,000	\$ 40,000	1	\$ 40,800	\$ 40,800	2	\$ 41,616	\$ 83,232	2	\$ 42,448	\$ 84,896	2	\$ 43,297	\$ 86,594
Instructional Support	1	\$ 40,000	\$ 40,000	1	\$ 40,800	\$ 40,800	1	\$ 41,616	\$ 41,616	1	\$ 42,448	\$ 42,448	1	\$ 43,297	\$ 43,297
Teacher Assistants	1	\$ 28,000	\$ 28,000	1	\$ 28,560	\$ 28,560	1	\$ 29,131	\$ 29,131	2	\$ 29,713	\$ 59,426	2	\$ 30,308	\$ 60,616
Support Teachers	2	\$ 30,000	\$ 60,000	2	\$ 30,600	\$ 61,200	3	\$ 31,212	\$ 93,636	3	\$ 31,836	\$ 95,508	4	\$ 32,472	\$ 129,888
Total Instructional Personnel:	16		\$ 604,000	18		\$ 687,680	22		\$ 867,693	26		\$ 1,039,973	29		\$ 1,179,840
Total Admin, Support and Instructional Personnel:	24		\$ 845,000	27		\$ 963,900	31		\$ 1,139,237	35		\$ 1,316,945.00	38		\$ 1,462,351

THE SCORING EAGLE ACADEMY

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Total Cost Per	Total	Number of Staff	Total Cost Per	Total	Number of Staff	Total Cost Per	Total	Number of Staff	Total Cost Per	Total	Number of Staff	Total Cost Per	Total
Administrative & Support Benefits:															
Health Insurance	8	\$ 4,800	\$ 38,400	9	\$ 4,886	\$ 44,064	9	\$ 4,993	\$ 44,937	9	\$ 5,093	\$ 45,837	9	\$ 5,195	\$ 46,746
Retirement Plan-NC State															
Retirement Plan-Other	8	\$ 1,180	\$ 9,280	9	\$ 1,183	\$ 10,647	9	\$ 1,206	\$ 10,854	9	\$ 1,231	\$ 11,079	9	\$ 1,255	\$ 11,292
Life Insurance															
Disability															
Medicare	8	\$ 580	\$ 4,640	9	\$ 591	\$ 5,319	9	\$ 603	\$ 5,427	9	\$ 615	\$ 5,535	9	\$ 627	\$ 5,643
Social Security	8	\$ 2,030	\$ 16,240	9	\$ 2,070	\$ 18,630	9	\$ 2,112	\$ 19,008	9	\$ 2,154	\$ 19,386	9	\$ 2,197	\$ 19,771
Total Admin and Support Benefits:			\$ 68,560			\$ 78,660			\$ 80,226			\$ 81,837			\$ 83,466
Instructional Personnel Benefits:															
Health Insurance	16	\$ 4,800	\$ 76,800	18	\$ 4,896	\$ 88,128	22	\$ 4,993	\$ 109,846	26	\$ 5,093	\$ 132,418	29	\$ 5,195	\$ 150,655
Retirement Plan-NC State															
Retirement Plan-Other	16	\$ 1,510	\$ 24,160	18	\$ 1,540	\$ 27,720	22	\$ 1,570	\$ 34,540	26	\$ 1,602	\$ 41,652	29	\$ 1,634	\$ 47,386
Social Security	16	\$ 2,642	\$ 42,272	18	\$ 2,694	\$ 48,492	22	\$ 2,748	\$ 60,456	26	\$ 2,803	\$ 72,878	29	\$ 2,859	\$ 82,911
Disability															
Medicare	16	\$ 755	\$ 12,080	18	\$ 770	\$ 13,860	22	\$ 785	\$ 17,270	26	\$ 801	\$ 20,826	29	\$ 817	\$ 23,893
Life Insurance															
Total Instructional Personnel Benefits:			\$ 155,312			\$ 178,200			\$ 222,112			\$ 267,714			\$ 304,645
Total Personnel Benefits:			\$ 223,872			\$ 256,860			\$ 302,338			\$ 349,551			\$ 388,111
Total Admin & Support Personnel (Salary & Benefits):	8		\$ 309,560	9		\$ 344,880	9		\$ 351,770	9		\$ 358,809.00	9		\$ 365,977
Total Instructional Personnel (Salary & Benefits):	16		\$ 759,312	18		\$ 875,880	22		\$ 1,089,805	26		\$ 1,307,747	29		\$ 1,484,485
TOTAL PERSONNEL:	24		\$ 1,068,872	27		\$ 1,220,760	31		\$ 1,441,575	35		\$ 1,666,556	38		\$ 1,850,462

*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 provided as an example. Applicants should modify to meet their needs.					
	Year 1	Year 2	Year 3	Year 4	Year 5
OPERATIONS BUDGET: Administrative and Support					
Office Supplies	\$ 1,500.00	\$ 1,600.00	\$ 1,700.00	\$ 1,800.00	\$ 1,900.00
Paper	\$ 2,000.00	\$ 2,100.00	\$ 2,200.00	\$ 2,300.00	\$ 2,400.00
Computers & Software	\$ 3,000.00	\$ 3,100.00	\$ 3,200.00	\$ 3,300.00	\$ 3,400.00
Communications & Telephone	\$ 3,800.00	\$ 3,900.00	\$ 4,000.00	\$ 4,100.00	\$ 4,200.00
Copier Leases	\$ 3,800.00	\$ 3,900.00	\$ 4,000.00	\$ 4,100.00	\$ 4,200.00
Other	\$ 1,000.00	\$ 1,200.00	\$ 1,400.00	\$ 1,600.00	\$ 1,800.00
OPERATIONS BUDGET: Instructional					
Classroom Technology					
Software	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Student Computers	\$ 23,000.00	\$ 23,000.00	\$ 23,000.00	\$ 23,000.00	\$ 23,000.00
Interactive White Boards	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
OPERATIONS BUDGET: Support Operations					
Staff Development	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
OPERATIONS BUDGET: Books and Supplies					
Instructional Materials	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Curricular/Text	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Copy Paper	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Printing Supplies	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Other	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Total Instructional Operations:	\$ 107,000.00	\$ 105,000.00	\$ 111,000.00	\$ 109,000.00	\$ 117,000.00
TOTAL OPERATIONS:	\$ 312,800.00	\$ 324,300.00	\$ 348,800.00	\$ 354,300.00	\$ 368,800.00

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

Overall Budget

		Year 1	Year 2	Year 3	Year 4	Year 5
SUMMARY						
Total Personnel	J	\$ 1,068,872.00	\$ 1,220,760.00	\$ 1,441,575.00	\$ 1,666,556.00	\$ 1,850,462.00
Total Operations	M	\$ 312,800.00	\$ 324,300.00	\$ 348,800.00	\$ 364,300.00	\$ 388,800.00
Total Expenditures	N = J + M	\$ 1,381,672.00	\$ 1,545,060.00	\$ 1,790,375.00	\$ 2,030,856.00	\$ 2,239,262.00
Total Revenue	Z	\$ 1,391,574.03	\$ 1,735,567.04	\$ 2,060,252.08	\$ 2,377,213.94	\$ 2,694,175.80
Surplus / (Deficit)	= Z - N	\$ 9,902.03	\$ 190,507.04	\$ 269,877.08	\$ 346,357.94	\$ 454,913.80

APPENDIX O

Additional Appendices Provided by Applicant

TOWN OF FARMVILLE

OFFICE OF MAYOR AND TOWN MANAGER
POST OFFICE BOX 86/3672 NORTH MAIN
FARMVILLE, NORTH CAROLINA 27828-0086

www.farmville-nc.com

TELEPHONE: (252) 753-5774

FAX: (252) 753-2963

July 23, 2019



Dr. Melissa Grimes
Soaring Eagle Charter School
H. B. Sugg Community Center
3632 South George St.
Farmville, N. C. 27828

Dear Dr. Grimes:

It was with a great deal of interest that I read in this week's Farmville Enterprise about your recent success in obtaining a charter school-Soaring Eagle-for the Farmville community, to be located at the H. B. Sugg Community Center. For sure, this is good news for Farmville and surrounding area.

My record shows that I am a strong advocate for Farmville public schools. However, I do not view this school as a deterrent to existing schools, but rather a viable alternative for those students that may have difficulties fitting into the larger school environment.

Finally, I want to commend you for your tireless effort to make your dream of a charter school in Farmville a reality. I know it was not an easy task and one that a less dedicated person would have abandoned long ago.

I wish you continued success!

Respectfully,

Robert L. Evans
Mayor, Town of Farmville

APPENDIX P

Required Signed and Notarized Documents

Charter School Required Signature Certification

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

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

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non-Profit Corporation.



- Name of the Selected Board Attorney:

Christopher Edwards

- Date of Review:

8 | 20 | 2019

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

- Melissa Grimes
- Carrie Baker
- Linda Harrell
- Dana Lehner
- Jadith Gidley
- Ulanda Johnson
- Roger L. McKay
- [Signature]

- ❖ 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:

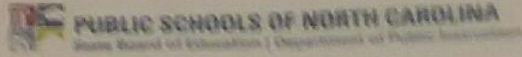
Larry Carpenter, CPA

- Date of Review:

8 | 20 | 2019

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

- Melissa Grimes
- Carrie Baker
- Linda Harrell
- Dana Lehner
- Jacitha Gidley
- Ylanda Johnson
- Roger L. McKay
- [Signature]



Certification

I, Melissa Grimes, 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 Soaring Eagle Charter School is true and correct in every respect.

Signature Melissa B. Grimes

Date 08/20/2019

• HEADINGS

The descriptive headings used herein are for convenience of reference only and they are not intended to have any effect whatsoever in determining the rights or obligations of Landlord or Tenant.

• ENTIRE AGREEMENT

This Agreement, including any attachments incorporated by reference, constitutes the entire agreement between the parties and supersedes any oral or written representations or agreements that may have been made by either party. Tenant acknowledges that it has consulted with independent legal counsel before entering into this Agreement. Tenant acknowledges that it has read and understood this agreement and has been furnished a duplicate original.

IN WITNESS WHEREOF this Agreement has been executed as of July 29, 2019.

LANDLORD: H B SUGG COMMUNITY CENTER

Rammi Wilkes CEO
Name:
Title:

f. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law.

1. Complete the table below, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Area of Proposed Coverage	Proposed Amount of Coverage	Cost (Quote)
Comprehensive General Liability	\$1,000,000.00/occurrence	1,331.00
Officers and Directors/Errors and Omissions	\$1,000,000.00/occurrence	3,057.00
Property Insurance		450.00
Automobile Liability	\$1,000,000.00/occurrence	181.00
Crime Coverage Minimum/Maximum Amount	\$250,000.00 \$250,000.00	332.00
Worker's Compensation	\$500,000	4,403.00
Other Coverage		2469.00
Total Cost		\$12,223.00

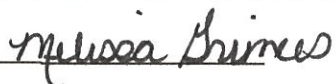
***Attach Appendix L: Insurance Quotes**

The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

4.4 Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

We, the Board members at **[The Soaring Eagle Academy]** will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

Melissa B. Grimes  08/23/2019

Board Chair Signature

Date

Start-Up Plan

1. Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

The Soaring Eagle Academy will adhere to the schedule produced by NCDPI Office of Charter School for the Start-up year. Dr. Melissa Grimes (Board Chair) and Dara Lehner (Board Secretary) has committed to attend all required meetings for the start-up year. Other board members will also attend the meetings as their schedule permits.

Signature Page

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

Print/Type Name: Dr. Melissa B. Grimes

Board Position: Board Chair

Signature: Melissa B. Grimes

Date: August 25, 2019

Sworn to and subscribed before me this 25 day of August, 2019.

Notary Public: Mary T. Hopkins Official Seal:

My commission expires: 11-1-2023, 20 .

