

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

Jordan Lake Charter School

Email *

drhvcoleman@gmail.com

Telephone *

910-233-1528

Fax

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Address *

5000 Centregreen Way

Unit/Suite

500

Zip Code *

27513

City *

Cary

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent



Primary Contact Name

Joseph Zhou

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Proposed School Leader Current Job/Position *

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
5	75	75	75	100	100	100
4	75	75	75	100	100	100
3	75	75	100	100	100	100
2	75	75	100	100	100	100
1	75	100	100	100	100	100
K	75	100	100	100	100	100

Team Members Roaster



Name	Title	Position	Email Address
Howard Coleman	President	Coleman Ed Associates	drhvcoleman@gmail.com

Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Dr. Ken Branch	2904 Wycliff Road, Raleigh, NC	27607	kenbranch54@gmail.com	School Administrator
John Norwood	8412 Sawyer Drive, Raleigh, NC	27613	jnorwood@NorthStateBank.com	Bank President
Jerry Guerrier	612 Cheselden Drive, Durham NC	27713	jugap@att.net	Architectural Consultant
Dr, Greg Bounds	179 Eddice Taylor Road, Faison NC	28341	gbounds@goshenmed.com	President of Faison Day School Board



1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

Jordan Lake Charter School

Q3. Has the organization applied for 501C3 nonprofit status?

- Yes
 No

Evidence :

	
501C3 Application Final0504202...	FedEx Scan 2020-05-05_10-13-34...

Q4. **The next few questions will** inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Mr. Joseph Zhou, President and Board Chairman

Q5. Primary Contact's

Mailing AddressCity, State, Zip

5000 Centregreen Way

Suite 500

Cary, NC 27513

Q6. Primary Contact's Primary Telephone Number

(919) 606-1297

Q7. Primary Contact's Alternate Telephone Number

(919) 228-6474

Q8. Geographic County in which charter school will reside

Chatham County



Q9. **LEA/District Name**

Chatham County Schools

Q10. **Projected School Opening Month**

August, 2022

Q11. **Will this school operate on a year-round schedule?**

Yes

No

Q12. **Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.**

Jordan Lake Charter School will admit 600 K-5th grade students year one. Six hundred students will provide a reasonable and financially viable number of students for the school's first operational year. There will be 100 students in each of the six grade levels. These students will establish a "core group" of students to continue to populate the 6th, 7th and 8th grade levels over the next 3 years. This growth plan supports the expansion of the school 6th, 7th, and 8th middle grades. Total enrollment for K-8th grades will be 900 students.

Q13. **Projected Enrollment Demographics**

Q14. **Certification of Originality**



8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q15. The mission statement of the proposed charter school is as follows (35 words or less)

Mission Statement

Jordan Lake Charter School will provide a rigorous, personalized, and nurturing experience that encourages all students to become critical thinkers, inspired leaders, and lifelong learners as they prepare for college and the workforce.

Comments :

Jordan Lake Charter School will develop an inclusive culture to ensure that all students from the Chatham County area and the surrounding school districts receive high quality educational and support services. We will accomplish these goals and objectives by implementing valid and reliable instruction based on a curriculum that is in alignment with the NC Essential Standards for K-8 students. Success will be determined by developing students who are well-prepared for the next grade levels and meeting the purposes of the NC Charter School Law 115-218: 1) improving student learning; 2) increasing learning opportunities for all students, with specific emphasis on expanding learning experiences for students who are identified as at risk relative to English Language Learning and disabilities; 3) encouraging teachers to use different and innovative teaching methods; 4) providing ongoing professional opportunities for teachers and staff members; and 5) providing students and parents with expanded educational choices. Furthermore, Jordan Lake Charter School will develop students who will have the courage, integrity, and accountability to become effective leaders who can build a bright future for themselves, their communities, and the world at large.

Q16. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Vision Statement

Jordan Lake Charter School will provide students equitable access to a comprehensive education that allows them to explore their individual gifts and talents in a respectful, supportive, and compassionate learning environment.

Comments :

Jordan Lake Charter School will ensure equitable opportunities for all students to embrace high personal and academic expectations, and to take responsibility for their own lives. Teachers will encourage students to discover their unique talents and align them with their personal goals. Our school will implement a social/emotional learning program to help students learn to work with, for and through others in an understanding, supportive and compassionate culture. This will be accomplished via the 7 Mindsets for



Success Program: 1) Everything is Possible; 2) Passion First; 3) We Are Connected; 4) 100% Accountability; 5) Attitude of Gratitude; 6) Live to Give; and 7) The Time is Now. Success of the 7 Mindsets will be measured using school climate surveys, behavioral observations, and student interactions with their peers and other school stakeholders.

Link to the 7 Mindsets for Success

<https://7mindsets.com/success-mindset/> (<https://7mindsets.com/success-mindset/>)

Q17. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).

Jordan Lake Charter School's targeted population will be Hispanic and English as A Second Language (ESL) Students as reflected in the racial and ethnic composition of the Chatham County School System. The Hispanic student population in Chatham County Schools has increased to 31% and the ESL population has increased to 11.7%. Twelve point two percent of the students in Chatham County Schools have disabilities. The estimated median household income for Chatham County is \$58,555. The average average per capita income is \$35,109. Although Chatham County consistently ranks in the top five counties in terms of per capita income, there are major pockets of poverty. An estimated 50.9% of the residents are at or below the federal poverty level. Most of the Chatham County's wealth is concentrated in the eastern part of the county. This points out a significant number of high need students whose families are at the low end of the income level. Jordan Lake Charter School will focus on ensuring support for these students' academic and developmental needs.

Q18. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Enrollment Trends

Jordan Lake Charter School will be in the Chatham County School District. In recent years, the population in Chatham County and surrounding areas has been increasing each year. This is reflected in the population for children between 5 and 14 years old. According to the Environmental Systems Research Institute (ESRI), in 2019, the number of children aged 5 to 14 years old within 30 minutes of Apex, NC was 126,421. ESRI is estimating that by 2024, the number of children aged 5 to 14 years old within 30 minutes of Apex, NC will be 133,430.



According to data from the NC Department of Public Instruction, from 2009 to 2019, the Chatham County School System's student population has gone from 7,679 to 8,840, a 15.2% increase. Chatham County's student population will continue to increase over the next several years due to the Brian Chapel and Chatham Park developments. Chatham Park will be the largest mixed-use development in the state with the expectation of more than 60,000 new residents in 40 years to Pittsboro.

Chatham Park will be building 22,000 dwellings that will generate approximately 6,051 students. As a result, 5 elementary schools, 2 middle schools and 1 high school will be needed to accommodate this increase in student population. According to information presented to the Chatham County Board of Education by N.C. State University's Operations Research and Education Laboratory, even when the expected growth of Chatham Park is not considered, multiple Chatham County Schools will exceed 105% over capacity in the next three years. Perry Harrison Elementary is expected to cross the 105% threshold by the 2020-21 school year, Pollard Middle by 2021-22, and Northwood High School by 2022-23. John McCain, Chatham County's Public Relations Director, has stated that a number of these new students could attend charter schools or private schools.

Academic Performance Outcomes

Chatham County School District's 2018/2019 NC DPI Report Card reveals that 14 schools Met or Exceeded Growth, 3 schools Did Not Meet Growth, and 1 school, Chatham County Middle School, received a Low Performing Rating. Overall, 63% of Chatham County Schools' students Met or Exceeded Proficiency in Reading/ELA and Math in 2018/2019. Thirty-seven percent of Chatham County Schools' students Did Not Meet Proficiency in Reading/ELA or Math in 2018/2019. English Learners' Progress in the school district for the 2018/2019 academic year was 36%, defined as the percentage of students who met NC's definition of progress towards English Language attainment, measured by the English Language Proficiency Test.

Educational Model Elements

Jordan Lake Charter School's educational model elements will be designed to meet the needs of the targeted student population. The school will utilize research-based curriculum and instruction that are in alignment with the NC Essential Standards, effective intervention strategies for improving ELL students'



language proficiency, high quality Individual Education Plans for Exceptional Students, and the 7 Mindsets social-emotional character education program for all students. The following is an overview of Jordan Lake Charter School's academic and developmental educational elements.

K-2nd grade reading proficiency determines student success in all subjects and all higher grade levels. Decades of research studies on how children learn to read have revealed that the Superkids Reading Program for K-2 effectively promotes students achieving higher reading levels (<https://www.zaner-bloser.com/reading/superkids-reading-program/program-results.php> (<https://www.zaner-bloser.com/reading/superkids-reading-program/program-results.php>), 2020). The Superkids Reading Program is also in alignment with the NC Essential Standards for Reading. Superkids is a comprehensive, phonics-based reading program that explicitly and systematically teaches children how to become fluent, automatic readers. The strength of Superkids' instruction is its automaticity (defined as action so well practiced that it does not require conscious effort to carry it out) and fluency, which provides the essential foundation children need for comprehension, and building confident readers who are able to focus on the meaning of complex texts. As children develop automaticity and fluency in word recognition, Superkids instruction also teaches the comprehension skills appropriate to each stage of their development as readers. Superkids teaches phonological awareness, fluency, reading literature and informational text, writing, grammar, usage, punctuation, capitalization, spelling. This curriculum and instruction approach will be used to ensure that all students in K-2 grades at Jordan Lake Charter School will have an equal reading playing field.

Reading/ELA instruction for 3rd-5th grades will expand 2nd grade students knowledge, skills, and abilities to prepare them for the next grade levels. Teachers will follow the NC Essential Standards for elementary grades. Students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students will also acquire the habits of reading closely and independently for sustained periods of time. They will learn how to connect prior knowledge and experiences to text. They will also show a steadily growing ability to discern more from text. Teachers will use the IStation Reading/ELA software program to support their instruction. Students will use IStation in class and at home. IStation is a supplemental learning system that adapts and individualizes learning content for each student. Reading and writing topics cover many standards and material for K-8th grades.



Jordan Lake Charter School will use the SAXON Math Curriculum Program to align teacher instruction with the NC Essential Standards in the Standard Course of Study for K-8th grades. SAXON Math uses an incremental approach to teaching math in each grade level. Students are introduced to new concepts in small increments and then do a daily review of all concepts learned to that point. The SAXON Math instruction is aligned with the NC Standard Course of Study to meet the NC Essential Math Standards for K-8th grades. The Dream Box Math supplemental software program will also be used to support math instruction in the classroom and at home for students. Dream Box is a supplemental learning system that provides guided practice for students based on their ability and knowledge levels. Dream Box content and materials are aligned with many of the NC Essential Standards for K-8th grades.

English Learners' progress in the Chatham County School District for the 2018/2019 academic year was 36%. Jordan Lake Charter School will seek to improve this percentage in our school by implementing 5 effective English literacy and English as a Second Language curriculum and instructional methodologies for elementary students. These effective instructional methodologies were revealed in research studies reviewed by the Institute of Education Sciences and the National Center for Education Evaluation and Regional, Assistance (Gersten, Baker, Shanahan, Linan-Thompson, Collins, & Scarcella, 2007). The 5 methodologies are: 1) screen for reading/comprehension problems and continuously monitor progress; 2) provide intensive small-group reading interventions; 3) provide extensive and varied vocabulary instruction; 4) promote and develop academic English; and 5) schedule regular peer-assisted learning opportunities.

All these curriculum and instructional methodologies will be modified and adapted to meet the specific needs of Students with Disabilities (SWD) at Jordan Lake Charter School. SWD students will receive additional support from EC and regular education teachers based on their Individualized Education Plans (IEPs).

Jordan Lake Charter School's educational model will use these elements to help the 37% percent of students who Did Not Meet Proficiency in Reading/ELA or Math in 2018/2019 in Chatham County Schools to meet grade level standards.

Q19. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same



offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The total projected enrollment at Jordan Lake Charter School for K-8th grades will be 900 students (100 students for each of the nine grade levels). The total projected enrollment at Jordan Lake Charter School will be 13.8% of the Average Daily Membership at the same grade levels in Chatham County Schools (900/6,500).

Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

Jordan Lake Charter School will provide high quality instruction and support services for all students. The targeted population will be the increasing number of Hispanic and ELL students in the school district. Our charter school will use research based instruction strategies to meet the needs of these students. Lucas, Henze, and Donato conducted interviews at six urban Hispanic-majority schools that were judged to be successful in their educational programs (<http://www.ascd.org/publications/educational-leadership/may94/vol51/num08/Improving-the-Achievement-of-Hispanic-Students.aspx> (<http://www.ascd.org/publications/educational-leadership/may94/vol51/num08/Improving-the-Achievement-of-Hispanic-Students.aspx>),1990). From their observations, the researchers identified the following actions that school teachers and staff members routinely performed to promote high student achievement and positive results:

- *Place value on the students' languages and cultures.* Teachers and staff will attempt to gain a basic command of the Spanish language and will also become knowledgeable of various Hispanic cultures.
- *Set high expectations for language-minority students.* Our teachers and staff members will keep the standards high for Hispanic and ELL students. They will utilize one-on-one tutoring and peer assisted learning to promote their success.
- *Professional development for teachers and staff members.* We will provide staff development and training for our educators to understand how to address the cultural dynamics of this population and use strategies that have been successful with Hispanic students.
- *Employ teachers that have can give special attention to language-minority students.* Teachers who speak Spanish can more effectively address problems originating in the home. We will be hiring Spanish speaking teachers from the Participate Learning International Program to provide this support and guidance for our students and their families.



Link: <https://www.participatelearning.com/> (<https://www.participatelearning.com/>)

- *Parental involvement.* We will invite and encourage parents of the language minority students to become involved in their children's education and decision making in the school. This will be accomplished by offering ESL classes to the parents, scheduling monthly parents' nights, conducting neighborhood meetings, and arranging parent-teacher conferences. We will offer parent-teacher conference at flexible times since in many of these households both parents are working outside the home. In addition, the concept of "family" in the Hispanic culture usually includes parents, grand parents, Padrinos (godparents), and cousins who may all live in the same household. All of these
- *Build a strong commitment through caring teachers.* This will be a powerful tool for our teachers to engage these students through tutoring, lunch discussions, and communication with family members, which will promote ongoing involvement and higher student achievement.

A research study by Nicolau and Ramos revealed that strong personal outreach, nonjudgmental communication, and the ability to convey respect for the parents' feelings and concerns were important keys to ensuring Hispanic students' success (<https://files.eric.ed.gov/fulltext/EJ1165638.pdf> (<https://files.eric.ed.gov/fulltext/EJ1165638.pdf>), 1990). This communication and interaction will take time, perseverance, and creativity. This personal outreach approach will include phone calls, home visits, and personal greetings by principal and teachers at the school door. These strategies will establish trusting relationships and a positive school culture for all students at Jordan Lake Charter School.

Researchers with the Clinical Research, Education and Development (CREDE) organization has identified 5 best practices that have been valuable for teaching Hispanic students and ELL students (<https://files.eric.ed.gov/fulltext/ED499031.pdf> (<https://files.eric.ed.gov/fulltext/ED499031.pdf>) Retner, Scoot, Kober, Chudowsky, Joftus, 2006; Waxman, Padron & Arnold, 2001). Jordan Lake Charter School will implement these best practices to address the needs of our targeted population: 1) culturally-responsive teaching which incorporates the everyday concerns of students, family and community issues into the curriculum; 2) cooperative learning which uses small groups in which students have specific roles in order to accomplish specific tasks and activities; 3) instructional conversations that promote extended communications that have educational value and relevance for students; 4) explicit guided instruction which teaches students how to monitor their own learning by using the comprehension strategies of summarizing, self-questioning, clarifying, and predicting. This approach has been effective in increasing reading achievement and helping students acquire needed knowledge; and 5) technology-enriched instruction that will incorporate active student learning and will be student-directed.



Teachers will facilitate student learning using multimedia programs. CREDE researchers have found technology to be especially helpful for Hispanic and ELL student to learn English. Jordan Lake Charter School will implement the effective instructional practices described above to promote the academic and developmental success of our Hispanic and ELL students. The principal and the teachers will establish a school climate that will respect students' willingness to learn, along with accepting the collective benefits and knowledge these students will bring to the classroom. Our educators will recognize the importance of our targeted population's family and community influences and use these influences to continuously invite them to be successful in the classroom and in life.

Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results

The board has collected current and future student enrollment data in Chatham County and surrounding area counties. In recent years, the population in Chatham County and the surrounding areas has been increasing each year. This is reflected in the population for children between 5 and 14 years old. According to the Environmental Systems Research Institute (ESRI), in 2019 the number of children aged 5 to 14 years old within 30 minutes of Apex, NC was 126,421. ESRI is estimating that by 2024, the number of children aged 5 to 14 years old within 30 minutes of Apex, NC will be 133,430.

According to data from the NC Department of Public Instruction, from 2009 to 2019, the Chatham County school system's student population has gone from 7,679 to 8,840, a 15.2% increase. Chatham County's student population will continue to increase over the next several years due to the Brian Chapel and Chatham Park developments. Chatham Park will be the largest mixed-use development in the state with the expectation of more than 60,000 new residents in 40 years to Pittsboro, NC.

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The board members have generated support from the community for the school by developing relationships with the following individuals, committees, and agencies:

- 1) Chatham County Outreach and Advisory Committee, established to provide information, communications, and connections with the Board of Directors from the community;
- 2) Chatham County Latino Outreach Committee and Hispanic Liaison, that will ensure Hispanic stakeholders will have a voice and be able to participate with the board's and the school's decision making;
- 3) Ms. Jessica Mashburn, Executive Director of the Chatham County YMCA, who will serve as a public agency contact for community input and advisement;
- 4) Mr. Craig Witter, Executive Director of the Chatham Arts Council, who will serve as an advisor and supporter for arts in the charter school;
- 5) Program Coordinator for the NC Cooperative 4H Extension Program, who will serve as an advisor and leader for local programs and will provide a full-time teaching position;
- 6) Charter Success Partners, that will provide accounting and administrative support for the charter school;
- 7) The following faith-based community liaisons and supporters,
 - a) Reverend Sara Beth Pannel, Pittsboro United Methodist Church
 - b) Reverend Dr. Orlando Dowdy, Holland Chapel A.M.E. Zion Church of Chatham County
 - c) Reverend Daniel Woodard, Olive Chapel Baptist Church, Chatham County.

Q22. Attach Appendix A: Evidence of Community/Parent Support.

Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :



Board members have met with parents, community leaders, and non-profit agencies to determine and promote parent and community support. The responses have been incredibly positive, and there is significant interest in opening a new charter school in Cary, NC. The Jordan Lake Charter School Board of Directors administered the attached survey to over 350 parents and stakeholders in Chatham County. Survey results revealed that 95% of the respondents stated that they would send their children to this charter school and that they were interested in the program offerings.

Evidence :



8.2. Purposes of the Proposed Charter School

Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..

The Six Legislative Purposes of a Charter School are:1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.2. Hold schools accountable for meeting measurable student achievement results.3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.4. Improving student learning.5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.6. Encourage the use of different and innovative teaching methods.

1. Jordan Lake Charter School will develop a collaborative leadership model to promote new professional opportunities for teachers and to empower them to have the responsibility for high quality instructional programs. Our board of directors and our principal will establish an open, supportive, and participatory culture to ensure that all teachers, parents and community stakeholders are involved in school decision making.
2. Our school-based leadership team will develop **Specific, Measurable, Attainable, Realistic and Time Bound (SMART) Goals** to ensure we are providing high quality instruction and support services that are in alignment with meeting high academic standards for all students.



3. Our school will initially and continuously collect feedback from our students and parents on our programs and educational practices to determine what we are doing that is working, what we are doing that is not working, and what we need to start doing to serve their needs. This information will be used to guide how school resources and services can be used to increase educational choices.
4. Our teachers will provide research-based instructional methodologies and strategies to improve student learning and ongoing formative assessments to determine if the practices are working, and if the practices are not working, to modify, adapt and/or change the practices to meet the individual learning needs of students.
5. Our teachers and administrators will collect baseline assessment data on students at the beginning of each school year to determine their specific learning needs. At-risk students will receive specific interventions to help them overcome their deficits, such as tutoring, counseling and monitoring to determine how the interventions are working. Gifted students will receive advanced instruction and support to ensure that they have challenging assignments that are good fits for their intellectual needs.
6. Our principal will encourage all teachers to use innovative instructional methods to maximize student learning. Our principal will also establish collaboration with our teachers to promote a shared decision making model. Jordan Lake Charter School's teachers will be given opportunities to express their opinions and to provide advice for our principal. Teachers will feel comfortable taking instructional risks and trying new methodologies once they understand that the school leader is committed to supporting them.

8.3. Goals for the Proposed Charter School

Q24. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

Jordan Lake Charter School will create and implement the following 5-Year Operational Plan

Year 1 – 2021/2022 Planning Year

Our specific and measurable goals for the 2021/2022 planning year will be:

- **Board Members Governance & Operation Training**
 - o Hire principal and include in planning year activities
 - o Board members will participate in Office of Charter School's governance training



- o Board members will also attend state and national charter school conferences to receive additional professional development

- **Marketing Research and Recruitment**

- o Conduct quarterly surveys throughout the year to continue to monitor local and nearby demand for the charter school

- o Create clear, easy to read and easy to understand digital and printed materials for recruiting students and parents

- o Develop a comprehensive social media/Facebook strategy utilizing market analysis data to best position the school for a strong opening in the 2022/2023 academic year

- o Design targeted advertising and marketing materials to recruit students and families in Chatham County and bordering counties

- **Communication & Community Relations**

- o Schedule face-to-face information meetings for prospective parents and students throughout the year

- o Develop & maintain partnerships with civic and governmental leaders in Chatham County throughout the year

- o Establish a “State of Jordan Lake Charter School” report to be delivered by the Principal and aired on the school’s website 3-4 times of year, including at the beginning and the end of each school year.

- o Share data and information collected in multiple communication formats.

- **Facility/Finance Goals**

- o Secure Funding and Implement Facility Plan to build the school

- o Annually Assess Expenditures and Intended Outcomes

- o Provide Opportunities for Stakeholder Involvement in Budget Process

- **Personnel Goals**

- o Advertise to recruit and hire a high quality principal to lead the school

- o Post vacancy announcements for teaching positions



- o Work with Participant Teacher Program in Chapel Hill to recruit and hire experienced bilingual teachers

- **Academic Goals**

- o Develop a yearly professional development plan for teachers based on their needs and that is also aligned with our Mission and Vision for Jordan Lake Charter School
- o Conduct training for all teachers in SuperKids & SAXON Math curricula, the 7 Mindsets for Success Social/Emotional Learning program, and Preventive Behavior and Intervention Supports discipline practices.

Years 2, 3, 4 & 5

- **Governance**

- o Work with the principal and teachers to add additional grade levels
- o Schedule Board Summer Retreats each year to review plans to assess status of organizational structures
- o Create Board Committees to monitor operations, finance, academics, personnel, and community relations
- o Establish and confirm all operational facility requirements each year
- o Schedule information sessions during the summer to meet with prospective parents and students
- o Finalize Board and Principal evaluations each year to determine achievement of Goals and Objectives
- o Establish a permanent communication process between the Board Chairman and the Principal to ensure clear, up to date, and accurate information at all times.

- **Communications & Community Relations**

- o All communications will be delivered in English and Spanish
- o Provide multiple formats to communicate to all stakeholders information, important dates, and decisions. In addition, develop a *Strategic Crisis Communication Plan* to provide and effectively inform all stakeholders in the event of an emergency
- o Schedule an annual Opening School Event to kickoff beginning year each August



- o Teachers will publish weekly grade level newsletters on website to inform parents about lessons, homework assignments and school events
- o Conduct training sessions for administrators, teachers, and staff members on how to communicate Jordan Lake Charter School's Mission and Vision.
- o Provide multiple internal communication formats to provide current and ongoing information to all teachers, staff members and support personnel
- o Identify and engage the local media to establish and maintain good relationships with clear lines of communication
- o Submit positive stories and press releases to the media highlighting students and faculty members
- o Schedule an annual Fall Festival "Family Event" and invite parents to campus for a day of fun and food.

- **Academic Goals**

- o Establish and promote Professional Learning Communities with weekly grade level data meetings for teachers in each grade level to review instructional strengths and weaknesses
- o Principal will review teachers academic summaries for each grade level
- o Scheduled Professional Development for some faculty meeting and avoid using faculty meetings to present information that can be shared in digital formats.
- o Schedule faculty meeting to focus on discussing student performance issues and identifying barriers that may be preventing students from learn, by reviewing formative and summative student achievement results

- **Adding Grade Levels**

- o Implement plans to add grade levels each year
- o Conduct "deep dive" research each year to review and evaluate which recruitment strategies worked, which ones did not work, and identify new strategies that will increase the recruitment and retention of students and their families.
- o Recruit and hire new teachers for each grade level
- o Administer surveys to students, parents, and teachers to determine what can be done to improve this process



- **Governance**

- o Schedule a Welcome Back event for returning and new students and their families each year
- o Develop and communicate board meeting schedule for the year to all stakeholders
- o Provide opportunities for parents to interact with board members at school events
- o Administer surveys to students, parents, and teachers to receive feedback on recommendations and suggestions to improve our charter school

- **Facility and Finance Goals**

- o Annually Assess Expenditures and Intended Outcomes
- o Provide Opportunities for Stakeholder Involvement in Budget Process

Q25. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

Jordan Lake Charter School's Governing Board will know that the school is working towards attaining their mission statement based on the following:

1. Students will be achieving academic success in their course work based on achievement data;
2. Students will be engaged in learning how to become critical thinkers and inspired leaders by demonstrating problem solving skills and leading by example, based on teacher observations;
3. Students and their parents will continue to enroll in Jordan Lake Charter School each year;
4. New students and parents will apply to enroll in Jordan Lake Charter School each year;
5. Students will be respectful, supportive, and compassionate towards their classmates, their teachers, their principal, their family members, and the community.



9. Educational Plan

9.1. Instructional Program

Q26. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

Jordan Lake Charter School's curricula will be using the Superkids Curriculum for teaching reading skills for students, SAXON Math for teaching math for students, and the 7 Mindsets for Success social/emotional learning program to promote the development of students' character, understanding and empathy skills. All curricula will be used to support teachers' instruction by assisting them in developing lesson plans.

Superkids

K-2nd grade reading proficiency determines students' success in all subjects and all higher grade levels. Research studies on how children learn to read have revealed that the Superkids Reading Curriculum for K-2 effectively promotes students achieving higher reading levels (Fisher, 2016; Templeton, 2015; and Hoffman, 2014). The Superkids Reading Program is in alignment with the NC Essential Standards for Reading, including the following: 1) *Foundational Skills* of print, phonics and fluency; 2) *Reading Literature and Information Skills* of decodability and text complexity, comprehending literature and comprehending informational text; *Writing Skills*; *Language Skills* of grammar, usage, mechanics and vocabulary; and *Speaking and Listening Skills*. Superkids is a comprehensive reading program that explicitly and systematically teaches children how to become fluent, automatic readers.

The Superkids Reading Curriculum has built in assessments to determine a student's progress in meeting reading standards. Teachers will create lessons and use the evaluation toolkits to monitor each student's success in mastering the reading standards. Teachers will also work closely with parents to ensure that parents will be able to reinforce their child's reading skills in the home. Superkids Reading/ELA instruction for 3rd-5th grades will expand 2nd grade students' knowledge, skills, and abilities to prepare them for the next grade levels. Teachers will follow the NC Essential Standards for elementary grades.



IStation

Teachers will use the IStation Reading/ELA software program to support their reading instruction in both elementary and middle school grade levels. I Station's reading curriculum and assessments are based on data from scientific and independent research studies that have proven IStation's effectiveness in promoting students' reading fluency (Cook & Ross, 2020; Center for Research & Reform, 2020) . Students will use the online IStation program in class and at home. IStation is a supplemental learning system that adapts and individualizes learning content for each student. Reading and writing topics cover standards and material for K-8th grades. IStation has built-in assessments that identify students' reading and language arts strengths and weaknesses to inform teachers on how to modify instruction to maximize students' success in meeting these standards.

SAXON Math

Jordan Lake Charter School' teachers will use the SAXON Math Curriculum Program to align teacher instruction with the NC Essential Math Standards in the Standard Course of Study for K-8th grades. SAXON Math uses an incremental approach to teaching math in each grade level. Research has revealed that SAXON Math is an effective program in improving students' math skills when combined with high quality instruction (Agodini, Harris, Thomas, Murphy, & Gallagher, 2010; Stein, Remillard, & Smith, 2007). SAXON Math introduces students to new concepts in small increments and then provides daily review of all concepts learned to that point. Teachers provide daily formative evaluations of students' understanding of math concepts and skills throughout their classroom lessons.

Dream Box

In addition to the SAXON Math Curriculum, teachers will also use Dream Box Math. Dream Box Math is a supplemental software program that can be used to support math instruction in the classroom and at home for students. Dream Box content and materials are aligned with many of the NC Essential Standards



for K-8th grades. Dream Box's assessments measure a student's achievement and understanding of mathematical concepts and provides tutorials to help them overcome any deficits. Teachers will use the Dream Box assessments to monitor students' success in learning grade level math skills. Research on Dream Box Math has proven to be effective in improving low-performing students math achievement scores (Coleman & Dickerson, 2016; Wang & Woodworth, 2011).

Targeted Student Populations

Jordan Lake Charter School will target Hispanic and ELL student populations. Several IStation research studies have revealed significant reading success with English Language Learners (Patarapichayatham & Roden, 2014; and Mathes, Toregson & Herron, 2011). IStation's curriculum and assessments will provide our teachers with important data on ELL students strengths and weaknesses. This allows teachers to design instruction to meet each ELL student's needs and to improve their literacy and comprehension skills. In addition to research-based methodologies and intervention strategies that have been shown to be effective in improving ELL students language proficiency. The following is an overview of these academic and developmental educational elements for our targeted populations.

English Language Learners' progress in the Chatham County School District for the 2018/2019 academic year was 36%. Jordan Lake Charter School will seek to improve this percentage in our school by implementing 5 effective English literacy and English as a Second Language curriculum and instructional methodologies for students revealed in research studies reviewed by the Institute of Education Sciences and the National Center for Education Evaluation and Regional, Assistance (Gersten, Baker, Shanahan, Linan-Thompson, Collins, & Scarcella, 2007). The 5 methodologies are: 1) screen for reading/comprehension problems and continuously monitor progress; 2) provide intensive small-group reading interventions; 3) provide extensive and varied vocabulary instruction; 4) promote and develop academic English; and 5) schedule regular peer-assisted learning opportunities. All these curriculum and instructional methodologies will be modified and adapted to meet the specific needs of Students with Disabilities (SWD). SWD students will receive additional support from EC and regular education teachers based on their Individualized Education Plans (IEPs).

7 Mindsets for Success



The 7 Mindsets for Success social/emotional learning program will help our students form connections to their dreams, assist them overcoming their personal barriers, and help them to expect great things in their future. This program will empower our students to believe they can pursue their best possible lives.

The 7 Mindsets for Success program supports our Vision Statement that our students will have equitable opportunities to embrace high personal and academic expectations, and to take responsibility for their own lives. Teachers will encourage students to discover their unique talents and align them with their personal goals. Students will learn to work with, for and through others in an understanding, supportive and compassionate culture via the 7 Mindsets for Success Program: 1) Everything is Possible; 2) Passion First; 3) We Are Connected; 4) 100% Accountability; 5) Attitude of Gratitude; 6) Live to Give; and 7) The Time is Now. The determination of how well the 7 Mindsets for Success are working will be measured using school climate surveys, behavioral observations, and student interactions with their peers and other school stakeholders.

Positive Behavior and Intervention Supports

The Positive Behavior and Intervention Supports (PBIS) discipline program will promote positive behaviors and school safety. PBIS will teach our students positive behavior strategies, just as they as they would teach any other subject area. All students will learn about behavior, including those with IEPs and 504 plans. Our students can only meet appropriate behavioral expectations if they know what the expectations are. Throughout the school day, in class, at lunch, and on the bus, all students will understand what is expected of them. This disciplinary approach will focus on teaching these expectations, preventing problems, using logical consequences, and coaching students to make the right behavioral choices. We will know this is successful by the low number of discipline problems and a positive school climate.

Q27. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Jordan Lake Charter School's basic learning environment will be classroom-based with teachers using Superkids and SAXON Math curricula. Teachers will provide one-on-one instruction as needed during the regular school day and work with parents to ensure that studs work at home using Dream Box and



IStation. At Jordan Lake Charter School, we believe the benefits of a smaller class size has been proven that students learn fast and perform better. Our board decided to propose a 17:1 ratio of all K-8 classrooms. And we will make a minimum adjustment of classroom size once students progress to middle school. Our Personnel Budget Line 21 supports the projection.

Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps

Jordan Lake Charter School's Mission is to provide a rigorous, personalized, and nurturing experience that encourages all students to become critical thinkers, inspired leaders, and lifelong learners as they prepare for college and the workforce. Our curricula will promote the achievement of this Mission and meet the North Carolina Accountability Model's standards by using Superkids, a proven reading program, and SAXON math, a proven math program, to assist teachers in preparing high quality lesson plans in the classroom. In addition, the IStation Reading Program and the Dream Box Math Program will supplement classroom instruction and provide students and parents with access to practice lessons, to receive immediate feedback on learning, and to monitor students' progress. These curricula and supplemental instructional programs are aligned with the NC Essential Standards and will guide our teachers to achieve our Mission and our Vision for Jordan Lake Charter School.

Q29. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve

Jordan Lake Charter School's elementary teachers will be expected to master the Super Kids Reading Curriculum and the SAXON Math Curriculum for K-5th Grades. As mentioned previously, research studies on how children learn to read have revealed that the Superkids Reading Curriculum for K-2 effectively promotes students achieving higher reading levels (Fisher, 2016; Templeton, 2015; and Hoffman, 2014). The Superkids Reading Program is in alignment with the NC Essential Standards for Reading. Middle grades students will be taught using the NC Essential Standards for grades 6th-8th. Research studies have also revealed that SAXON Math is an effective program, when combined with high quality instruction, in improving students' math achievement for middle grades students (Agodini, Harris, Thomas, Murphy, & Gallagher, 2010; Stein, Remillard, & Smith, 2007).

Research studies also support parent/student interactions in the home to improve student achievement in reading and math (Scharton, 2019; Newman, Northcutt, Farmer, & Black, 2019). The selection of the IStation reading and Dream Box math software programs will provide important connections for parents



and students to become actively involved in their student's learning. In addition, these programs will also provide teachers with a tracking system to monitor how each student is learning and will be used to identify specific intervention strategies to address any learning deficits.

Several IStation research studies have revealed significant reading success with English Language Learners (Patarapichayatham & Roden, 2014; and Mathes, Toregson & Herron, 2011). IStation's curriculum and assessments will provide our teachers with important data on ELL students strengths and weaknesses. This allows teachers to design instruction to meet each ELL student's needs and to improve their literacy and comprehension skills. In addition to research-based methodologies and intervention strategies that have been shown to be effective in improving ELL students language proficiency.

Based on several research studies, ELL students who enter kindergarten with lower reading performance may also demonstrate lower math performance (Guglielmi, 2012; Kim and Chang, 2010). For these students, early intervention in both reading and math will be beneficial. The Dream Box Math supplemental math program has been shown to improve low-performing students math achievement scores (Coleman & Dickerson, 2016; Wang & Woodworth, 2011). Teachers will use the Dream Box assessments to monitor students' success in learning grade level math skills at home and during the school day.

Q30. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion

Jordan Lake Charter School's instructional plan will include instruction, assessment, and remediation for each grade level. Formative assessments will be conducted as students enter a grade level to determine baseline competency and proficiency levels. Teachers will monitor student progress using Super Kids and SAXON Math Curricula and IStation and Dream Box supplemental programs. These assessments will provide "running records" for each student to ensure they will be ready for the promotion to next grade level. Teachers will establish professional learning communities in each grade and conduct weekly data meetings to identify students who need immediate intervention to keep them from falling behind. Teachers will also conduct benchmark testing to ensure that all students will be well-prepared for End-of-Course and End-of-Grade examinations.

Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.



Jordan Lake Charter School's calendar will provide ongoing transitions dates to monitor formative assessments and intervention programs results. The school calendar will reflect initial, intermediate, and summative reporting dates to monitor student achievement. This process will support our school's Mission of challenging students to become critical thinkers, inspired leaders and lifelong learners. We will schedule one a day a month to celebrate student accomplishments and to emphasize the importance of the 7 Mindsets of Success social/emotional learning program in preparing . A variety of communication channels will be established to maintain stakeholder involvement and to ensure that our students, parents, and our community are well-informed about academic, activities and events. The school and the community will be engaged in encouraging and supporting students to embrace the highest levels of personal and academic achievement, and to preparing them to be grade-level ready, and college-ready and career-ready.

Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

NC State Statute § 115C-84.2 requires public schools to establish a school calendar with a minimum of 185 days or 1,025 hours of instruction covering at least nine months. Jordan Lake Charter School will start classes at 8:20 AM and dismiss classes at 2:45 PM each day. Classes will be 50 minutes in length, with 5 minutes for a break for elementary students and 5 minutes for middle school students to change classes. This will equal 5.8 instructional hours per day (350 minutes) x 5 days = 1,073 hours for the academic year (9 months).

The additional 48 hours per school year (1,073 – 1,025 hours) will be used to provide a half day early release for students on the first Friday of each month. These half days will be used for teachers' professional development, professional learning community meetings, and opportunities for face-to-face and/or phone conferences with parents. These half days may also be used for tutoring students and providing additional support as needed.

The seven 50 minute periods each day will provide instructional time for the core language arts, mathematics, science, and social studies (4 periods), and 3 periods for physical education and 2 electives. This structure will be in alignment with our Mission to provide optimal learning experiences for all students.



Q33. Describe a typical day for a teacher and a student in the school's first year of operation

A typical day for a student at Jordan Lake Charter School will begin with a welcome greeting at the front door. At the beginning of first period, the principal will make the following announcement, "Good morning Jordan Lake Scholars!" This will be followed by a student leading teachers and students in saying the Pledge of Allegiance. Another student will announce one of the 7 Mindsets for Success for the day. Teachers will eat lunch with their students and our principal will interact with students and teachers throughout the day. Just before dismissal, the principal may make announcements about upcoming events and activities.

Q34. Will this proposed school include a high school?

- Yes
 No

Q35. High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered

Students at Jordan Lake Charter School will meet future-ready core requirements for high school. Our 8th grade students to be well-prepared for high school courses in English, Math, Science and Social Studies. We will also teach our students how to develop study skills to continue their mastery learning in grades 9th-12th and be high-school ready to successfully participate in the core academic requirements and high school electives.

Q36. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Students completing and graduating from the 8th grade at Jordan Lake Charter School will have many opportunities to learn about career and postsecondary opportunities. The 4H Organization will be donating a full-time teacher to promote students' understanding of economics and the world of work once they have graduated from high school.

Q37. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements

Jordan Charter Lake School will be implementing a school-wide connection program to ensure that all students, parents, and teachers are observing and collecting data on at-risk students. Our teachers will conduct ongoing formative assessments to identify students deficits and to implement individual intervention programs to move these students forward in achieving grade level standards.

Q38. Attachments Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).




One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Comments :

Jordan Lake Charter School will be using Superkids and Istation Reading/ELA software to implement instruction for each grade level based on the attached Reading/ELA Curriculum Outline.

Evidence :


Appendix B.pdf

Q39. If applicable, attach Appendix C: 9-12 Core Content Electives


Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

N

Q40. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Evidence :


Appendix D Yearly Academic Cal...

Q41. Attach Appendix E: Daily and Weekly Schedule

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.



Evidence :


Appendix E.pdf



9.2. Special Populations and “At-Risk” Students

Q42. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students

Teachers will assess students at the beginning of the school year to determine their baseline learning needs. Teachers will monitor student performance and achievement using daily and weekly formative assessments. Students identified as performing below grade level will receive one-on-one tutorial assistance and guided practice on Dream Box and/or Istation supplemental academic software programs. The first Friday of each month will be Early Release Days for students and half workdays for teachers. Students performing below grade level will also receive face-to-face instructional support after school and parent conferences will be scheduled to establish collaboration and parental support.

Q43. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school’s pre-opening plan to prepare for special populations.

Dr. Kenneth Branch is a certified administrator and teacher who has 30 years of experience working with regular education and special population students. He has developed and supervised teachers working with students with disabilities, EL students, gifted students, high risk students, and served on IEP teams. Dr. Branch will work closely Jordan Lake Charter School's principal to establish a pre-opening plan for special populations and their families.

Q44. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:a. Methods for identifying EL students (and avoiding misidentification).b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.d. Means for providing qualified staffing for EL students.

a. Jordan Lake Charter School will use the WIDA Screener assessment for the initial identification and placement of students identified as ELs. The administration of the WIDATM Screener is based on results from the Home Language Survey (HLS) process. Once identified as an EL, our students will be assessed annually with the state English language proficiency test. The test currently used by North Carolina for annual assessment is the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ELLs), or the ACCESS for ELLs.



b. Our charter school will use research based instruction strategies to meet the needs of EL students. Lucas, Henze, and Donato conducted interviews at six urban Hispanic-majority schools that were judged to be successful in their educational programs (1990). Jordan Lake Charter School will utilize the following actions identified by the researchers to promote high student achievement and positive results:

- *Place value on the students' languages and cultures.* Teachers and staff will attempt to gain a basic command of the Spanish language and will also become knowledgeable of various Hispanic cultures.
- *Set high expectations for language-minority students.* Our teachers and staff members keep the standards high for Hispanic and ELL students. They will utilize one-on-one tutoring and peer assisted learning to promote their success.
- *Professional development for teachers and staff members.* We will provide staff development and training for our educators to understand how to address the cultural dynamics of this population and use strategies that have been successful with Hispanic students.
- *Employ teachers that have can give special attention to language-minority students.* Teachers who speak Spanish can more effectively address problems originating in the home. We will be hiring Spanish speaking teachers from the Participate Learning Program in Chapel Hill, NC to provide this support and guidance for our students and their families.

Link: <https://www.participatelearning.com/> (<https://www.participatelearning.com/>)

- *Parental involvement.* We will invite and encourage parents of the language minority students to become involved in their children's education and decision making in the school. This will be accomplished by offering ESL classes to the parents, scheduling monthly parents' nights, conducting neighborhood meetings, and arranging parent-teacher conferences. We offer parent-teacher conference at flexible times since in many of these households both parents are working outside the home. In addition,

the concept of "family" in the Hispanic culture usually includes parents, grandparents, *Padrinos* (godparents), and cousins who may all live in the same household. All these family members typically have roles in raising their children.

- *Build a strong commitment through caring teachers.* This will be a powerful tool for our teachers to engage these students through tutoring, lunch discussions, and communication with family members, which will promote ongoing involvement and higher student achievement.



c. Teachers will work closely with EL students and their parents to monitor the EL students' progress through out the school year. Results from the annual ELLs test will be used to determine whether a student may exit EL identification. Students must meet the Comprehensive Objective Composite (COC) set by the state to exit EL status. The COC defines the attainment of English language proficiency by a student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading domain and at least a 4.0 on the writing domain for kindergarten and tiers B and C in grades 1–12.

d. Teachers who speak Spanish can more effectively address problems originating in the home. We will be hiring Spanish speaking teachers from the Participate Learning Program in Chapel Hill, NC to provide this support and guidance for our students and their families.

Q45. Explain how the school will identify and meet the needs of gifted students, including the following:
a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

NC operationally defines students who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environments as *Academically, or Intellectually Gifted* (AIG). AIG students exhibit high-performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. AIG students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. Article 9B (N.C.G.S. § 115C-150.5

(https://ncleg.net/EnactedLegislation/Statutes/pdf/ByArticle/Chapter_115c/Article_9B.pdf)). AIG legislation allow each LEA to determine how to identify and serve its own AIG population. Jordan Lake Charter School will use multiple ways to identify gifted students recommended by the University of Connecticut's Research Center on the Gifted and Talented (Renzulli, 2020) and multiple strategies to teach gifted students recommended by the Association for Supervision and Curriculum (Varlas, 2011).

The Research Center on the Gifted and Talented (RCGT) recommends a three-ring approach to identify AIG students. RCGT investigations have revealed that highly productive students are characterized by three, above average, interlocking clusters of ability, task commitment, and creativity. Gifted students will be identified using the following: 1) Woodcock-Johnson test scores identifying students scoring in the upper 15th percentile on subject areas; 2) Teacher nominations to identify students who display characteristic that are not easily determined by tests, such as high levels of creativity, task commitment, unusual



interests, or special talents; and 3) Alternate pathways consisting of parent nominations, peer nominations, tests of creativity, self-nominations, product evaluations, and any other procedures that might lead to a student's initial consideration by a screening committee.

Jordan Lake Charter School will also consider recent evidence revealed by the Fordham Institute research study on the low percentage of African-American and Hispanic students in NC AIG programs (Yaluma & Tyner, 2018). Although most schools at every poverty level—and with every level of minority enrollment—report having gifted programs of some kind, students in affluent schools are more than twice as likely to participate in such programs, and minority youngsters, regardless of the school's poverty level, are *much less likely* to participate. While 12.4 percent of students in low-poverty schools with gifted programs take part in those programs, that is true of less than half as many (6.1 percent) in high-poverty schools. And although African-American and Hispanic students constitute 15 and 28 percent of the student population, they comprise just 10 and 21 percent of those enrolled in gifted programs. Our school will make a concerted effort to use these multiple measures to ensure all students have an equal chance to be included in AIG programs.

Jordan Lake Charter School will use the following 5 strategies recommended by the Association for Supervision and Curriculum to teach gifted students (Varlas, 2011):

1. Curriculum Compacting: streamlining what is taught to students by first assessing their prior knowledge and then modifying or eliminating work that has been partially or fully mastered
2. Flexible Grouping: grouping students according to strength, need, or interests, with groups changing frequently, sometimes in the course of a single class session;
3. Product Choices: allowing students some choice in what sort of culminating product they will produce;
4. Tiered Assignments: the entire class studies the same content, but individual students choose assignments at different levels of complexity, with the teacher's assistance;
5. Multilevel Learning Stations: providing meaningful independent work that extends and enriches class discussions.

9.3. Exceptional Children



Q46. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.

Jordan Lake Charter School will request records of students who enroll that have previously been found to be eligible for IDEA or 504 classifications. This will be a standard operating procedure for students qualifying for these services. In addition, Jordan Lake Charter Schools' special education teachers will assess these students to determine their status and current needs.

Q47. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

The federal "Child Find" mandate requires public schools to locate, identify, and evaluate all children with disabilities who need special education and related services. Jordan Lake Charter School will conduct "Child Find" activities by making parents and teachers aware that they may request that a student be evaluated. This request will be shared with the principal who will direct an assigned evaluator to complete tests and assessments to determine if the students qualifies for services. The following process will be followed:

1. A student is identified by Child Find or a request is made by a parent or teacher. The request may be verbal or in writing, and parental consent is needed before the child may be evaluated. Evaluation needs to be completed within a reasonable time after the parent gives consent.
2. The student is evaluated and is assessed in all areas related to the student's suspected disability. The evaluation results will be used to decide the students eligibility for special education and related services, and to make decisions about an appropriate educational program for the student. If the parents disagree with the evaluation, they have the right to take their student for an Independent Educational Evaluation (IEE). They can also ask the school to pay for the IEE.
3. A group of qualified professionals and the parents will look at the student's evaluation results. Together, they will decide if the student is a "child with a disability," as defined by IDEA. Parents may also ask for a hearing to challenge the eligibility decision.
4. If the student is found to be a "child with a disability," as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a student is determined eligible, the IEP team must meet to write an IEP for the student. Once the student has been found eligible for services, the IEP must be written. The following steps below summarize what is involved in writing the IEP.
 - a. An IEP is scheduled and the school conducts the IEP meeting, making sure the parents are contacted, parents are notified early to make sure they have an opportunity to attend



- b. Parents are told who will be attending, parents are told that they may invite people to the meeting who have knowledge or special expertise about the child, and the meeting is scheduled at a time and place agreeable to parents and the school.
5. The meeting is held and the IEP is written. If parents do not agree with the IEP, they will be allowed discuss their concerns with the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation. Parent may also file a complaint with the State Department of Education and request a due process hearing.
6. Services will be provided, and the school will make sure that the IEP is being carried out as it was written.
7. The student's progress toward the goals stated in the IEP will be measured, and the parents will be regularly informed of the student's progress toward achieving the annual goals by the end of the year.
8. The student's IEP will be reviewed by the IEP team at least once a year, or more often if the parents or the school ask for a review.
9. At least every 3 years the student must be reevaluated. This evaluation is called a triennial, and its purpose is to find out if the student continues to be a "child with a disability."

Q48. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
a. Requesting Records from previous schools
b. Record Confidentiality (on site)
c. Record Compliance (on site)

Jordan Lake Charter School will identify and hire an Exceptional Child Coordinator who will be responsible for: a) creating forms to request records of students with disabilities and 504 accommodation plans from previous schools; b) maintaining the confidentiality of all IEP and 504 plans and information, and keeping all such files under lock and key; and c) completing all required state and federal annual forms, records and audits.

Q49. Exceptional Children's Programming
Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

Jordan Lake Charter School will adhere to IDEA's Least Restrictive Environment guidelines: *To the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily* [Section 20 USC 1412 (5) (B)].



Our school will use the following placement options for students with mild, to moderate, to severe disabilities, in order, from the least restrictive to the most restrictive:

1. Mainstreamed into General Education – for a typical student or a student with disabilities who only requires accommodations in a regular classroom.
2. General Education with Push/Pull Service – this is for a student with a with a 504 or IEP who does the majority of his or her schoolwork in the general education setting. For push services, a service provider comes into the classroom to provide extra support for the student (such as a teacher aide). For pull services, the student is pulled from the classroom during the school day for more intensive instruction, such as resource or therapies, such as speech.
3. Special Day Class – for a student who is not capable of functioning in a general education classroom and is provided daily instruction in one single classroom with more intensive educational support and services. These students will sometimes be mainstreamed into general education classes for subjects such as are or physical education. Students with severe developmental delay or cognitive delay are often placed in a special day class. Special day classes may be categorized for students with mild needs, moderate needs, and severe needs. The curriculum in special day classes will be significantly modified so students are not usually doing grade level work.
4. Therapeutic Learning Class – this will be for a student who has severe behavioral or emotional challenges and cannot function in a general education classroom. This could be a student who has difficulty controlling anger, or a student who deal with anxiety and depression and find it impossible to function in a general education setting. These classes will have specialized therapists and teachers who will provide support for students throughout the school day.

Q50. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Responsibility for the learning outcomes of special education students will be equally shared by the classroom teacher and the special education teacher. The classroom teacher will be fully aware of the student's IEP goals and play a significant role in determining those goals and providing instruction to help the student reach them. The classroom teacher will be concerned with each student's strengths and needs. The school principal will understand that teachers will need time in their day to collaborate with special education teachers and provide support for this collaboration. The regular classroom teacher, the special education teacher and the principal will work as a team to ensure special education students have access to the general education curriculum and instruction.



Q51. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

Jordan Lake Charter School will establish a professional IEP team composed of the regular education teacher, the special education teacher, and parents to develop procedures and support system to ensure students with disabilities receive a Free and Appropriate Public Education. These procedures will enable parents of a student with disabilities to examine school records, to participate in meetings, and to present complaints. Parents will also be given notice of any proposals to change the educational placement of the student and appraise the parents that they are entitled to request an independent educational evaluation. Parents will also be told that they may initiate an impartial due process hearing for failure to comply with the Act and may also bring a civil action challenging any adverse determination at the hearing.

Q52. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

Regular education and special education teachers will work together to ensure that all educational and support services in the IEP will be implemented. Documentation for all communications, meetings and outcomes will be completed, and will be confidentiality filed in a secure location at the school. In addition, all students, parents, and relevant staff members will be included in meetings, copies of all documentation will be shared, and communication with parents will include phone calls and emails.

Q53. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

Based on the needs of our special education students, Jordan Lake Charter School will contract qualified professional staff members to provide the following related services: speech-language and audiology services; interpreting services; occupational and physical therapy; therapeutic recreation; counseling services, including rehabilitation counseling; and orientation and mobility services.

9.4. Student Performance Standards

Q54. Describe the student performance standards for the school as a whole.

Jordan Lake Charter School will use the NC Essential Performance Standards for K-8th students. The DPI reference guides will provide teachers and the principal with the required standards for reading/language arts, math, science, social studies, arts education, and healthy living. Our school will specifically focus on all students meeting reading/language arts grade level proficiency standards since reading, writing, comprehension and communication abilities will determine student success in all subjects.

Q55. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction



and improve the curriculum over time for the benefit of students.

In addition to all of the mandated End-of-Grade (EOG) and End-of-Course (EOC) tests, Jordan Lake Charter School be using Super Kids Reading and Saxon Math curricula, Dream Box Math and IStation Reading/Language Arts software programs to drive instruction and to improve the curriculum over time for the benefit of students. Super Kids will provide K-2 teachers with formative and summative assessments of their students reading, writing, comprehension and communication skills. Similarly, SAXON Math will provide K-2 teachers with formative and summative assessments of their students math skills. Super Kids and SAXON Math will continue to be used in 3rd -5th grades. We will also be using a best practices guide for our English Language students to increase their proficiency in English and to promote their success in all subjects.

Dream Box and IStation software programs are aligned with NC Essential Standards and will provide K-8th teachers and their parents with ongoing formative assessments and summative outcome testing on student achievement in reading/language arts and math. These programs will provide students with online tutorial services in school and at home. Both programs track student success and provide printouts for teachers and parents to review. This allows teachers to provide differentiated instruction for individual students who need assistance and gives their parents a guide to work with their children in the home. Our teachers will also use formative benchmark testing to prepare students for the standardized EOG and EOC assessments. Our calendar will provide a half day on the first Friday of each month for tutorial assistance for students who need additional help.

Q56. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

If a student Jordan Lake Charter School is failing to make adequate progress as determined by classroom assessments, Dream Box or Istation data, EOG or EOC scores, or other diagnostic information, intervention and ongoing support services will immediately begin. An intervention plan must be developed for these students to address their targeted needs. Parents will be notified of the need for intervention and will be invited to participate in the development of the plan for intensive support. Students who are not proficient in their core coursework and state administered assessments may be candidates for retention. Students who do not meet the promotion standards will be required to receive remediation and retesting, when a retest is available. Absences and previous retentions may also impact promotion decisions.



Jordan Lake Charter School's policies and standards for promoting students from one grade level to the next will consider each student's preparedness to achieve learning standards at the next grade level. Promotion criteria will be communicated to parents and to students from teachers at the beginning of the school year and at the end of each grading period. For students who are struggling to meet current grade level proficiency standards, parent/teachers conferences with these students will be conducted each month.

The research on retention versus social promotion supports retention in lower grade levels (K-3rd), **IF** the school provides summer remediation and the remediation continues through the retained year (Hernandez-Tutop, 2012). Our teachers will develop individual learning plans for retained students that will follow them from grade to grade. Student support services will be provided to help students achieve proficiency benchmarks through after school and summer remediation programs.

Promotional policies, standards, and practices for special needs students will be aligned with students' mild, moderate, or severe classifications. Providing the least restrictive learning environment to ensure these students' have access to a free and appropriate education will be used to determine promotion, retention, and/or modifications of some subjects. For example, a special needs student may be meeting reading/language arts standards and need intervention strategies to meet math standards. This student could continue to be mainstreamed into a regular classroom at the next grade level and be pulled out for instructional math support services during the school day.

Jordan Lake Charter School will use formative and summative test scores to identify students being considered for retention. Teachers and the principal will provide conferences with parents early in the school year to alert them to concerns and to implement an intervention plan to address the issues. Teachers will guide the final decision based how a student has performed in class and cumulative achievement data collected throughout the school year.

Q57. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

Eighth grade will be Jordan Lake Charter School's last grade served. Eighth grade students will need to meet EOG test proficiency standards. Specifically, 8th grade students will need know and be able to do the following:

- Reading/ELA standards



- o Knowledge and understanding of conventions of standard English grammar and usage when writing or speaking, and demonstrate proficiency within the 8th grade grammar continuum;
 - o Knowledge and understanding of informational text to read proficiently and independently for sustained periods of time, and be able to connect prior knowledge and experiences to text;
 - o Ability to read literature and determine a theme of a text, analyze it including its relationship to characters, settings, and plot, and provide an objective summary of text;
 - o Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing;
 - o Use knowledge of language and its conventions when writing, speaking, reading, listening;
 - o Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, and have the ability to choose from a range of strategies to determine context, clues, word parts, word relationships, and reference materials;
 - o Demonstrate an understanding of figurative language and nuances in word meanings;
 - o Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;
 - o Develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Math Standards
 - o Know that there are numbers that are not rational, and approximate them by rational numbers;
 - o Develop and apply the properties of integer exponents to generate equivalent numerical expressions;
 - o Ability to use square root and cube root symbols to represent solutions to equations;
 - o Ability to perform multiplication and division with numbers in scientific notation to solve real-world problems;
 - o Ability to solve linear equations and inequalities;
 - o Ability to understand congruence and similarity using physical models, transparencies, and geometry software;



- o An understanding of statistics and probability;
- Science
 - o An understanding of matter relative to properties and change;
 - o An understanding of energy relative to conservation and transfer;
 - o An understanding of earth's systems, structures, and processes;
 - o An understanding of the history of earth and its life forms;
 - o An understanding of the structures and functions of living organisms;
 - o An understanding of ecosystems;
 - o An understanding of evolution and genetics;
 - o An understanding of molecular biology;
- Social Studies
 - o Knowledge of history and the ability to apply historical thinking to understand the creation and development of North Carolina and the United States;
 - o Ability to compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States;
 - o Knowledge and understanding of the geographic and environmental factors that influenced North Carolina and the United States;
 - o Knowledge and understanding of the economic and financial factors that influenced North Carolina and the United States;
 - o Knowledge and understanding of how civics and governances influenced North Carolina and the United States;
 - o Knowledge and understanding of different cultures influence North Carolina and the United States.



Jordan Lake Charter School will provide intervention strategies to support students who may be at risk for dropping out of high school after graduating from the 8th grade. The intervention strategies will be implemented for struggling students beginning in the 6th grade to provide ample time for remediation and counseling. Students identified as at-risk for failing the 8th grade and for having potential difficulties in high school will be assigned to a support team composed of teachers, a counselor, and a peer, and will work closely with the student's parents. The support team will interact with the student on a weekly and sometimes daily basis to ensure that there is a continuing full court press to provide the student with what he or she needs to be successful.

9.5. School Culture and Discipline

Q58. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development

Jordan Lake Charter School will implement the 7 Mindsets for Success program to promote a positive academic environment and to reinforce students' intellectual and social/emotional development. The 7 Mindsets for Success will establish a "winning" culture for all stakeholders based on believing that *Everything is Possible* is we dream big, embrace creativity, and expect great results. A central focus is helping students and teachers seek to find *Passion First* to pursue our authentic talents and deepest interests. Our school's culture will be based on the *We Are Connected* mindset to allow us to explore and embrace the synergies in all of our relationship and to learn to empower one another. This mindset will teach us to understand that everyone who comes into our live can assist us in living our dreams by embracing diversity and relishing competition to maximize our potential through others. Our school culture will also support the *100% Accountable* mindset where everyone chooses to be responsible for their own happiness and success. This mindset teaches us that we are not victims of our past, that our future is not predetermined and that we become what we choose to become. The *Attitude of Gratitude* will teach all stakeholder to choose positive rather than negatives in our lives as the foundation for our future. We will also embrace the *Live to Give* mindset to inspire our students and teachers to serve others while simultaneously maximizing their own potential. To receive love, respect, and financial security, we must first learn to give those things and understand that good things will be returned to us in kind. Finally, Jordan Lake Charter School will promote *The Time is Now* to harness the power of the here and now in this moment, and to take purposeful action every single school day to create the ultimate life of our dreams.

Q59. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.



Jordan Lake Charter School will create and implement this culture for students, teachers, administrators, and parents by communicating positive messages before the first day of school in multiple formats. Emails, website videos, open houses and a *Get to Know Your School* social event will be scheduled to introduce our teachers and staff administrators to everyone. We begin each school with a “Good Morning Scholars” message and students sharing a Mindset for the day. Teachers and staff members create an open atmosphere where everyone is honored and respected.

We will also have a rewards day once of month to recognize students who have demonstrated mindsets, students who have made significant academic progress, and students who have helped others who were in need. The 7 Mindsets for Success will be continuously communicated and reinforce that this what Jordan Lake Charter School is all about.

For students who enter our school mid-year, we will assign them a student “buddy” to introduce them to other students, accompany the student for the first day and make sure the these students feel welcomed and that we are all very glad to have them at Jordan Lake Charter School. We will make new students aware of our clubs and activities and query them about their interests to get them involved in the school as soon as possible.

Q60. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:a. Practices the school will use to promote effective discipline.b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Our school will govern student conduct by implementing the 7 Mindsets of Success program within a Positive Behavioral Intervention System (PBIS). PBIS promotes positive intervention strategies to help all students behave appropriately at school by identifying potential problem areas. PBIS is aligned with our overall mission, vision, and proposed Education Plan to promote a personalized, and nurturing experience that encourages all students to explore their individual gifts and talents in a respectful, supportive, and compassionate learning environment.

a. PBIS interventions will include conferences with students, conferences with parents/guardians, periodic follow up with parents/guardians, and referrals to support personnel. These intervention strategies will promote effective discipline practices and seek to prevent student issues from escalating to suspensions.



- b. A preliminary list and definitions of offenses which may result in suspension or expulsion of students will include inappropriate interpersonal behaviors, use of tobacco products, possession of narcotics, noncompliance with reasonable directives from teachers, administrators and staff members, harassment and bullying, verbal threats, assaults, arson, possession of weapons, and violations of NC Criminal Statutes.
- c. Disciplinary actions towards students with disabilities will consider if the student's offense is related to his or her disability and any suspensions will be 10 days or less if the offense is related to the disability.
- d. Jordan Lake Charter School will establish and implement due process and grievance policies to ensure that all students and parents have the right to file a grievance and/or due process hearing to challenge suspensions and/or expulsions. These policies will require parents to submit a grievance and/or due process form within 5 days of the disciplinary offense and the parent will receive a response from the principal within 5 days of receiving the form to schedule a grievance meeting or due process hearing. This information will be communicated to all students and parents via email, one call now contacts, posted on the webpage, and regularly announced in school wide meetings.

9.6. Certify

Q61. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
 No

Q62. Explanation (optional):



10. Governance and Capacity

10.1. School Governing Body

Q63. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Jordon Lake Charter School

Evidence :



Evidence from NCSOS for Non P...

Q64. Mailing Address

Joseph Zhou

Unit Number 93-04

Retreat Drive Apartment 304

Pittsboro, NC 27321

Q65. Street Address

Unit Number 93-04

Retreat Drive Apartment 304

Q66. City/State/Zip

Pittsboro, NC 27321

Q67. Phone (xxx-xxx-xxxx)

(919) 606-1297

Q68. Fax: (xxx-xxx-xxxx)

N/A

Q69. Name of Registered Agent and Address

Joseph Zhou



Unit Number 93-04

Retreat Drive Apartment 304

Pittsboro, NC 27321

Q70. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

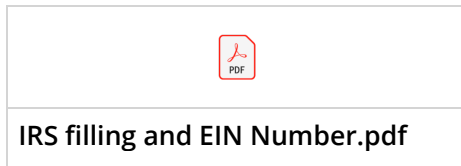
- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

- Yes
- No
- N/A. The applicant is a tax-exempt municipality

Comments :

Application and fee have been submitted for federal tax exempt status.

Evidence :



Q71. If applicable, attach Appendix F Federal Documentation of Tax-Exempt Status

Not Applicable - In process

Q72. Federal Tax ID:

Application and fee for 501c 3 have been submitted.


Federal Tax ID:84-5082580

Comments :

Application and fee for 501c 3 have been submitted.

Evidence :




IRS filling and EIN Number.pdf

10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q73. Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization


Completed Template Attached

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources :



Evidence :


Q 154 Initial Members of the No...

Q74. Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator

Jordan Lake Charter School's governing board functions will include establishing oversight of all school operations, academics, finance, personnel, and community relations. These functions will be accomplished by the governing board via the creation and implementation of policies that are in alignment with our school's mission, vision, and educational plan. In addition, the board will establish board committees to provide the entire board with ongoing reports on all school operations. The governing board's primary duties, roles and responsibilities will be to establish these policies, conduct regular board meetings to receive information, have discussions to assess the effectiveness of these



policies on achieving the school's goals and objectives, confirm all facility requirements each year, create and approve a budget, and develop a self-evaluation process to assess the effectiveness of the board's functions.

One of the board's primary duties will be to recruit, hire and supervise the school's principal. The board will develop a detailed job description for the school leader once the charter school application has been approved. The board will post the vacancy on its website, send the vacancy announcement to be posted on state and national school administrator employment sites, and verbally communicate the opening through state and national contacts. Once the board has hired the principal, the board members and the principal will work together to develop an evaluation and supervision process that will include creating **Specific, Measurable, Attainable, Realistic and Time Bound (SMART)** annual goals and objectives, Mid-Year and Final evaluations of the principal, and agreement to maintain communication process between the Board Chairman and the Principal to ensure clear, up to date and accurate information at all times.

Q75. Describe the size, current and desired composition, powers, and duties of the governing board

Jordan Lake Charter School's current governing board consists of 8 members. Jordan Lake Charter School's Bylaws state that the Board shall be composed of not fewer than five (5) nor more than nine (9) persons. Presently, Joseph Zhou serves as Chairman and Dr. Greg Bounds serves as Vice-Chairman. John Norwood serves as the Treasurer. The other board members are Dr. Kenneth Branch, Ms. Jamie Lassiter, Ms. Fiona Wang, Mr. Jerry Guerrier, and Mr. Richard Trogden. The Board has the power and sole authority to make the following decisions: 1) the location of the headquarters of the board; 2) the approval and adoption of the annual budget; 3) borrowing money on behalf of the board; 4) the amendment or repeal on Bylaws or the new adoption of new Bylaw; 5) the amendment or repeal of any resolution of the board; 6) the dissolution, merger, or consolidation of the board; 7) the amendment of the Articles of Incorporation; and 8) the sale, lease, or exchange of all or substantially all of the property of the board.

Q76. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

The founding board members' individual and collective qualifications include an architect who has completed school designs, a veteran school administrator with 30 years of experience in educational leadership, curriculum and instruction, a former professor of management, executive development, employee training and evaluation who has served on numerous nonprofit boards and community service agencies, and currently serves as a Chief Executive Officer of Goshen Medical Center, an attorney with extensive experience working with NC Clerk of Courts across the state, a Chief Executive Officer for Community College Student Insurance Companies who has also served as a Founding Member of the



United Minority Contractors of North Carolina, a former Board of Director member with the American Red Cross, a former Vice-Principal and Director of the Cary Chinese School, and a vice-president of a bank who serves as a member of the North Raleigh Chamber of Commerce, the Urban Land Institute, and the NC Housing Alliance.

Q77. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.

a. Jordan Lake Charter School Board's governance structure and composition will ensure the school will be an educational and operational success by using the skills, experiences, and knowledge bases of highly qualified board members. Chairman Zhou has established a collaborative board culture that has developed positive communication, sharing of ideas, and a team approach to maximize the effectiveness of our school's educational plan and operational success.

b. The board has agreed to establish an evaluation process to evaluate the school leader and the success of the school on academic and qualitative data sources.

c. The board will also establish a variety of opportunities to receive input from representative stakeholders and specifically parents via question and answer sessions in board meetings, surveys, and emails.

Q78. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Chairman Zhou has worked with various community and educational organizations for several years in the area. He asked members of the Chamber of Commerce, Chatham County Hispanic Outreach, and several pastors from local churches to recommend prospective board members for consideration. Chairman Zhou contacted prospective board members and invited them to be a part of this effort to establish a high quality charter school in Chatham County.

If a vacancy occurs on the Board by reason of the resignation, removal or death of a member, the Board shall appoint member's successor by use of a Nominating Committee, whose members will be appointed by the Chair of the Board and approved by a majority vote of the Board members. This process will require Nominees to pass a background check and to be generally free of conflicts of interest with regard to the mission of the organization. A board member elected to fill a vacancy shall be elected for the unexpired term of his predecessor. The Board will strive to expedite this process to ensure that the board will be at full membership as quickly as possible.



Q79. Describe the group's ties to and/or knowledge of the target community.

Chairman Joseph Zhou lived in Cary, NC and now lives in Chatham County, and is an active member of the community. He serves as a Founding Member of the United Minority Contractors of NC, is a former Board Member of the American Red Cross, and former Vice-Principal and Director of the Cary Chinese School. Mr. Zhou has also served on the Board of Directors of the RTP Chapter of the National Association of Asian American Professionals. He has multiple ties to area and the target community.

Board Member Jerry Guerrier is an architect who has served as Director of Facilities Design & Construction at Wake Technical College to lead a diverse group of individuals in planning, coordinating, and implementing Capital Improvement Programs in the area. Mr. Guerrier has also served as Capital Project Coordinator Facilities Architect with the Planning & Design Department at University of North Carolina at Chapel Hill. Mr. Guerrier has extensive knowledge of the area and the target community.

Mr. Kenneth Branch is a veteran educator and school leader who has served as a principal in Wake County Schools and also as Head of School for Hopewell Academy in Cary, NC. Mr. Branch has many ties to the community and is innovative leader who is skilled in building shared vision, cultivating cultures of collaboration, and designing and delivering professional development. He has experience in project and program development and evaluation.

Mr. John Norwood is currently Senior Vice-President of North State Bank in Raleigh, NC. He serves on the North Raleigh Chamber of Commerce as a Board Member and Treasurer, is a member of the Urban Land Institute and the NC Housing Alliance. Mr. Norwood is very familiar with the Chatham County Area and the future school's community.

Ms. Jamie Lassiter, lives in Cary, NC and serves as a grants specialist and manager for Crime Victim Service Programs for state and local government agencies and non-profits throughout NC. She is very active in the community and understands the importance of high quality public education for the targeted community.

Dr. Gregory Bounds has been the CEO of Goshen Medical Center, Inc., since 2001, and has served the targeted community through various boards and community service organizations. He has written numerous journal articles and authored six books on management and business. Dr. Bounds is a valuable asset for the board and provides important skill sets to promote the development of a highly effective charter school in the target community.

Ms. Fiona Wang is an experienced attorney who is currently serving as President of NC Chinese Business Association, a nonprofit organization serving local businesses and startup companies in the area. She has an extensive legal knowledge base and will be an excellent resource for the board, the school, and our stakeholders.



Mr. Richard Trogon is Vice President of a local bank and has served on the Board of Directors for the Chatham Economic Development Committee. He has also served on the Board of Directors for the Chatham County Partnership for Children.

Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

Per Jordan Lake Charter School's Bylaws, the Board shall hold not less than eight (8) meetings per year at a designated time and place as determined by the Board at its first meeting. The Annual Meeting of the Board shall be held in the month of June of each year. Special meetings of the Board may be held at the call of the Chair or, in his absence, the Vice-Chair or at the call of any two (2) directors. Regular meetings may be held without notice. Special meetings of the Board shall be held upon notice sent by any usual means of communication not less than forty-eight (48) hours before the meeting. Except as provided in GS 143-318.11, 143-318.14A, 143-318.15 and 143-318.18, each official meeting of the board shall be open to the public, and any person is entitled to attend such a meeting. The board will comply with the North Carolina Open Meetings Law.

Q81. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

All Jordan Lake Charter School Board Members will be new for the 2020/2021 year. Board members will work with an experienced board member from a successful charter school to review a resource binder for orientation and training. All board members will be required to attend a minimum of 10 hours training each year. All board members will be required to participate in Office of Charter Schools orientation and training session. All board members follow the timetable and topics below:

- February 2021 – Board members will advertise to recruit and hire principal
- March, 2021 – Board members will begin marketing school
- April 2021 – Board members will maintain webpage for school and conduct surveys of prospective parents and students.
- April 2021 – Board members will initiate facility plan for August 2022 school opening
- May 2021 Board members will continue to interact with prospective parents and work closely with established partnerships to market the school.
- June 2021 – Board members will conduct planning meetings
- August 2021, Orientation & Overview - A review of the charter application including the Bylaws, and board members' roles, duties, and responsibilities for students, teachers, parents, and all stakeholders, and how to conduct a board meeting;
- September 2021 Board members will continue to market school and monitor facility construction plan
- October 2021, Policy Development – Schedule training with experienced policy experts on how to create policies, collect input from stakeholders, approve policies, and how to monitor the effectiveness of



policies.

- November 2021, Instructional Programs & Academic Accountability – Schedule curriculum training with successful practitioners in implementing Super Kids Reading/ELA, SAXON Math, the 7 Mindsets of Success programs, the Positive Behavioral Intervention System, the 5 effective English literacy and English as a Second Language curriculum and instructional methodologies for ELL students, and reviews of state/federal accountability standards and requirements for public schools;
- January 2022, Marketing and Recruitment – Board members will receive specific training from successful charter school marketing and recruitment experts on identifying target student/parent audiences, multiple communication formats, “high-touch” and “high-tech” strategies to share our charter school’s themes, mission, vision, and brand;
- February 2022, Personnel Management – Board members will schedule training with a human resource professional to gain knowledge on recruiting, hiring, and supervising the principal, developing evaluation systems, and establishing mutually agreed upon SMART Goals that are aligned with Jordan Lake Charter School’s Mission. Board members advertise and recruit a top-flight principal to participate in the planning year activities
- March 2022, School Law and Ethics – Board members will schedule training with an experienced public school law attorney to ensure that they understand all legal requirements as a board of directors and the importance of avoiding any conflict of interest as specified in the charter school’s Bylaws.
- April 2022, Financial Management & Facility Development – Board members will participate in training on budget development, financial supervision, and initiating and monitoring building a facility for the charter school.
- May 2022, Parental Involvement & Community Relations – Board members will review and implement 5 effective practices to promote parental involvement & positive community relations: 1) create a welcoming school climate; 2) provide families information related to creating supportive learning environments; 3) establish effective school-to-home and home-to-school communication; 4) strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community; and 5) engage families in school planning, leadership, decision-making and meaningful volunteer opportunities (Ohio Department of Education, 2020
- June, 2022, Board members will work closely with the school principal to ensure effective communication and collaboration, a clear understanding of the board members’ roles and the principal’s role, and develop a meaningful evaluation system for the school leader that is aligned with the mission and annual goals.
- July 2022 – Board members and principal will provide open house for parent visitation and post school calendar for opening in August 2022.

Q82. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts



Board members will exercise good faith in all transactions performing their duties for Jordan Lake Charter School and its property and its stakeholders. In their dealings with and on behalf of Jordan Lake Charter School, the board members will be held to a strict rule of honest dealings. Board members will also participate in professional development and training to reinforce the importance of ethical standards and procedures in their roles. These efforts and provisions regarding conflicts of interest will be supplemented by the Conflict of Interest Policy duly adopted by the Board in its Bylaws.

Each board member, before taking his or her position on the board, signed a conflict of interest agreement verifying that they did not have any existing relationships that could pose actual or perceived conflicts if the application is approved.

If any matter should come before the Board or any of its committees in such a way to give rise to a conflict of interest, the affected board member shall make known to the Board the potential conflict and shall answer any questions that might be asked him. The Board shall determine whether or not a conflict exists. If the Board determines that a conflict does exist, the affected board shall be excluded from voting. Any board member may raise an issue as to whether or not another board member has a conflict of interest with respect to any matter coming before the Board. In such case, the Board shall decide whether or not a conflict exists. If the Board determines that a conflict does exist, the affected board member shall be excluded from voting. The affected board shall be counted in determining the quorum for the meeting except as provided herein. If the material facts of a transaction and the director's interest were disclosed or known to the Board or a committee of the Board and the Board or committee authorized, approved or ratified the transaction, a quorum is present if a majority of the directors who have no direct or indirect interest in the transaction voted to authorize, approve, or ratify the transaction. A majority of votes, whether or not present, that are entitled to be cast in a vote on a transaction where the material facts of the transaction and the board member's interest were disclosed or known to the members of the Board entitled to vote constitutes a quorum; the members entitled to vote on such a transaction shall include all board members except (i) those board members with a direct or indirect interest in the transaction and (ii) those board members who have a material financial interest in another entity or are the general partners of another entity which is a party to the transaction. The minutes of the meeting shall reflect the existence of the conflict, the abstention from voting, and the quorum situation. Any board may raise an issue as to whether another board member's circumstances, or situation renders his service on the Board in conflict with the best interests of the Corporation. In any such case, the Board shall determine if such a conflict exists, and what action, if any, should be taken.



Q83. Explain the decision-making processes the board will use to develop school policies.

Jordan Lake Charter School will use the following NC Office of Charter Schools recommendations to develop all school policies (<https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/info-role/board-members#charter-board-policy> (<https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/info-role/board-members#charter-board-policy>), 2020).

A need will be identified. Previous policies may be examined to determine if the need is already addressed in some way. Relevant data will be collected based on the need. Recommendations will be made by several groups and the board will seek input from those that the policy will directly impact (students, parents, staff, etc.). The recommendations will be debated by the board (or assigned committee) to decide the framework for the eventual policy. A draft policy will be created (by appointed team) that follows a standard format: 1. Focus on outcomes 2. Establish boundaries within which the staff will operate 3. Sensitive issues should be reviewed by legal counsel. Notice will be provided for the first reading where public comments may be made. Based upon comments/feedback revisions could be made. Notice will be provided for second reading where policy is adopted. The new policy will be printed and provided to each member of the board and the administrative team to keep the policy manual updated. The new policy will be implemented via implementation procedures developed by the board. The policy will be evaluated at least annually, and if necessary, revised. The evaluation should include information from administration, staff, students, and parents.

Q84. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.




Jordan Lake Charter School has created the following advisory bodies, committees, and associations listed in the organizational chart:

- Chatham County Outreach and Advisory Committee – established to provide information, communications, and connections with the board from the community;
- Chatham County Latino Outreach Committee and Hispanic Liaison – established to ensure Hispanic stakeholders will have a voice and be able to participate with the board and school decision making;
- Jessica Mashburn, Executive Director of the Chatham County YMCA – will serve as a public agency contact for community input and advisement;



- Craig Witter, Executive Director of the Chatham Arts Council – will serve as an advisor and supporter for arts in the charter school;
- NC Cooperative 4H Extension Program Coordinator – will serve as an advisor and leader for agricultural curriculum and programs;
- Charter Success Partners – will provide accounting and administrative support for the charter school;
- Chatham News & Record – will provide social media and marketing for the charter school;
- Faith-based community liaisons and supporters – Rev. Sara Beth Pannell, Pittsboro United Methodist Church, Rev. Dr. Orlando Dowdy, Holland Chapel A.M.E. Zion Church of Chatham County, and Rev. Daniel Woodard, Olive Chapel Baptist Church, Chatham County.

Evidence :

		
Q165 Cindy Poindexter, Chatha...	Q165 Garland Burton, Liberty At...	Q165 Tammie Hall, NC Hub Offic...

Q85. Discuss the school's grievance process for parents and staff members

Jordan Lake Charter School will establish and implement a due process grievance policy to ensure that all parents and staff members have the right to file a grievance if they believe a charter school board policy, procedure or decision has been unfairly applied to them. This policy will require parents of staff members to submit a grievance form within 5 days of incident or situation to the school principal. The parent or staff member will receive a response from the principal within 5 days of receiving the form to schedule a grievance hearing.

If the parent or staff member’s meeting with the principal fails to resolve the matter, then the parent or staff member shall have the right to appeal the grievance to the board of directors. The parent or staff member will have 5 days after the meeting with the principal to file an appeal to the board of directors. The board of directors will have the option to schedule an appeal hearing for the parent or staff member within 10 days if the board of directors decides that there are grounds for an appeal to the board. If the board of directors reviews the information from the parent or staff member grievance hearing with principal and does not see justification for an appeal to the board, then the board will respond to the parent or staff member that it will not appeal results of the due process grievance hearing with the principal.




Q86. [Attach Appendix G Organizational Chart](#)

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



Jordan Lake Charter School Boa...

Q87. [Attach Appendix H Charter School Board Member Information Form and Resume](#)









- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources :



Evidence :

		
John Norwood - Appendix H Resu...	Joseph Zhou Appendix H Resum...	Jamie Lassiter Appendix H Resu...
		
Greg Bounds Appendix H Resu...	Richard Trogdon Appendix H Re...	Kenneth Branch Appendix H Res...
		
Jerry Guerrier Appendix H Resu...	Fiona Wang Appendix H Resume...	

Q88. [Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member](#)



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Comments :

Board members have repeatedly contacted law enforcement offices to try to complete fingerprinting and background checks. None of the agencies will be open to provide these services until after July 31st. Board Chairman Zhou contracted with an attorney to conduct a background check during this interim time to demonstrate the board's good faith effort to follow through on the background checks. We have attached an Appendix I with the law firm's fee back to conduct general background checks. We will complete the fingerprint background checks as soon as they are available

Resources :



Evidence :

APPENDIX I Board Member Crim...	Criminal background check invo...

Q89. [Attach Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality](#)The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Evidence :

Appendix J Bylaws.doc

Q90. [Attach Appendix K Articles of Incorporation or Municipal Charter](#)If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



Appendix K Articles of Incorpora...

10.3. Staffing Plans, Hiring, and Management

Q91. **Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Our predicted administration and staff members matches our projected enrollment in Section I relative to course offerings, and is aligned with the proposed budget.

Resources :



Evidence :



Q 172 Staffing Chart Template .x...

Q92. **Staffing Plans, Hiring, and Management.** Explain the board's strategy for recruiting and retaining high-performing teachers.

Jordan Lake Charter School's Board of Directors recruitment strategy to attract and to retain high-performing teachers will begin by selecting a high quality school leader. The new principal will be key to using online and social media marketing to attract the best and brightest teachers. The Board of Directors and the principal will be building our brand recognition and articulating our value-driven mission and vision for Jordan Lake Charter School. We have already established a web-page with a webmaster to maintain our website and to provide opportunities for prospective teachers to apply online. We will also partner with the Participate Learning Program in Chapel Hill NC to recruit and hire international teachers who are fluent in Spanish to provide support services for our Hispanic and ELL students.

Q93. **If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the**



proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader

Jordan Lake Charter School's Board of Directors have not identified a candidate for principal of the school. Once the charter application is approved, the Board will post a vacancy announcement in multiple online and professional journals with the following job description, qualifications, criteria, selection and timeline:

The Board of Directors for Jordan Lake Charter School are seeking a principal. Our school's Mission Statement is to provide a rigorous, personalized, and nurturing experience that encourages all students to become critical thinkers, inspired leaders, and lifelong learners as they prepare for college and the workforce. Our Vision Statement is to provide students with equitable access to a comprehensive education that allows them to explore their individual gifts and talents in a respectful, supportive, and compassionate learning environment. We are interested in hiring a school leader with the following qualifications, abilities and skills.

All applicants should have principal experiences, effective leadership abilities, and strong management skills. Candidates must also possess NC principal certification or be immediately eligible for NC principal certification. Principals with success in implementing innovative methods of educating students, improving academic performance scores, and preparing graduates to be college and career ready will be well-qualified applicants for this position.

Essential Skills include:

- Ability to promote Jordan Lake Charter School's Mission and Vision Statements
- Ability to work with a diverse group of stakeholders and to gain followership to achieve the school's purpose, mission, and goals
- Ability to recruit and to retain students
- Ability to recruit and to retain teachers
- Experience in managing budgets, facilities and human resources
- Ability to analyze student performance data
- Ability to ensure a safe and orderly educational climate within the school
- Ability to achieve compliance with all NC state standards & requirements for charter schools
- Adept at verbal & written communications, and public speaking



The Jordan Lake Charter School Board will conduct telephone interviews in the 2021 and select 2-3 finalists to meet for face-to-face interviews. The Board will make an job offer in July 2021

Q94. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

The Board of Directors have not identified a school leader at this time. Once the application is approved, the Board will post & advertise the attached vacancy announcement, conduct a search, interview and select a school leader.

Evidence :



Q95. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The Board of Directors are responsible for hiring the school, supervising the school leader, developing and approving policy, and providing financial overights. Board members should be open to receiving input from charter school employees and refer all inquiries to the school leader. This is a critical for the Board of Directors since they are an "appeal body" for charter school employees. If board member allow charter school employees to have direct access on issues without referring the employees to the school leader, this will negatively impact the chain of command and diminish the quality of leadership, decision making and practices

Q96. Outline the school's proposed salary range and employment benefits for all levels of employment.

Salary Range and employments benefits for all levels of employment are attached.

Evidence :



Q97. Provide the procedures for handling employee grievances and/or termination



Employee grievances and/or termination will follow these procedures for employees to file a grievance and/or termination. All employees will have an opportunity to be heard and will be advised to follow these steps:

- A request for an Informal Discussion must occur within 15 calendar days of the alleged event or action that is the basis of the grievance. Prior to filing a grievance about any issue, excluding unlawful discrimination, harassment or retaliation, disciplinary actions, and non-disciplinary separation due to unavailability, the employee shall first discuss the grievable issue with the immediate or other appropriate supervisor in the employee's chain of command or other appropriate personnel or agency that has jurisdiction regarding the alleged event or action that is the basis of the grievance. The employee must clearly declare to the supervisor or other appropriate personnel that the Informal Discussion request is regarding an alleged event or action that is the basis of a potential grievance. The supervisor or other appropriate personnel shall confirm the intention of the requested Informal Discussion with the employee before beginning discussions. This informal process shall be completed within the 15 calendar day timeframe. However, if progress is being made toward a successful resolution to the dispute or if there are occurrences that are unavoidable or beyond the control of either party, both parties may agree to an extension. This extension must be agreed to in writing and approved by HR and shall not exceed 15 calendar days. The supervisor shall notify Human Resources when an employee requests an Informal Discussion. The supervisor or other appropriate personnel is responsible for attempting to resolve the grievable issue with the employee. Human Resources shall serve as a resource during these discussions and will work with both parties to strive for a timely resolution. The outcome of the Informal Discussion shall be communicated to the employee and Human Resources by the supervisor or other appropriate personnel in writing. If the issue is not successfully resolved or if no written response is provided within the 15 calendar day time frame, the employee may proceed by filing a formal grievance. Time spent in the Informal Discussion is not a part of the formal internal grievance process.
- Disciplinary action grievances, to include dismissal, demotion, suspension without pay, as well as non-disciplinary separation due to unavailability shall bypass the Informal Discussion and proceed directly to the formal internal grievance process.
- The employee must begin the formal internal grievance process by filing a written grievance to the Human Resources Director or designee within the agency in accordance with the Employee Grievance Policy. The employee must complete any of the required informal processes and file within 15 calendar days of the alleged event or action that is the basis of the grievance. Mediation is Step 1 in the internal grievance process.
- Once the formal internal grievance has been filed, the grievant will request a formal conference with the principal. The principal will attempt to resolve the grievant's issues in the formal internal grievance.
- If the principal is unsuccessful in resolving the grievant's issues, then the grievant will have 15 calendar days to appeal to the Jordan Lake Charter School Board of Directors. The Board of Directors will hear the grievant's appeal
- The Board of Director's will hear the appeal and make a final decision to uphold the grievant's complaint or to deny the grievant's complaint.



Q98. Identify any positions that will have dual responsibilities and the funding source for each position

The Dean/Lead Teacher will serve dual responsibilities as an administrative dean and as a lead teacher. Funding source for these two roles will be state funds.

Q99. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students

Jordan Lake Charter School will recruit and hire qualified staff members for special needs students from teacher agencies, universities, retired teachers. We will be hiring multiple teachers from the Participate Learning Program to provide high quality instruction for our Hispanic and EL students. We will also recruit teachers qualified to teach gifted students from teacher agencies and universities. We will contract services for additional individual special needs students.

Q100. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

Regular education teachers must have completed a undergraduate degree, have a background in working with K-8th grade students, and be certified in NC. These teachers will lead our core curriculum programs. Teachers hired from Participate Learning will be bilingual and effectively coach, guide and promote success for our Hispanic and EL students. We will also recruit experienced special education teachers to ensure that all EC students have the abilities and skills to support form teachers to provide a Free and Appropriate Public Educational (FAPE) experiences for these students. For special needs students, we will be contracting services such as physical therapy, psychological testing, and occupational therapy.

10.4. Staff Evaluations and Professional Development

Q101. Identify the positions responsible for maintaining teacher license requirements and professional development.

The Dean/Lead Teacher will be responsible for maintaining and monitoring teacher license requirements and professional development for all teachers. The Dean/Lead Teacher will work with the Assistant Principal to ensure accuracy and timeliness in completing all license requirements and professional development.

Q102. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



Jordan Lake Charter Scholl will hire a cadre of experienced teachers and beginning teachers. The principal will assign each beginning teacher a experienced mentor to coach, guide, and support beginning teachers in developing lesson plans, assessing student performance, and understanding our mission and vision for the school. These mentor teachers will work closely the Dean/Lead Teacher and the Assistant Principal & Principal to make sure beginning teachers and experienced teacher monitor and comply with state/federal certification and license requirements, and that all teachers understand the evaluation system by which they will be assessed.

Q103. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The majority of Jordan Lake Charter School's professional development will be conducted internally by experienced teachers and administrators, along with external trainers traveling to the school to provide in-house professional development. Teachers will be allowed to attend external professional development that is relevant to their needs and interests. The first Friday of each month will be an early release day when students will leave at 11:30 AM and teachers will be the rest of the day for professional development and collaboration.

Q104. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Jordan Lake Charter School's schedule of professional development will begin on Monday, August 1, 2022 and continue Monday through Friday until August 12th, The first week of professional development will focus on our school's Mission and Vision, and to become familiar with their fellow teachers and administrators. This induction period during the first week will be assist teachers in learning all of Jordan Lake Charter School's rules, procedures and policies. There will also be sessions on understanding our 7 Mindsets Program and our Positive Behavioral Intervention Program. New teachers will role-play conducting parent conferences with experienced teachers and learn how to initiate, to develop, and to maintain a positive school culture for all stakeholders. All teachers will review the student handbook to become familiar with our policies and procedures.

The second week of professional development will focus on providing teachers with ample time to prepare lessons, understand the K-8th grade standard course of study, and how to monitor students' progress each week. Grade level and subject area teachers will set up a data meeting schedule for each



week to review their students' progress and then ask for recommendations on how to improve students who are struggling. In addition, teachers will make phone calls to the parents of their students to introduce themselves and invite them to meet and conference with them.

Q105. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

NC State Statute § 115C-84.2 requires public schools to establish a school calendar with a minimum of 185 days or 1,025 hours of instruction covering at least nine months. Jordan Lake Charter School will start classes at 8:20 AM and dismiss classes at 2:45 PM each day. Classes will be 50 minutes in length, with 5 minutes for a break for elementary students and 5 minutes for middle school students to change classes. This will equal 5.8 instructional hours per day (350 minutes) x 5 days = 1,073 hours for the academic year (9 months).

The additional 48 hours per school year (1,073 – 1,025 hours) will be used to provide a half day early release for students on the first Friday of each month. These half days will be used for teachers' professional development, professional learning community meetings, and opportunities for face-to-face and/or phone conferences with parents. These half days may also be used for tutoring students and providing additional support as needed.

The seven 50 minute periods each day will provide instructional time for the core language arts, mathematics, science, and social studies (4 periods), and 3 periods for physical education and 2 electives. This structure will be in alignment with our Mission to provide optimal learning experiences for all students.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.

Q106. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to



reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Board members will receive specific training from successful charter school marketing and recruitment experts on identifying target student/parent audiences, multiple communication formats, “high-touch” and “high-tech” strategies to share our charter school’s themes, mission, vision, and brand. Board members and the principal will work with our partners in the area to ensure that we strive to reach and reflect the racial/ethnic and demographic composition of the Chatham County School District and surrounding areas. To connect with our targeted potential students and parents, the board and the principal will work closely with the Chatham County Outreach and Advisory Committee, which was established to provide information, communications, and connections with the board from the community, and with the Chatham County Latino Outreach Committee and Hispanic Liaison, which was established to ensure Hispanic stakeholders will have a voice and be able to participate with the board and school decision making. Our board members and teachers will also use social media, our webpage and conduct town hall meetings in our targeted population community centers to market our school.

Q107. Describe how parents and other members of the community will be informed about the school.

Parents, other community members, and stakeholders will be informed about Jordan Lake Charter School via emails, phone calls, Facebook and schedule town meetings. We will use the following partners we have developed to communicate with parents and other members of the community: Chatham County Outreach and Advisory Committee, established to provide information, communications, and connections with the board from the community. Chatham County Latino Outreach Committee and Hispanic Liaison, established to ensure Hispanic stakeholders will have a voice and be able to participate with the board and school decision making, the NC Cooperative 4H Extension Program Coordinator, who will serve as an advisor and leader for agricultural curriculum and programs; the Chatham News & Record, to provide social media and marketing for the charter school, and our faith base partners, Rev. Sara Beth Pannell, Pittsboro United Methodist Church, Rev. Dr. Orlando Dowdy, Holland Chapel A.M.E. Zion Church of Chatham County, and Rev. Daniel Woodard, Olive Chape Baptist Church, Chatham County.

Q108. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Jordan Lake Charter School's plan to recruit students will begin once our application has been approved. We will follow this schedule:

- Board members will launch a website informing students and parents that will have been approved to open our charter school in August 2022



- Board members will begin to conduct town hall meetings in March 2021 for prospective parents and students to attend to ask questions and to learn more about the school.
- Board members will send out surveys in April 2021 to gauge parent interest in the sending their child to our charter schools
- Board members will send out email blasts sharing information about the school to prospective parents
- Board members will conduct another town hall meeting in May 2021 in a different area of the county and invite students and parents to attend
- Board members will send out flyers in June 2021 to real estate agents to include information about Jordan Lake Charter School in their brochures.
- Board members will attend community events in July 2021 to promote the school
- Board members will send out surveys in August 2021 to gauge parent interest in sending their child to our school
- Board member will hire a principal to become the school leader for Jordan Lake Charter School who will begin to interact with students, parents, and the community.

Our benchmarks will be the percentage of parents stating they are interested in sending their child to Jordan Lake Charter School after each survey and town hall meeting.

Q109. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Jordan Lake Charter School's specific area of focus will be outreaching to Hispanic, EL and families in poverty. Fifty-one percent of Chatham County residents are in poverty income levels. Many of these students are academically low achievers, are English Learners, and are out-risk for failure. We will schedule town hall meetings, collaborate with our Hispanic partners, and go to these communities to establish connections with these families. We will market the number Spanish speaking teachers we are hiring and share our Mission and Vision for providing support for these students. We will also work with our faith-base partners to communicate our interest in bringing these students to our school.

Q110. What established community organizations would you target for marketing and recruitment?

Jordan Lake Charter School has established partnerships with the following community organizations to target for marking and recruitment:

- Chatham County Outreach and Advisory Committee – established to provide information, communications, and connections with the board from the community;
- Chatham County Latino Outreach Committee and Hispanic Liaison – established to ensure Hispanic stakeholders will have a voice and be able to participate with the board and school decision making



- Faith-based community liaisons and supporters
- Rev. Sara Beth Pannell, Pittsboro United Methodist Church,
- Rev. Dr. Orlando Dowdy, Holland Chapel A.M.E. Zion Church of Chatham County,
- Rev. Daniel Woodard, Olive Chapel Baptist Church, Chatham County.

10.6. Parent and Community Involvement

Q111. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Jordan Lake Charter School will begin communicating with and engaging parents from our approval date through openings via the following:

- Once approved, emails, website videos, surveys, and town hall meetings
- We will continue to survey prospective parents and invite their input as we move forward with developing the school
- Prior to opening in August 223, a social event will be scheduled to introduce our teachers and staff administrators to students, parents, and stakeholders in the community.
- We will schedule several open houses for students and parents to get to know our board members, principal and teachers
- We will have a full-court press in from April 2023 - July 2023 to recruit and engage parents and community members with our school. This will include additional town hall information meetings, emails, website videos and pictures, and surveys.

Q112. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Jordan Lake Charter School will engage parents in the our school by scheduling student events throughout the school year.. We will provide teachers conferences for all parents and establish annual events to welcome all students, parents and community members to our school. For example, one event will be International Night where families get to dress up in their native country's clothes and bring some of their native country foods to be shared in the event. This would also include music and dancing. We will also schedule a Fall Festival for students and parents to come to the school for a variety for activities. We will offer parent education nights for parents to come to our school to ask questions about curriculum, instruction, and support services for their students. In addition, we will sponsor an end-of-the-year gathering to celebrate student accomplishments for the year and to plan for our returning students to come back next year.

Q113. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



We will offer 7 Mindset Program Training sessions for our parents and the community to understand the benefits for our students and to support our school's mission and vision. The 7 Mindsets Program captures our school's commitment to establishing a positive school culture where students will thrive and achieve their potential.

10.7. Admissions Policy

Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

- Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
- Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
- Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities (if any) for students or parents.
- Clear policies and procedures for student withdrawals and transfers.

- Tentative dates for opening enrollment application will begin once Jordan Lake Charter School has received final approval from the State Board of Education. Opening date will be March 1, 2021 and continue through July 31st 2022.
- Jordan Lake Charter School will adhere to and follow the NC Statute for charter school admissions: Any child who is qualified under the laws of NC for admission to a public school is qualified for admission to a charter school.
- If needed, Jordan Lake Charter School will establish a waiting list at the end of May 2022 that will place each parent's application in a time stamped list with the most recent applications in date order. Applicants will be admitted to Jordan Lake Charter School from this ordered list. Parents may withdraw their students from Jordan Lake Charter School at any time by requesting to be exited from the school and asking that student's records be sent to a new receiving school. If students withdraw from Jordan Lake Charter School and decide to return, you may reapply and enter the "que" based on the submission date of their application. If students plan to transfer into Jordan Lake Charter School, they will need to complete an online application to be considered for admission based on the submission date of their application.
- Pre-admission activities may include a conference with parents to find out if their child is Exceptional and parents will be asked to give permission to receive the child's files to help facilitate the student's transition to Jordan Lake Charter School.
- All withdrawals and transfers will require parents to notify Jordan Lake Charter School to provide assistance in coming to our school or leaving our school.



Q115. **Weighted Lottery** Does your school plan to use a weighted lottery?

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).
3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q116. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

Yes

No

Q117. **Explanation (optional):**



11. Operations

Q118. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
 No

Q119. Explanation (optional):

11.1. Transportation Plan

Q120. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:
a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Jordan Lake Charter School is considering purchasing two used school buses to offer Express Bus Services to various pick up/drop off locations for students. Those locations will be based on the student's home address, using "Location Smart" a worldwide cloud location service, to determine the most efficient location for picking up and dropping off students.

Considering the recent Covid-19 pandemic, we will be working closely with our future PTA to develop a strategy to best address safe and effective ways to address students transportation concerns in the next year. Our budget Line 50 reflect our commitment.

Our transportation budget is as the follows:

Year 1. \$30,000

Year 2. \$34,800

Year 3. \$33,060

Year 4. \$37,027.20



Year 5. \$37,027.20

We will be working closely with our PTA, developing methodology for funding and generating revenue to purchase “gas cards” for families who offer carpool services. For extreme circumstances, if a student has absolutely no means for transportation, we will contract with a local vendor to ensure the student is able to get to school. Parents without transportation who need a ride to school will be serviced through contractors and volunteers. If a child is enrolled in the school and has related services based on their IEP, we will independently contract with a provider to ensure this student is able to attend school and have their needs met. The funds to pay for such a service may be requested from a special state reserve or will be identified in our budget if this is needed.

11.2. School Lunch Plan

Q121. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

Jordan Lake Charter School is fully committed to ensuring that no child lacks a nutritious daily meal. Whether a student is unable to pay for their lunch due to financial need or simply because they forgot their lunch on a given day, we will have a plan in place to ensure they are fed a nutritious meal without stigmatization. Our students will have the option to purchase lunch at our school cafeteria. The school cafeteria will contract with a local qualified vendor to prepare healthy, hot meals for students and faculty members in our school kitchen. Jordan Lake Charter School will participate in the National School Lunch Program for those students who are financially unable to provide themselves with a school lunch, a free or reduced-price lunch will be provided to them. Adults overseeing lunch will be tasked with identifying any trends in students who are not, and those students will be referred to a trained counselor to determine the reason. If that reason relates to financial need the counselor will follow up to ensure their parent has the means necessary to fill out the free and reduced lunch eligibility paperwork.

There is a line item in the operation budget of \$120,000 for the first year to meet this expense. We anticipate this will be growthy each school year and our budget is reflecting these challenges.



At Jordan Lake Charter School, we believe no child should be left hungry for school. We will build a food pantry at school, working close with local churches, Chatham County Partnership for Children, Chatham County Exceptional Children and the Hispanic Liaison (Chatham) to support children with nutritious food at home.

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q122. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Completed Table Attached

Resources :



Evidence :



Q123. 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.

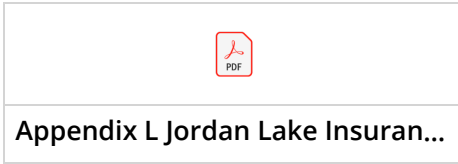
Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

Appendix L Attached



Evidence :



11.4. 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.

Q124.

We, the Board members 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.

The Board Chair must sign this question.

Signature

Q125. **Start-Up Plan** Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Mr. Zhou is responsible for establishing the Start-Up

No compensation for his services.



School site acquisition is in working progress. We identified two possible sites in the eastern part of Chatham county that can be used for school construction, we are in constant communication with landowners, Chatham County Planning Department and NCDOT to determine the best site for the school.

Site Selection: January 2020 – August 2020

School Site Design: August 2020 – February 2021

Purchase Property and Site Permitting: February 2021

Secure Facilities Financing: August 2020 to May 2021

Recruit Teachers: January 2022 to June 2022

RTO Training and Submittals: July 2021 to June 2022

Marketing: August 2020 to August 2022

Student Enrollment: December 2021 to January 2022

Procure Curriculum Materials: January 2022 to August 2022

Professional Development: July 2022 to August 2022

Secure Contracted Services: January 2022 – July 2022

No compensation

Q126. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

Our major tasks will be securing financing, site selection and facility design. Our board had a meeting with Dr. Todd Roberts, Chancellor North Carolina School Science and Mathematics. We consulted with him on how to build an excellent faculty and administrative team. We will be recruiting a talented, high quality principal and support him or her in taking the lead in developing faculty & staff members. Fortunately, we have a strong, very diversified, and committed board members. We have a seasoned Wake County Schools' principal, two bank executives, an attorney, a CEO of a nonprofit community health center, an African American architect, and an executive with experience in services to community college students and their families for several decades. Most important, all of our board members are committed to building an excellent community school for all children since "a child miseducated is a child lost".



We will continue our effort for fundraising and seeking corporation support for our school. We will apply for the NC Access grant that may provide us up to \$400,000.

11.5. Facility

Q127. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools

The Board of Directors for Jordan Lake Charter School has begun the site selection process. Land has been identified in the eastern Chatham County area. We are involved with the local economic development agency. They are assisting us in identifying the best location/site for the school. This includes reviewing the budget and working to find finance options. Preliminary development plans for the site are as follows- However, they are subject to change.

- 20 to 40 acre parcel that will support use as a school building (public utilities preferred)
- Will need room for the school building and parking/drop-off, recreational fields, community garden/farm, greenhouse, and other spaces.
- Ensure local zoning is compatible or is reflected in long-range land use plan
- Architectural plans/design a new permanent facility of approximately 100,000 square feet to accommodate about 900 K-8 students

Our Board consists of members from various related backgrounds. We have finance experts, real-estate experts, architectural/engineering experts and of course education experts. Their knowledge of construction administration and methods as well as charter school facility operations will be very important. The Board has also identified consultants to support the already robust experience among members. Specifically, consultants will be used to navigate the regulatory requirements, land-use/zoning requirements and permitting processes related to building the physical school space. Our plan is to have a certificate of occupancy for education use on or before July 1st, 2022 in time to open for the 2022/2023 academic

Q128. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall



square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The facility at Jordan Lake Charter School will consist of approximately 53 classrooms to support the proposed educational plan and enrollment projections for students in grades K-8th. Our first-year enrollment will likely only be grades K-5. The additional areas of the building that will not be used but will be properly maintained until the need arises.

The Board plans to incorporate collaborative spaces, a media center, a gym/auditorium and other purpose-built areas in the school. General classrooms will be approximately 700 square feet. A large makerspace and performing arts room will be included. We estimate that the facility costs will account for approximately 20% of our first-year revenues. We have explored two options for financing: a direct loan from a commercial bank for construction and acquisition cost or a contract with a developer and a plan to lease the building/grounds.

Q129. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

The projected facility will include a great deal of unique learning spaces including those listed above and more. Collaborative space will be a priority. The gymnasium/auditorium space will also used by community). General classrooms will be well appointed and in-keeping with standards. Science and Art classrooms will be designed specifically to support the curriculum. Exceptional Children classrooms will be constructed to best meet the needs of students with cognitive/physical disabilities. Care will be taken to ensure best practices are used in developing support space (office, workroom, storage, etc.) so that it provides the best work environment for employees and serves stakeholders effectively.

Q130. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location

Cost per square foot attached.

Evidence :





Q131. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open

The Board understands the approval and regulatory process at state and local levels. Upon charter approval by the State Board of Education, we will immediately enter into a contract with a builder, developer, or financier in order to begin construction. The immediate spatial needs of the school will be K-5th grade classrooms, cafeteria, special education services rooms, and technology labs, and a commons area for P.E. and assemblies. In case of unforeseen emergency, we will communicate with our Chatham County partners to locate a temporary facility that can provide adequate classroom space, a cafeteria, special education services, a technology room. Several of our faith partners have churches with classrooms, gyms and cafeterias that could be available. In the event that we cannot open our facility in Year 1, we will consider these options in the same geographical area.

Q132. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Board includes members with finance, architectural/engineering, design, construction, operations and finance experience. Also, the Board has identified various consultants to supplement the expertise that resides within the Board. A NC licensed developer and design/construction professional will be contracted and will abide by all local, state and federal regulations.



12. Financial Plan

Q133. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
 No

Q134. [Explanation \(optional\):](#)

12.1. Charter School Budget

Q135. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Not Applicable

Q136. Attach Appendix N: Proposed Budget for Year 1 through Year 5

[Click "Resources" \(to the right of this text\) to access and download the Budget Template.](#)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5


Comments :

Completed Budget Template Uploaded

Resources :



Evidence :


Appendix N JLCS Budget.xlsx

12.2. Budget Narrative

Q137. How was the student enrollment number projected?



Jordan Lake Charter School will be in the Chatham County School District. In recent years, the population in Chatham County and surrounding areas has been increasing each year. This is reflected in the population for children between 5 and 14 years old. According to the Environmental Systems Research Institute (ESRI), in 2019, the number of children aged 5 to 14 years old within 30 minutes of Apex, NC was 126,421. ESRI is estimating that by 2024, the number of children aged 5 to 14 years old within 30 minutes of Apex, NC will be 133,430.

According to data from the NC Department of Public Instruction, from 2009 to 2019, the school system's student population has gone from 7,679 to 8,840, a 15.2% increase. Chatham County's student population will continue to increase over the next several years due to the Brian Chapel and Chatham Park developments. Chatham Park will be the largest mixed-use development in the state with the expectation of more than 60,000 new residents in 40 years to Pittsboro.

Chatham Park will be building 22,000 dwellings that will generate approximately 6,051 students. As a result, 5 elementary schools, 2 middle schools and 1 high school will be needed to accommodate this increase in student population. According to information presented to the Chatham County Board of Education by N.C. State University's Operations Research and Education Laboratory, even when the expected growth of Chatham Park is not considered, multiple Chatham County Schools will exceed 105% over the next three years. Perry Harrison Elementary is expected to cross the 105% threshold by the 2020-21 school year, Pollard Middle by 2021-22, and Northwood High School by 2022-23. John McCain, Chatham County's Public Relations Director, has stated that a number of these new students could attend charter schools or private schools.

Q138. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

Along with our parent survey results which indicated that 90% of parents in our school community would be interested in sending their student to our school, and based on projected population increases and information on the increases in K-8th grade enrollment in Chatham County Schools Planning Committee, these data support our belief that 13.8% of the Chatham County 6,500 K-8th graders will be interested in applying to our school which will provide high quality instructional and support services for all students.

Q139. Provide the break-even point of student enrollment

In Enrollment Projection Year 1 through Year 5, we detailed student enrollment. Our projection is to have 80% students from Chatham county and 20% students from Wake county. (see line item 16 through 21) with total student 600 in Year 1 of operation.



Our Overall Budget included Total Personnel, Total Operations and Total Expenditures vs. Total Revenue, the school will have \$241,083.59 surplus at end of the Year 1 operation.

Q140. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

Our board and CSP prepared the most conservative budget, we believe we can meet Jordan Lake Charter School financial needs based on our projected student enrollment. If there is future need, the board will submit a revised budget during the RTP process.

Q141. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

Jordan Lake Charter School's present budget is solely relying on sources of funds from state and county. We filed a 501c (3) Status application with IRS in early May this year, we anticipate we will be granted the status in the next two months, then we will initial campaign to seek donations from business and private citizens.

Q142. Provide the student to teacher ratio that the budget is built on

Student to teacher ratio is built on an average of 1 teacher for every 17 students.

Q143. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

The founding board members' individual and collective qualifications include an architect who has completed school designs, a veteran school administrator with 30 years of experience in educational leadership, curriculum and instruction, a former professor of management, executive development, employee training and evaluation who has served on numerous nonprofit boards and community service agencies, and currently serves as a Chief Executive Officer of Goshen Medical Center, an attorney with extensive experience working with NC Clerk of Courts across the state, a Chief Executive Officer for Community College Student Insurance Companies who has also served as a Founding Member of the United Minority Contractors of North Carolina, a former Board of Director member with the American Red Cross, a former Vice-Principal and Director of the Cary Chinese School, and a vice-president of a bank who serves as a member of the North

Raleigh Chamber of Commerce, the Urban Land Institute, and the NC Housing



Alliance. All of our board members have the qualifications and the capacities to successfully implement the financial plan.

Q144. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

Jordan Lake Charter School's curriculum and instructional methodologies will be modified adapted to meet the specific needs of Students with Disabilities (SWD) at Jordan Lake Charter School. SWD students will receive additional support from EC and regular education teachers based on their Individualized Education Plans (IEPs). We have built in allotments for SWD teaches and will work with local community agencies to provide additional support if needed.

Q145. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

During June and July, our board invested enormous time seeking help from peers of charter schools in North Carolina to identify an accounting firm that can help Jordan Lake Charter School's finance needs. After consulting with dozen North Carolina charter schools, speaking to their board directors, their Treasurer, and school Financer Directors, upon approval of our application, we are considering seeking to engage a Durham based Charter Success Partners (CSP) for accounting services if needed. CSP has an excellent reputation in servicing non-profit schools accounting and fund raising needs in North Carolina. We believe with their help, we can have a transparency accounting system, meet requirements of OCS and DPI.

Based on a peer satisfaction review, we are considering contracting ADP for our payroll needs. Based on peer satisfaction review, we engaged Phyliss Pearson at Petway Mills & Pearson, PA as auditor. This firm has over 20 years of experience in performing governmental and not-for-profit audits, serviced more than 150 governmental and not-for-profit entities. At present, they have 36 charter schools in North and South Carolina, 10 towns, 1 school board, 1 public authority and 102 not-for-profit organizations and homeowner associations.

Several of our board members have financial backgrounds and experiences in accounting/management. We will establish a board finance subcommittee to oversee these activities to ensure fidelity and compliance.

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Q146. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases

Jordan Lake Charter School's board finance subcommittee will develop policies for approving contracted services as needed. The board will send out Request for Proposals to receive bids and seek references to make final decisions. As mentioned, we are engaged with conversations with Charter School Partners (CSP) and will continue discussions following approval of our application to determine which services, such as accounting and custodial, may be contracted out.

We will also continue discussions with the Petway Mills & Pearson, PA auditing firm to contract auditing services. If needed, exceptional children instructional support services will be managed via recommendations from the principal to the board to contract these services.

Q147. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

Jordan Lake Charter School's budget is aligned with our mission, curriculum, transportation plans and facility needs to provide a holistic educational and developmental experience for students, parents, teachers and the community. We created our budget to be congruent with our beliefs, our instruction, our support services, and most all, creating an inviting school with a positive culture to maximize students' learning and future success.

Q148. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Our board and CSP have prepared a very conservative budget. We believe we can meet Jordan Lake Charter School's financial needs based on our projected student enrollment. from December 2021 up to June 2022. Board members John Norwood and Richard Trogdon together with over 50 years' experience in risk, credit management. They have finances several charter school operations, Dr. Greg Bounds is CEO of one largest nonprofit community health centers in our state, he has over two decades experience in managing non profit organizations, familiar with law and regulation specific to non profit organizations. Joseph Zhou, a successful business operator, manages 38 largest community college student health



insurance programs in our state. We believe with collective wisdom from our board directors, working closely with CSP and our auditor, we can maintain accountability and transparency in our financial accounting system. Jordan Lake Charter School's goal for a general fund balance will be 7%.

Q149. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

We have two experienced commercial bankers as Board of Directors, both of them are senior bank executives, have vast experience in financing charter school operation and commercial lending, Jordan Lake Charter School facilities construction will examine two options: Lease Financing from a builder or financing on its own construction. School, office furniture and operation equipment will be through a lease and purchase combination. We have specific line items reflected in our Operation Budget. All Jordan Lake Charter School facility construction, and services contracts will go through a RFP open purchase process in order to seek the most compatible pricing, transparency and accountability.

Q150. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

Jordan Lake Charter School is seeking equipment donation from Cisco and Lenovo for setting up a network server for the school and computer lab. We received positive responses from both companies. Once we are granted our charter application, we will work with their foundation arms for the detailed work plan. We will also apply for the NC ACCESS grant for start-up costs, professional development, marketing and hiring Principal in spring 2021.

12.3. Financial Compliance

Q151. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

At Jordan Lake Charter School, our board will be working closely with our accounting firm, auditor, educational consultant, and most importantly with our community advisory committees from Chatham and surrounding counties to developing a road map of success, this included:

1. Establishing effective leadership and culture
2. Establishing effective governance procedure
3. Establish detailed academic and business operation procedure and measurement for success



And, the Board will be working closely with our account, auditor and attorney to developing Fiscal Policies and & Procedures Handbook in the coming months, this handbook will address Internal Control, Financial Management, Asset, Liabilities, Property Management, Procurement, Payroll and Consultant and Contractors.

Q152. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Not Applicable

Q153. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

Based on peer satisfaction review, we engaged Phyliss Pearson at Petway Mills & Pearson, PA as auditor. This firm has over 20 years of experience performing governmental and not-for-profit audits, servicing more than 150 governmental and not-for-profit entities. Presently, they have 36 cha269-7405, Fax (919) 268-8728. Charter schools in North and South Carolina, 10 towns, 1 school board, 1 public authority, and 102 not-for-profit organizations and homeowner associations. Petway, Mills & Pearson, Address 806 N Arendell Avenue, Zebulon, NC 27597. Phone: (919) 269-7405, Fax: (919) 268-8728.



13. Other Forms

Q154. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Required Signature Certification...

Q155. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1


Comments :

Not Applicable - At This Time

Resources :



Evidence :


Contracting Certification Form ...



14. Third-party Application Preparation

Q156. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q157. Give the name of the third-party person or group:

Dr. Howard Coleman

Q158. Fees provided to the third-party person or group:

No fees provided.



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q159. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to North Carolina Department of Public Instruction:

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand

Comments :

From: **Dave Machado** <Dave.Machado@dpi.nc.gov (mailto:Dave.Machado@dpi.nc.gov)>

Date: Tue, Jul 21, 2020 at 10:55 AM

Subject: RE: follow up application payment fees

To: Joseph Zhou <jzhou27513@gmail.com (mailto:jzhou27513@gmail.com)>

Joseph,

Yes, we received your check.

Thx,

Dave



Dave Machado

Director of Office of Charter Schools

6303 Mail Service Center

Raleigh, NC 27699-6303

dave.machado@dpi.nc.gov (mailto:deanna.townsend-smith@dpi.nc.gov)

(P) 984-236-2702



16. Signature page

Q160. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Q 244 Signature Page.pdf

Q161. Complete

I have finished the application

* Q162. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Jordan Lake Charter School's procedures for hiring and dismissing school personnel, including conducting criminal background checks on criminal histories will adhere to and follow General Statutes, Chapter 115C, Article 22, 115c-332 (https://www.lawserver.com/law/state/north-carolina/nc-laws/north_carolina_laws_115c-332 (https://www.lawserver.com/law/state/north-carolina/nc-laws/north_carolina_laws_115c-332))

Jordan Lake Charter School's procedures for hiring will follow state and federal guidelines for Equal Opportunity for all qualified candidates. Vacancy announcements for positions will be posted in multiple digital and print formats with ample time for applicants to submit a resume and interest letter. Applicants' materials will be reviewed by boards and the principal to identify qualified candidates to be interviewed. After employment interviews are conducted, the board and the principal will determine which candidate will receive an offer of employment.



Jordan Lake Charter School will require the finalist for each position to have a criminal history background which will include fingerprinting. Final candidates will be told that they will be conditionally employed while the criminal history check is completed and that the board will make a final decision based on the results of the criminal background check. If the criminal background check reveals the conditionally employed person has been convicted of a crime, whether a misdemeanor or a felony, that this indicates the employee poses a threat to the physical safety of students or personnel, or that he or she has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a public school personnel, then the job offer will be rescinded and the employee will be dismissed. Such crimes include the NC crimes identified in the Articles of Chapter 14 of the General Statutes.

The Jordan Lake Charter School Board of Directors shall review the criminal history background check it receives on the conditionally hired employee. The Board of Directors will determine whether the results of the background check indicate the applicant or employee poses a threat to the physical safety of students or personnel, or has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a public school personnel will also use the information when making final employment decisions for all candidates, including independent contractors.



The form you are looking for begins on the next page of this file. Before viewing it, please see the important update information below.

New Mailing Address

The mailing address for certain forms have change since the forms were last published. The new mailing address are shown below.

Mailing Address for Forms 1023, 1024, 1024-A, 1028, 5300, 5307, 5310, 5310-A, 5316, 8717, 8718, 8940:

Internal Revenue Service
TE/GE Stop 31A Team 105
P.O. Box 12192
Covington, KY 41012-0192

Deliveries by private delivery service (PDS) should be made to:

Internal Revenue Service
7940 Kentucky Drive
TE/GE Stop 31A Team 105
Florence, KY 41042

This update supplements these forms' instructions. Filers should rely on this update for the change described, which will be incorporated into the next revision of the form's instructions.

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1023

Use the instructions to complete this application and for a definition of all bold items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)	2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 – 12)
6 Primary contact (officer, director, trustee, or authorized representative) a Name:		b Phone: c Fax: (optional)

8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 1, Yes

11 (MM/DD/YYYY) / /

12 Were you formed under the laws of a foreign country ? Yes No
If "Yes," state the country.

paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.

9a Organization's website:

b Organization's email: (optional)

10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.

Yes

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.

- 1 Are you a corporation? If "Yes," attach a copy of your articles of incorporation showing certification of Yes No filing with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification.
- 2 Are you a limited liability company (LLC)? If "Yes," attach a copy of your articles of organization showing Yes No certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application.
- 3 Are you an unincorporated association? If "Yes," attach a copy of your articles of association, Yes No constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.
- 4a Are you a trust? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and Yes No dated copies of any amendments.
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted bylaws? If "Yes," attach a current copy showing date of adoption. If "No," explain Yes No how your officers, directors, or trustees are selected.

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language.
Location of Purpose Clause (Page, Article, and Paragraph):
- 2 a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a.
- c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

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Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a Are any of your officers, directors, or trustees related to each other through family or business relationships? Yes No
If "Yes," identify the individuals and explain the relationship.
- b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? Yes No
If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.
- c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? Yes No
If "Yes," identify the individuals and explain the relationship.
-
- 3 a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties. Yes No
- b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No
Yes No
-
- 4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use. Yes No
- a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy?
- b Do you or will you approve compensation arrangements in advance of paying compensation? c Do you or will you document in writing the date and terms of approved compensation arrangements?
- d Do you or will you record in writing the decision made by each individual who decided or voted on YesNo compensation arrangements?
- similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

5a Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Yes No

Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.

7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases. Yes No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No

8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No

b Describe any written or oral arrangements that you made or intend to make. c Identify with whom you have or will have such arrangements. d Explain how the terms are or will be negotiated at arm's length. e Explain how you determine you pay no more than fair market value or you are paid at least fair market value. f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

e Do you or will you approve compensation arrangements based on information about compensation paid by Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b Describe any written or oral arrangements you made or intend to make. c Identify with whom you have or will have such arrangements. d Explain how the terms are or will be negotiated at arm's length. e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value. f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. See instructions.

1 a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," Yes describe each program that provides goods, services, or funds to individuals.

b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If Yes No "Yes," describe each program that provides goods, services, or funds to organizations.

2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No

3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. See instructions.

1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G. Yes No

2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. See instructions.

1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. Yes No

2 a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and Yes No complete line 2b. If "No," go to line 3a.

b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No

Yes No

3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data.

b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No

c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

Yes No

4 a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. See instructions.

- mail solicitations phone solicitations email solicitations accept donations on your website
personal solicitations receive donations from another organization's website vehicle, boat, plane, or similar donations government grant solicitations foundation grant solicitations Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conduct them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also attach a copy of any contracts or agreements.

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements.

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors.

5 Are you affiliated with a governmental unit? If "Yes," explain. Yes No

6a Do you or will you engage in economic development? If "Yes," describe your program. Yes No b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe Yes No each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees.

b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees.

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into joint ventures, including partnerships or limited liability companies Yes No treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate.

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.

b Do you provide childcare so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).

c Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k).

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other

Part VIII Your Specific Activities (Continued)

Yes No

vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution.

- 12 a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If Yes No "No," go to line 13a.
b Name the foreign countries and regions within the countries in which you operate.
c Describe your operations in each country and region in which you operate.
d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b Yes No through 13g. If "No," go to line 14a.

- b Describe how your grants, loans, or other distributions to organizations further your exempt purposes. c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No d Identify each recipient organization and any relationship between you and the recipient organization. e Describe the records you keep with respect to the grants, loans, or other distributions you make.
f Describe your selection process, including whether you do any of the following.
(i) Do you require an application form? If "Yes," attach a copy of the form. Yes No
(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your Yes No responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused.
g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14 a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer Yes No lines 14b through 14f. If "No," go to line 15.

- b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or Yes No specific organization? If "Yes," list all earmarked organizations or countries.
d Do your contributors know that you have ultimate authority to use contributions made to you at your Yes No discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors.
e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these Yes No inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information.
f Do you or will you use any additional procedures to ensure that your distributions to foreign Yes No organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately.

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15 Do you have a close connection with any organizations? If "Yes," explain.

16 Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If Yes No "Yes," explain.

17 Are you applying for exemption as a cooperative service organization of operating educational Yes No organizations under section 501(f)? If "Yes," explain.

18 Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. Yes No

19 Do you or will you operate a school? If "Yes," complete Schedule B. Answer "Yes," whether you operate Yes No a school as your main function or as a secondary activity.

20 Is your main function to provide hospital or medical care? If "Yes," complete Schedule C. Yes No

21 Do you or will you provide low-income housing or housing for the elderly or handicapped? If "Yes," Yes No complete Schedule F.

22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to Yes No individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part VIII Your Specific Activities (*Continued*)

Yes No

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

Revenues	Type of revenue or expense	Current tax year				3 prior tax years or 2 succeeding tax years				Expenses	
		(a) From		(b) From		(c) From		(d) From			(e) Provide Total for (a) through (d)
		To	.....	To	.....	To	.....	To	.....	
	1 Gifts, grants, and contributions received (do not include unusual grants)										
	2 Membership fees received										
	3 Gross investment income										
	4 Net unrelated business income										
	5 Taxes levied for your benefit										
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)										
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)										
	8 Total of lines 1 through 7										
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)										
	10 Total of lines 8 and 9										
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)										
	12 Unusual grants										
	13 Total Revenue Add lines 10 through 12										
	14 Fundraising expenses										
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)										
	16 Disbursements to or for the benefit of members (attach an itemized list)										

17 Compensation of officers, directors, and trustees					
18 Other salaries and wages					
19 Interest expense					
20 Occupancy (rent, utilities, etc.)					
21 Depreciation and depletion					
22 Professional fees					
23 Any expense not otherwise classified, such as program services (attach itemized list)					
24 Total Expenses Add lines 14 through 23					

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year)

Year End:

		Assets		
				(Whole dollars)
1	Cash			1
	. . . . .			2
2	Accounts receivable, net			3
	. . . . .			4
	. 3 Inventories			5
	. . . . .			6
	Bonds and notes receivable (attach an itemized list)			7
	(attach an itemized list)	5	Corporate stocks	8
	. . . . .			9
6	Loans receivable (attach an itemized list)			10
	. . . . .			11
	Other investments (attach an itemized list)			12
	. . . . .			13
	Depreciable and depletable assets (attach an itemized list)		8	14
	. . . . .			15
9	Land			16
	. . . . .			17
	. . . . .	10	Other assets	18
	(attach an itemized list)			
	. . . . .	11	Total Assets	
	(add lines 1 through 10)			
			
		Liabilities		
12	Accounts payable			
			
	. . . . .	13	Contributions, gifts, grants, etc. payable	
			
	. . . . .	14	Mortgages and notes payable (attach an	
	itemized list)			
			
	. 15 Other liabilities (attach an itemized list)			

16 Total Liabilities (add lines 12 through 15)

Fund Balances or Net Assets

17 Total fund balances or net assets or Net Assets (add lines 16 and 17) 18 Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)

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19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a private operating foundation. See instructions.

1 a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.

b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.

2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.

3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.

4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?

5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.

The organization is not a private foundation because it is:

- a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

- e 509(a)(4) — an organization organized and operated exclusively for testing for public safety.
f 509(a)(1) and 170(b)(1)(A)(iv) — an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
g 509(a)(1) and 170(b)(1)(A)(ix) — an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
h 509(a)(1) and 170(b)(1)(A)(vi) — an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
i 509(a)(2) — an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status.

Part X Public Charity Status (Continued)

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.

- a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses
- (ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.
- b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each disqualified person. If the answer is "None," state this.
- (ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? Yes No
If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: _____

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

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Schedule A. Churches

1 a Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of documents. Yes No relevant

b Do you have a form of worship? If "Yes," describe your form of worship. Yes No 2 a Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and Yes No discipline.

b Do you have a distinct religious history? If "Yes," describe your religious history. Yes No c Do you have a literature of your own? If "Yes," describe your literature. Yes No

3 Describe the organization's religious hierarchy or ecclesiastical government.

4a Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins. Yes No

b What is the average attendance at your regularly scheduled religious services? Yes No

5a Do you have an established place of worship? If "Yes," refer to the instructions for the information Yes No required.

b Do you own the property where you have an established place of worship? Yes No 6 Do you have an established congregation or other regular membership group? If "No," refer to the Yes No instructions.

7 How many members do you have?

8 a Do you have a process by which an individual becomes a member? If "Yes," describe the process and Yes No complete lines 8b-8d, below.

b If you have members, do your members have voting rights, rights to participate in religious functions, or Yes No other rights? If "Yes," describe the rights your members have.

c May your members be associated with another denomination or church? Yes No

d Are all of your members part of the same family? Yes No

9 Do you conduct baptisms, weddings, funerals, etc.? Yes No

10 Do you have a school for the religious instruction of the young? Yes No 11a Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the Yes No minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.

b Do you have schools for the preparation of your ordained ministers or religious leaders? Yes No

12 Is your minister or religious leader also one of your officers, directors, or trustees? Yes No

13 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements Yes No for ordination, commission, or licensure.

14 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the Yes No name of the group of churches.

15 Do you issue church charters? If "Yes," describe the requirements for issuing a charter. Yes No

16 Did you pay a fee for a church charter? If "Yes," attach a copy of the charter. Yes No

17 Do you have other information you believe should be considered regarding your status as a church? Yes No If "Yes," explain.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly Yes No enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B.

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your Yes No school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B.

2 a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain Yes No how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B.

b Are you a public school because you are operated wholly or predominantly from government funds or Yes No property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B.

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above Yes No school district or county?

5 Has a state or federal administrative agency or judicial body ever determined that you are racially Yes No discriminatory? If "Yes," explain.

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or Yes No suspended? If "Yes," explain.

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? Yes No If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services.

Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.

Yes No

Note: Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by Revenue Procedure 75-50.

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, Yes No bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557.

2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, Yes No programs, and scholarships contain a statement of your racially nondiscriminatory policy?

- a If "Yes," attach a representative sample of each document.
b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that Yes No serves all racial segments of the community? See the instructions for specific requirements. If "No," explain.

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis Yes No of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully.

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7 a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? Yes No
If "Yes," explain.

8 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? Yes No
If "No," explain. See instructions.

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a hospital. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing hospital or medical care. Complete Section I below.

Check the box if you are a medical research organization operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

1a Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and Yes No explain how the medical staff is selected.

2a Do you or will you provide medical services to all individuals in your community who can pay for Yes No themselves or have private health insurance? If "No," explain.

b Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain. c Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain.

3a Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain.

b Does the same deposit requirement, if any, apply to all other patients? If "No," explain.

4 a Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide.

b Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy.

c Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements.

5 a Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e.

b Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.

c Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.

d Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.

e Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule.

6 a Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs.

b Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs.

7 Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements.

8 Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative.

9 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements.

Note: Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)

Section I Hospitals (Continued)

10 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.

Note: Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

- 11 Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment Yes No incentives and attach copies of all written recruitment incentive policies.
- 12 Do you or will you lease equipment, assets, or office space from physicians who have a financial or Yes No professional relationship with you? If "Yes," explain how you establish a fair market value for the lease.
- 13 Have you purchased medical practices, ambulatory surgery centers, or other business assets from Yes No physicians of other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals.
- 14 Have you adopted a conflict of interest policy consistent with the sample health care organization Yes No conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings.

Section II Medical Research Organizations

- 1 Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
- 2 Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
- 3 Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

- 1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
- 2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go Yes No to Section II. If "No," go to line 3.
- 3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No
 If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information.
 - Part IX-A. Statement of Revenues and Expenses, lines 1–13, and
 - Part X, lines 6b(i), 6b(ii), and 7.
 If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests.

Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or Test 3: "Operated in connection with" one or more publicly supported organizations.

- 1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
 Is a majority of your governing board or officers elected or appointed by the supported organization(s)?
 If "Yes," describe the process by which your governing board is appointed and elected; go to Section III.
 If "No," continue to line 2.
- 2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)

Does a majority of your governing board consist of

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)

Section II Relationship with Supported Organization(s)—Three Tests (Continued)

	individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3.	Yes	No
3	Information to establish the "operated in connection with" responsiveness test (Test 3) Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a.	Yes	No
4	Information to establish the alternative "operated in connection with" responsiveness test (Test 3) a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d	Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
e	Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.		
5	Information to establish the "operated in connection with" integral part test (Test 3) Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Yes	No		

6 Information to establish the alternative "operated in connection with" integral part test (Test 3) a Do you distribute at least 85% of your annual net income to the supported organization(s)? If "Yes," go Yes No to line 6b. See instructions.
If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.

b How much do you contribute annually to each supported organization? Attach a schedule.

c What is the total annual revenue of each supported organization? If you need additional space, attach a list.

d Do you or the supported organization(s) earmark your funds for support of a particular program or Yes No activity? If "Yes," explain.

7 a Does your organizing document specify the supported organization(s) by name? If "Yes," state the article Yes No and paragraph number and go to Section III. If "No," answer line 7b.

b Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

1a If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported Yes No organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions.

b If you met relationship Test 3 in Section II, your organizing document must generally specify the supported Yes No organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions.

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are controlled directly or indirectly by one or more disqualified persons (as defined in section 4946) other than foundation managers or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- | | | |
|--|-------------------------------------|------------------------------------|
| <p>1a Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons.</p> | <p>Yes</p> | <p>No</p> |
| <p>b Do any persons who have a family or business relationship with any disqualified persons with respect to <input type="checkbox"/> you (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons.</p> | <p><input type="checkbox"/> Yes</p> | <p><input type="checkbox"/> No</p> |
| <p>c Do any persons who are disqualified persons, (except individuals who are disqualified persons only <input type="checkbox"/> because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over you operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons.</p> | <p><input type="checkbox"/> Yes</p> | <p><input type="checkbox"/> No</p> |

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier.

- 1 Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Yes No Schedule A and stop here. Do not complete the remainder of Schedule E.
2 a Are you a public charity with annual gross receipts that are normally \$5,000 or less? If "Yes," stop here. Yes No Answer "No" if you are a private foundation, regardless of your gross receipts.
b If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from Yes No the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here.
3a Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4.
b If you were included as a subordinate in a group exemption letter, are you filing this application within 27 Yes No months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here.
c If you were included as a subordinate in a timely filed group exemption request that was denied, are you Yes No filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here.
4 Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of Yes No this schedule.
5 If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of Yes No formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6 or 7. If "No," go to line 6a.
6 a If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date?
Note: Be sure your ruling eligibility agrees with your answer to Part X, line 6.
b Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below.

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation (Continued)

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Table with 2 columns: Type of Revenue, Projected revenue for 2 years following current tax year

	(a) From	(b) From	(c) Total
	To	To	
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing

c Do you

Section I General Information About Your Housing

1	Describe the type of housing you provide.		lease the facility
2	Provide copies of any application forms you use for admission.		
3	Explain how the public is made aware of your facility.		or the
4	a Provide a description of each facility. b What is the total number of residents each facility can accommodate? c What is your current number of residents in each facility? d Describe each facility in terms of whether residents rent or purchase housing from you.		land on which it is located
5	Attach a sample copy of your residency or homeownership contract or agreement.		? If "Yes,"
6	Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. Note: Make sure your answer is consistent with the information provided in Part VIII, line 8.	<input type="checkbox"/>	describe the parties to the lease(s) and provide copies of all leases.
7	Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.	<input type="checkbox"/>	Yes No
8	Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Note: Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.	<input type="checkbox"/>	Yes No
9	Do you participate in any government housing programs? If "Yes," describe these programs.	<input type="checkbox"/>	Yes No
10	a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.	<input type="checkbox"/>	Yes No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)

Section II Homes for the Elderly or Handicapped

- 1a Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, Yes No infirmity, or other criteria and explain how you select persons for your housing.
- b Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms Yes No of disability, income levels, or other criteria and explain how you select persons for your housing.

2 a Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a Yes No one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived.

b Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and Yes No how they are determined.

c Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your community. Also, if "Yes," explain how you determine your housing is affordable. Yes No

3 a Do you have an established policy concerning residents who become unable to pay their regular Yes No charges? If "Yes," describe your established policy.

b Do you have any arrangements with government welfare agencies or others to absorb all or part of the Yes No cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements.

4 Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these Yes No arrangements.

5 Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other Yes No similar needs of the elderly or handicapped? If "Yes," describe these design features.

Section III Low-Income Housing

1 Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of Yes No income levels or other criteria, and describe how you select persons for your housing.

2 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If Yes No "Yes," describe what these charges cover and how they are determined.

3 a Is your housing affordable to low income residents? If "Yes," describe how your housing is made Yes No affordable to low-income residents.

Note: Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)

b Do you impose any restrictions to make sure that your housing remains affordable to low-income Yes No residents? If "Yes," describe these restrictions.

4 Do you provide social services to residents? If "Yes," describe these services. Yes No

Schedule G. Successors to Other Organizations

1 a Are you a successor to a for-profit organization? If "Yes," explain the relationship with the predecessor organization that resulted in your creation and complete line 1b. Yes No

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status. Yes No

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. b Provide the tax status of the predecessor organization. Yes No

c Did you or did an organization to which you are a successor previously apply for tax exemption under Yes No section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved.

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor Yes No revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption.

e Explain why you took over the activities or assets of another organization. Provide the name, last address, and EIN of the predecessor organization and describe its activities.

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% Yes No

6a interest. Yes No

Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. Yes No

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? Yes No

If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. Yes No

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. Yes No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1 a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
 - b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
 - c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
 - d Specify how your program is publicized.
 - e Provide copies of any solicitation or announcement materials.
 - f Provide a sample copy of the application used.
-
- 2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or Yes No other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions.
-
- 3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4 a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b Describe how you determine the number of grants that will be made annually.
- c Describe how you determine the amount of each of your grants.
- d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7 Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections?
- Note: If you are a private foundation, you are not permitted to provide educational grants to disqualified persons. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.

- 1 a If we determine that you are a private foundation, do you want this application to be Yes No N/A considered as a request for advance approval of grant making procedures?
 - b For which section(s) do you wish to be considered?
 - 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product
-
- 2 Do you represent that you will (1) arrange to receive and review grantee reports annually and Yes No upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring?

3 Do you represent that you will maintain all records relating Yes No

to individual grants, including Yes No information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2?

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4 a Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. Yes No
- b Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) Yes No
- c Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? Yes No N/A
 If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? Yes No
- d Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? Yes No N/A
 If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. Yes No
- e If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? Yes No N/A
 If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.
 Note: Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.
- f If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. Yes No

Form 1023 Checklist

(Revised December 2017)

Application for Recognition of Exemption under Section 501(c)(3) of the

Internal Revenue Code

Note: Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order.
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- Schedule A Yes ___ No ___
- Schedule B Yes ___ No ___
- Schedule C Yes ___ No ___
- Schedule D ___ No ___ Yes
- Schedule E Yes ___ No ___
- Schedule F Yes ___ No ___
- Schedule G Yes ___ No ___
- Schedule H Yes ___ No ___

An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number)

- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____

- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.

Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
P.O. Box 12192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011

Appendix A

Evidence of Community/Parent Support Sample Survey Form

We are contacting you to determine if you would be interested in sending your child(ren) to a new charter school in Chatham County. We are currently preparing an application for the Jordan Lake Charter School which, if approved by North Carolina's Office of Charter Schools, will be opening in Fall 2022. Our school will be a K-8th grade school with 100 students in each grade level. Your input is important to helping us understand what the community thinks about having a new charter school in your area. We will use the information you provide to determine parental interest in the charter school. Please respond honestly to the questions. Your identity will remain anonymous. Thank you for participating in our survey!

1. Do you have a school-aged child(ren)?

Yes No

2. Jordan Lake Charter School's mission will be to provide a rigorous, personalized, and nurturing experience that encourages all students to become critical thinkers, inspired leaders, and lifelong learners as they prepare for college and the workforce. Is this a charter school that you would want your child(ren) to attend and would be willing to support?

Yes No

3. Along with teaching reading, math, science, social studies and electives, Jordan Lake Charter School will be providing a social/emotional education program to help students understand what it means to be a good person and a good citizen. Are these programs that you would be interested in?

Yes No

Survey results revealed that 95% of the respondents stated that they would send their children to this charter school and that they were interested in the program offerings.

Appendix B
Jordan Lake Charter School
Reading/ELA
Curriculum Outline per Grade Span

Kindergarten Reading/ELA Curriculum					
Reading Strands Standards					
<i>Literature</i>	<p>Key Ideas and Evidence</p> <p>With prompting and support, ask and answer questions about key details in a text.</p>	<p>Craft and Structure</p> <p>With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</p>	<p>Integration of Ideas and Analysis</p> <p>With prompting and support, describe how the words and illustrations work together to tell a story.</p>	<p>Range of Reading & Level of Complexity</p> <p>Actively engage in group reading activities with purpose and understanding.</p>	
<i>Informational Text</i>	<p>Key Ideas and Evidence</p> <p>With prompting and support, identify the main topic and retell key details of a text.</p>	<p>Craft and Structure</p> <p>Identify the front cover, back cover, and title page of a book.</p>	<p>Integration of Ideas and Analysis</p> <p>Begins in Grade 1</p>	<p>Range of Reading & Level of Complexity</p> <p>Actively engage in group reading activities with purpose and understanding.</p>	
<i>Foundational Skills</i>	<p>Phonological Awareness</p> <p>Demonstrate understanding of spoken words, syllables, & sounds</p>	<p>Phonics & Word Recognition</p> <p>Apply grade-level phonics and word analysis skills in decoding words</p>	<p>Handwriting</p> <p>Print upper and lowercase letters</p>	<p>Print Concepts</p> <p>Demonstrate understanding of the organization & basic features of print.</p>	<p>Fluency</p> <p>Reading emergent reader texts with purpose & understanding</p>
Writing Strands Standards					
<i>Text Types, Purposes, and Publishing</i>	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or</p>	<p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p>	<p>With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.</p>	

	preference about the topic or book.				
<i>Research</i>	Participate in shared investigation of grade appropriate topics and writing projects.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
Speaking & Listening Strands Standards					
<i>Collaboration & Communication</i>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
<i>Presentation of Knowledge and Ideas</i>	Speak audibly and express thoughts, feelings, and ideas clearly.	Add drawings or other visual displays to descriptions as desired to provide additional detail			
Language Strands Standards					
<i>Conventions of Standard English</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.			
<i>Vocabulary Acquisition & Use</i>	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content, context clues, word parts, and word	With guidance and support from adults, explore nuances in word meanings.	Use words and phrases learned through conversations, reading and being read to, and responding to texts.		

	relationships				
<i>Grammar</i>	Use singular and plural nouns with matching verbs in basic sentences	Form frequently occurring nouns; form regular plural nouns; use common, proper, & possessive nouns	Form frequently occurring verbs & convey sense of time	Use frequently occurring adjectives; Use frequently occurring conjunctions	
	Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences Understand and use question words	Use frequently occurring prepositions; Use personal, possessive, and indefinite pronouns			
<i>Conventions Continuum</i>	Capitalize the first word in a sentence; capitalize the pronoun "I" and capitalize dates and names of people	Recognize end punctuation, name end punctuation, use end punctuation for sentences, use commas in dates	Write a letter or letters for most consonant and short-vowel sounds, spell simple words phonetically, drawing on knowledge of sound-letter relationships Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions Use conventional spelling for words with common spelling patterns		

Grade 1 Reading/ELA Curriculum					
Reading Strands Standards					
<i>Informational Text</i>	<p>Key Ideas & Evidence</p> <p>Ask and answer questions about key details in a text.</p> <p>Identify the main topic and retell key details of a text.</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Craft & Structure</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Know and use various text features to locate key facts or information in a text.</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</p>	<p>Integration of Ideas & Analysis</p> <p>Use the illustrations and details in a text to describe its key ideas.</p> <p>With guidance and support, identify the reasons an author gives to support ideas in a text.</p> <p>Identify basic similarities in and differences between two texts on the same topic</p>	<p>Range of Reading & Level of Complexity</p> <p>With prompting and support, read and understand informational texts appropriately complex for sustained periods of time.</p>	
<i>Foundational Skills</i>	<p>Print Concepts</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>Recognize and use capitalization and ending punctuation.</p>	<p>Handwriting</p> <p>Print all upper- and lowercase letters legibly.</p>	<p>Phonological Awareness</p> <p>Demonstrate understanding of spoken words, syllables, and sounds, distinguish long from short vowel sounds in spoken single-syllable words, orally produce single-syllable words blending sounds, isolate & pronounce initial, medial vowel, & final sounds in spoken single-syllable words.</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>Phonics & Word Recognition</p> <p>Know and apply grade-level phonics & word analysis skills in decoding words, know the spelling-sound correspondences for common consonant digraphs, decode regularly spelled one-syllable words, know final -e and common vowel team conventions.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>Fluency</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, an expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

				<p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings & recognize and read grade-appropriate irregularly spelled words.</p>	
Writing Strands Standards					
<i>Text Types, Purposes, and Publishing</i>	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure	With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.	
<i>Research</i>	Participate in shared research and writing projects.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
Speaking & Listening Strands Standards					
<i>Collaboration and Communication</i>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>Follow agreed-upon rules for discussions.</p>	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	..Ask questions to clear up any confusion about the topics and texts under discussion.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	

<i>Presentation of Knowledge & Ideas</i>	Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			
Language Strands Standards					
<i>Conventions of Standard English</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.			
<i>Vocabulary Acquisition and Use</i>	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.	With guidance and support from adults, demonstrate understanding of nuances in word meanings. Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.	Define words by category and by one or more key attributes. Sort words into categories to gain a sense of the concepts the categories represent.	Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	
<i>Grammar Continuum</i>	Use singular and plural nouns with matching verbs in basic sentences	Form frequently occurring nouns; form regular plural nouns; use common, proper, & possessive nouns	Form frequently occurring verbs & convey sense of time	Use frequently occurring adjectives; Use frequently occurring conjunctions	
	Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences Understand and use question words	Use frequently occurring prepositions; Use personal, possessive, and indefinite pronouns			

<i>Conventions</i>	Capitalize the first word in a sentence; capitalize the pronoun "I" and capitalize dates and names of people	Recognize end punctuation, name end punctuation, use end punctuation for sentences, use commas in dates	Write a letter or letters for most consonant and short-vowel sounds, spell simple words phonetically, drawing on knowledge of sound-letter relationships Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions Use conventional spelling for words with common spelling patterns		
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Grade 2 Reading/ELA Curriculum					
Reading Strands Literature Standards					
<i>Key Ideas and Evidence</i>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Describe how characters in a story respond to major events and challenges.		
<i>Craft and Structure</i>	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
<i>Integration of Ideas and Analysis</i>	Use information gained from the illustrations and words in a print or digital text to	Not applicable to literature	Compare and contrast two or more versions of the same story by different		

	demonstrate understanding of its characters, setting, or plot.		authors or from different cultures.		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.				
Reading Strands Informational Text Standards					
<i>Key Ideas and Evidence</i>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
<i>Craft and Structure</i>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Know and use various text features to locate key facts or information in a text efficiently.	Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.		
<i>Integration of Ideas and Analysis</i>	Explain how specific images contribute to and clarify a text.	Identify the reasons an author gives to support ideas in a text.	Compare and contrast the most important points presented by two texts on the same topic		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior				

	knowledge and experiences to text.				
Reading Foundational Skills Standards					
<i>Handwriting</i>	Print all upper- and lowercase letters legibly and proportionally.				
<i>Phonics and Word Recognition</i>	Know and apply grade-level phonics and word analysis skills in decoding words	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Know spelling-sound correspondences for additional common vowel teams.	Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes	Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.
<i>Fluency</i>	Read with sufficient accuracy and fluency to support comprehension	Read on-level text with purpose and understanding.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Writing Strands Standards					
<i>Text Types, Purposes, and Publishing</i>	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

<i>Research</i>	Participate in shared research and writing project	Recall information from experiences or gather information from provided sources to answer a question.			
Speaking and Listening Strand Standards					
<i>Collaboration and Communication</i>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	Follow agreed-upon rules for discussions. Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
<i>Presentation of Knowledge and Ideas</i>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.			
Language Strand Standards					
<i>Conventions of Standard English</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum			
<i>Knowledge of Language</i>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Compare formal and informal uses of English.			
<i>Vocabulary Acquisition and Use</i>	Determine and/or clarify the meaning of	Demonstrate understanding of	Distinguish shades of meaning	Use words and phrases learned through	

	<p>unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>nuances in word meanings.</p>	<p>among closely related verbs and closely related adjectives</p>	<p>conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	
<i>Grammar Continuum</i>	<p><i>Subject/Verb Agreement</i></p> <p>Ensure subject/verb agreement</p>	<p><i>Nouns</i></p> <p>Explain the function of nouns</p> <p>Use collective nouns (such as group)</p> <p>Form and use frequently occurring regular & irregular plural nouns</p>	<p><i>Verbs</i></p> <p>Explain the function of verbs</p> <p>Form & use past tense of frequently occurring irregular verbs</p> <p>Form and use regular and irregular verbs</p> <p>Form and use simple verb tenses</p> <p>Form and use the perfect verb tenses</p> <p>Convey sense of various times, sequences</p> <p>Recognize inappropriate shifts in verb tense</p>	<p><i>Adjectives</i></p> <p>Explain the function of adjectives</p> <p>Accurately choose which to use – adjective or adverb</p>	<p><i>Conjunctions</i></p> <p>Explain the function of conjunctions</p> <p>Use coordinating and subordinating conjunctions</p>
	<p><i>Adverbs</i></p> <p>Accurately choose which to use – adjective or adverb</p> <p>Explain the function of adverbs</p> <p>Form and use comparative adverbs</p> <p>Understand and use question words</p>	<p><i>Sentences</i></p> <p>Produce, expand, and rearrange simple and compound sentences</p>	<p><i>Prepositions</i></p> <p>Explain the function of prepositions</p>	<p><i>Pronouns</i></p> <p>Explain the function of pronouns</p> <p>Continue to use personal, possessive, and indefinite pronouns</p> <p>Use reflexive pronouns</p>	<p><i>Determiners</i></p> <p>Correctly use a, an, and the</p>
	<p><i>Commonly Confused Words</i></p> <p>Correctly use common homophones</p>	<p><i>Interjections</i></p> <p>Explain the function of and use interjections</p>			

<i>Conventions Continuum</i>	Capitalization	<i>Punctuation</i>	<i>Spelling</i>	<i>References</i>	
	Capitalize holidays	Use commas to separate single words in a series	Use conventional spelling for high frequency and other studied words and for adding suffixes to base words	Consult reference materials as needed to check and correct spellings	
	Capitalize product names	Use commas in greetings and closings of letters	Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words		
	Capitalize geographic names	Use an apostrophe to form contractions			
	Capitalize appropriate words in titles	Use an apostrophe to form frequently occurring possessives			
	Use correct capitalization	Use commas in addresses Use commas in dialogue			
		Form and use possessives			
		Use quotation marks in dialogue			

Grade 3 Reading/ELA Curriculum					
Reading Strands Literature Standards					
<i>Key Ideas and Evidence</i>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Describe characters in a story and explain how their actions contribute to the sequence of events.		
<i>Craft and Structure</i>	Describe the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Distinguish their own point of view from that of the narrator or those of the characters.		
<i>Integration of Ideas and Analysis</i>	Explain how specific aspects of a text's	Not applicable to literature	Compare and contrast the themes, settings,		

	illustrations contribute to what is conveyed by the words in a story.		and plots of stories written by the same author about the same or similar characters.		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time.	Connect prior knowledge and experiences to text.			
Reading for Informational Text Standards					
<i>Key Ideas and Evidence</i>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect		
<i>Craft and Structure</i>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Use text features and search tools to locate information relevant to a given topic efficiently.	Distinguish their own point of view from that of the author of a text.		
<i>Integration of Ideas and Analysis</i>	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and	Connect prior knowledge and experiences to text			

	independently for sustained periods of time.				
Reading for Foundational Skills Standards					
<i>Handwriting</i>	Create readable documents with legible handwriting (manuscript and cursive).				
<i>Phonics and Word Recognition</i>	Know and apply grade-level phonics and word analysis skills in decoding words.	Identify and know the meaning of the most common prefixes and derivational suffixes.	Decode words with common Latin suffixes. .	Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.	
<i>Fluency</i>	Read with sufficient accuracy and fluency to support comprehension.	Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing Strands Standards					
<i>Text Types, Purposes, and Publishing</i>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons</p> <p>Organize information and ideas around a topic to plan and prepare to write.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons</p> <p>Provide reasons that support the opinion.</p> <p>Use linking words and</p>	<p>Write informative /explanatory texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write.</p> <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, and details. d. Use linking words and phrases to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p> <p>With guidance and support from peers</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Organize information and ideas around a topic to plan and prepare to write.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and descriptions of actions, thoughts,</p>	<p>With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p>	

	<p>phrases to connect opinion and reasons.</p> <p>Provide a concluding statement or section.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>	<p>and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>	<p>and feelings to develop experiences and events or show the response of characters to situations. Use temporal transition words and phrases to signal event order.</p> <p>Provide a sense of closure.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.</p>		
<i>Research</i>	<p>Conduct short research projects that build knowledge about a topic.</p>	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>			
Speaking & Listening Strands Standards					
<i>Collaboration and Communication</i>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Follow agreed-upon rules for discussions, Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas and understanding in light of the discussion.</p>	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<i>Presentation of Knowledge and Ideas</i>	<p>Report on a topic or text, tell a story, or recount an experience with appropriate facts</p>	<p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an</p>			

	and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.	understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details			
Language Strand Standards					
<i>Conventions of Standard English</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Demonstrate proficiency within the 2-3 conventions continuum.			
<i>Knowledge of Language</i>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Choose words and phrases for effect.	Recognize and observe differences between the conventions of spoken & written standard English.		
<i>Vocabulary Acquisition and Use</i>	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	Demonstrate understanding of nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships	
<i>Grammar Continuum</i>	<i>Subject Verb Agreements</i> Ensure subject/verb agreement	<i>Nouns</i> Explain the function of nouns Use collective nouns (such as group) Form and use frequently occurring regular and irregular plural nouns	<i>Verbs</i> Explain the function of verbs Form and use past tense of frequently occurring irregular verbs Form and use regular and irregular verbs	<i>Adjectives</i> Explain the function of adjectives Accurately choose which to use – adjective or adverb	<i>Conjunctions</i> Explain the function of conjunctions Use coordinating and subordinating conjunctions

			<p>Form and use simple verb tenses</p> <p>Form and use the perfect verb tenses</p> <p>Convey sense of various times, sequences</p> <p>Recognize inappropriate shifts in verb tense</p>		
	<p><i>Adverbs</i></p> <p>Accurately choose which to use – adjective or adverb</p> <p>Explain the function of adverbs</p> <p>Form and use comparative adverbs</p>	<p><i>Sentences</i></p> <p>Produce, expand, and rearrange simple and compound sentences</p>	<p><i>Prepositions</i></p> <p>Explain the function of prepositions</p>	<p><i>Pronouns</i></p> <p>Explain the function of pronouns</p> <p>Continue to use personal, possessive, and indefinite pronouns</p> <p>Use reflexive pronouns</p>	<p><i>Determiners</i></p> <p>Correctly use a, an, and the</p>
	<p><i>Commonly Confused Words</i></p> <p>Correctly use common homophones</p>	<p><i>Interjections</i></p> <p>Explain the function of and use interjections</p>			
<p><i>Conventions Continuum</i></p>	<p><i>Capitalization</i></p> <p>Capitalize holidays</p> <p>Capitalize product names</p> <p>Capitalize geographic Names</p> <p>Capitalize appropriate words in titles</p> <p>Use correct capitalization</p>	<p><i>Punctuation</i></p> <p>Use commas to separate single words in a series</p> <p>Use commas in greetings and closings of letters</p> <p>Use an apostrophe to form contractions</p> <p>Use an apostrophe to form frequently occurring possessives</p> <p>Use commas in addresses</p> <p>Use commas in dialogue</p> <p>Form and use possessives</p> <p>Use quotation marks in dialogue</p>	<p><i>Spelling</i></p> <p>Use conventional spelling for high frequency and other studied words and for adding suffixes to base words</p> <p>Use spelling patterns and generalizations such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts when writing words</p>	<p><i>References</i></p> <p>Consult reference materials as needed to check and correct spellings</p>	

Grade 4 Reading/ELA Curriculum					
Reading Strand Literature Standards					
<i>Key Ideas and Evidence</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.		
<i>Craft and Structure</i>	Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		
<i>Integration of Ideas and Analysis</i>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Not applicable to literature	Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time.	Connect prior knowledge and experiences to text.			
Reading Informational Text Standards					
<i>Key Ideas and Evidence</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific		

			information in the text		
<i>Craft and Structure</i>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided		
<i>Integration of Ideas and Analysis</i>	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Explain how an author uses reasons and evidence to support particular points in a text	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.				
Reading Foundational Skills Standards					
<i>Handwriting</i>	Create readable documents through legible handwriting (cursive).				
<i>Phonics and Word Recognition</i>	Know and apply grade-level phonics and word analysis skills in decoding words.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.			
<i>Fluency</i>	Read with sufficient accuracy & fluency to support	Read on-level text with purpose and understanding.	Read on-level prose and poetry orally with accuracy, appropriate rate,	Use context to confirm or self-correct word recognition and understanding,	

	comprehension.		and expression on successive readings.	rereading, as necessary.	
Writing Strand Standards					
<i>Text Types, Purposes, and Publishing</i>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Organize information and ideas around a topic to plan and prepare to write	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases Provide a concluding statement or section related to the opinion presented	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience
	Write informative /explanatory texts to examine a topic and convey ideas and information clearly.	Organize information and ideas around a topic to plan and prepare to write.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Link ideas within categories of information using words and phrases.	Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Provide a concluding statement or section related to the information or explanation presented. Provide a concluding statement or section related to the information or explanation presented	With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	Organize information and ideas around a topic to plan and prepare to write. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Use a variety of transitional words and phrases to manage the sequence of events	Provide a conclusion that follows from the narrated experiences or events. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience

	With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.				
<i>Research</i>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.			
Speaking and Listening Strand Standards					
<i>Collaboration and Communication</i>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Come to discussions prepared, having read, or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Follow agreed-upon rules for discussions and carry out assigned roles.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	The reasons and evidence a speaker provides to support particular points.			
<i>Presentation of Knowledge and Ideas</i>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main.			

	and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse. ideas or themes				
Language Strand Standards					
<i>Conventions of Standard English</i>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.			
<i>Knowledge of Language</i>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect.	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.		
<i>Vocabulary Acquisition and Use</i>	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. Demonstrate understanding of figurative language and nuances in word meanings.	Explain the meaning of simple similes and metaphors in context.	Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.		
<i>Grammar Continuum</i>	<i>Subject/Verb Agreement</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Conjunctions</i>
					Continue to use

	Continue to ensure subject/verb agreement	Use abstract nouns (such as courage) Continue to use regular and irregular plural nouns	Form and use progressive verb tenses Use modal auxiliaries (such as may or must) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense	Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb Order adjectives within sentences according to conventional patterns	coordinating and subordinating conjunctions Use correlative conjunctions (such as either/or)
	<i>Adverbs</i> Form and use comparative and superlative adverbs Use relative adverbs	<i>Sentences</i> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Produce, expand, and rearrange simple, compound, and complex sentences	<i>Prepositions</i> Form and use prepositional phrases	<i>Pronouns</i> Ensure pronoun-antecedent agreement Use relative pronouns	<i>Commonly Confused Words</i> Correctly use frequently confused words
	<i>Interjections</i> Continue to use interjections	<i>Phrases & Clauses</i> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses			
<i>Conventions Continuum</i>	<i>Capitalization</i> Capitalize appropriate words in titles Continue to use correct capitalization	<i>Punctuation</i> Use punctuation to separate items in a series Continue to use commas in addresses Continue to use commas in dialogue	<i>Spelling</i> Continue to use conventional spelling for high frequency words and other studied words Continue to use conventional spelling for adding suffixes to base words	<i>References</i> Continue to consult reference materials as needed to check and correct spellings	

		<p>Continue to use quotation marks in dialogue</p> <p>Use a comma before a coordinating conjunction in a compound sentence</p> <p>Use commas and quotations to mark direct speech and quotations from a text</p> <p>Use a comma to separate an introductory element from the rest of a sentence</p> <p>Use a comma to set off the words yes and no</p> <p>Use a comma to set off a tag question from the rest of the sentence</p> <p>Use a comma to indicate a direct address</p> <p>Use underlining, quotation marks, or italics to indicate titles of works</p>	<p>Continue to use spelling patterns and generalizations when writing words</p> <p>Spell grade-appropriate words correctly</p>		
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Grade 5 Reading/ELA Curriculum					
Reading Strand Literature Standards					
<i>Key Ideas and Evidence</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text		
<i>Craft and Structure</i>	Determine the meaning of words and phrases as they are used in a text, recognizing specific word	Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.	Describe how a narrator's or speaker's point of view influences how events are described		

	choices that contribute to meaning and tone.				
<i>Integration of Ideas and Analysis</i>	Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.	Not applicable to literature	Compare and contrast stories in the same genre on their approaches to similar themes and topics		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time.	Connect prior knowledge and experiences to text.			
Reading Informational Text Standards					
<i>Key Ideas and Evidence</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		
<i>Craft and Structure</i>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
<i>Integration of Ideas and Analysis</i>	Draw on information from multiple print or digital sources, demonstrating the ability to	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about		

	locate an answer to a question or to solve a problem efficiently.		the subject knowledgeably.		
<i>Range of Reading and Level of Complexity</i>	By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time.	Connect prior knowledge and experiences to text			
Reading Foundational Skills Standards					
<i>Handwriting</i>	Create readable documents through legible handwriting (cursive) .				
<i>Phonics and Word Recognition</i>	Know and apply grade-level phonics and word analysis skills in decoding words.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.			
<i>Fluency</i>	Read with sufficient accuracy and fluency to support comprehension.	Read on-level text with purpose and understanding.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	
Writing Strand Standards					
<i>Text Types, Purposes, and Publishing</i>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Organize information and ideas around a topic to plan and prepare to write. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose	Provide logically ordered reasons that are supported by facts and details. d. Link opinion and reasons using words, phrases, and clauses.	Provide a concluding statement or section related to the opinion presented	With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
	Write informative /explanatory texts to examine a topic	Organize information and ideas around a topic to plan and prepare to write.	Develop the topic with facts, definitions, concrete details, quotations, or other information	Provide a concluding statement or section related to the information or	With guidance and support from peers and adults, develop and strengthen writing as needed by

	and convey ideas and information clearly	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.	and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses. e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	explanation presented	revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Organize information and ideas around a topic to plan and prepare to write.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Provide a conclusion that follows from the narrated experiences or events. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. With some guidance and support from adults, use digital tools and re others; demonstrate sufficient command of word processing skills.
<i>Research</i>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.			
Speaking and Listening Strand Standards					
<i>Collaboration and Communication</i>	Engage effectively in a range of collaborative	Come to discussions prepared, having read, or studied required material; explicitly	Follow agreed-upon rules for discussions and	Pose and respond to specific questions by	Summarize a written text read aloud or information

	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>carry out assigned roles.</p>	<p>making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
<i>Presentation of Knowledge and Ideas</i>	<p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.</p>	<p>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>			
Language Strand Standards					
<i>Conventions of Standard English</i>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.</p>			
<i>Knowledge of Language</i>	<p>Use knowledge of language and its conventions when writing, speaking,</p>	<p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>Compare and contrast the varieties of English used in</p>		

	reading, or listening		stories, dramas, or poems.		
<i>Vocabulary Acquisition and Use</i>	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.	Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	Recognize and explain the meaning of common idioms, adages, and proverbs.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	
<i>Grammar Continuum</i>	Subject				

Appendix D
2023-2024
Yearly Academic Calendar Year

Teacher Orientation Days - Monday, August 7th - Friday, August 11th
Teacher Workdays – Monday, August 14th - Friday, August 18th
First Day of School – Monday, August 21st
Student Early Release/Teacher Half Workday – Friday, September 1st
Holiday – Monday, September 4th Labor Day
Student Early Release/Teacher Half Workday – Friday, October 6th
Holiday – Monday, October 9th – Columbus Day
First Grading Period – Friday, October 20th
Student Early Release/Teacher Half Workday – Friday, November 3rd
Holiday – Friday, November 10th Veteran’s Day
Holiday – Thanksgiving, Wednesday, November 22nd – Friday, November 24th
Student Early Release/Teacher Half Workday – Friday, December 1st
Holiday – Xmas Break, Monday December 18th – Monday, January 1st
Holiday – Monday, January 15th Martin Luther King
Second Grading Period – Friday, January 26th
Student Early Release/Teacher Half Workday – Friday, February 2nd
Holiday – Monday, February 19th President’s Day
Student Early Release/Teacher Half Workday – Friday, March 1st
Third Grading Period – Friday, March 29th
Spring Break – Monday, April 1st - Friday, April 5th
Student Early Release/Teacher Half Workday – Friday, May 3rd
Holiday - Monday, May 27th Memorial Day
Fourth Grading Period – Friday, June 7th Final Report Cards
Optional Teacher Workdays – Monday, June 10 – Friday, June 14th

Appendix E
Daily and Weekly Schedule

K-5th grades

Classes will begin at 8:20 AM and end at 2:45 PM each day.

Students will lead the school in the Pledge of Allegiance and state one of the 7 Mindsets for Success for the day.

6th – 8th grades

Classes will begin at 8:20 AM and end at 2:45 PM each day.

Students will report to homerooms for attendance.

Students will lead the school in the Pledge of Allegiance and state one of the 7 Mindsets for Success for the day.

Students will have 50 minute classes for each subject, change classes for each subject, have 35 minutes for lunch, and return to homerooms at the end of the day for dismissal.

APPENDIX J
BYLAWS OF
Jordan Lake Charter School
A Charitable Nonprofit Corporation

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BYLAWS OF

**Jordan Lake Charter School
A Charitable Nonprofit Corporation**

ARTICLE I

NAME, PURPOSES, AND OFFICE

SECTION 1 - NAME. This corporation shall be known as the Jordan Lake Charter School (“Corporation”).

SECTION 2 - GENERAL PURPOSES. This Corporation is a nonprofit corporation and is not organized for the private gain of any person. It is organized under the North Carolina Nonprofit Corporation Act for charitable, educational, religious and scientific purposes. The purposes for which this Corporation is organized and shall be exclusively operated are charitable, scientific and educational within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended (“Code”), or the corresponding provision of any subsequent federal tax laws.

Notwithstanding any other provision of these Bylaws, this Corporation shall not, except to an insubstantial degree, carry on or engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation.

The Corporation is authorized to conduct any transaction by electronic means, in accordance with North Carolina General Statutes §§55A-1-70 and 66-311 et seq.

SECTION 3 - SPECIFIC PURPOSES. Within the context of the foregoing general purposes, the specific and primary purposes for which the Corporation is organized and shall be exclusively operated are as follows:

- A. to form, initiate, and operate a North Carolina Charter School, broadly defined.

B. to initiate, organize and otherwise operate appropriate facilities and programs in furtherance of the charitable, religious, educational and scientific objectives of the Corporation.

C. to purchase, take, receive, lease, take by gift, devise or bequest, or otherwise acquire, own, hold, improve, use and otherwise deal in and with real or personal property, or any interest therein, wherever situated; and

D. To engage in all lawful activities incidental to the foregoing purposes except as restricted herein.

SECTION 4 - LIMITATIONS.

A. Legislative and Political Activity. No substantial part of the activities of this Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and this Corporation shall not participate in or intervene in (including the publishing or distributing of statements in connection with) any political campaign on behalf of or in opposition to any candidate for public office.

B. Property. The property, assets, profits, and net income of this Corporation are dedicated irrevocably to the purposes set forth in Sections 2 and 3 above. No part of the profits or net earnings of this Corporation shall ever inure to the benefit of any of its directors or officers, or to the benefit of any private individual.

C. Dissolution. Upon the dissolution and liquidation of the Corporation, the Board of Directors (“Board”) shall, after paying or making provisions for the payment of all liabilities of the Corporation, distribute all of the assets of the Corporation in the following manner and order:

(1) First, to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes, and which has established its tax-exempt status under §501(c)(3) of the Code or the corresponding provision of any subsequent federal tax laws, as selected by the Board;

(2) Second, as may be determined by a court of competent jurisdiction upon application of the Board for one (1) or more exempt purposes within the meaning of §501(c)(3) of the Code or the corresponding provision of any subsequent federal tax laws.

Any such assets not so disposed of shall be disposed of by a court of general jurisdiction in the county in which the principal office of the Corporation is then located exclusively for such purposes for which the Corporation was organized or to such organization or organizations as said court shall determine.

D. Limitations in Case of Private Foundation Status. At any time during which this Corporation shall be classified as a “private foundation” as that term is defined by §509 of the Code or the corresponding provision of any subsequent federal tax laws:

(1) the Corporation shall not engage in any act of self-dealing as defined in §4941(d) of the Code or the corresponding provision of any subsequent federal, tax laws.

(2) the Corporation shall make distributions of such amounts for each taxable year at such time and in such manner as not to become subject to the tax imposed by §4942 of the Code or the corresponding provision of any subsequent federal tax laws;

(3) the Corporation shall not retain any excess business holdings as defined in §4943(c) of the Code or the corresponding provision of any subsequent federal tax laws;

(4) the Corporation shall not make any investments in such manner as to subject it to tax under §4944 of the Code or the corresponding provision of any subsequent federal tax laws; and

(5) the Corporation shall not make any taxable expenditures as defined in §4945(d) of the Code or the corresponding provision of any subsequent federal tax laws.

SECTION 5 - OFFICE. The principal office of the Corporation shall be initially located at 5000 Centregreen Way, Suit 500, Cary, North Carolina 27513 and at a physical site to be determined by the Board from time to time. The Corporation may also have offices at such other places as the Board may from time to time designate.

ARTICLE II

NO MEMBERSHIP

The Corporation shall not have members.

ARTICLE III

BOARD OF DIRECTORS

SECTION 1 - COMPOSITION. The power and authority of the Corporation shall be vested in its Board which shall be composed of not fewer than five (5) nor more than nine (9) persons with voting rights.

SECTION 2 - ELECTION AND TERM OF DIRECTORS. The initial Board shall be divided into two (2) groups. Group 1 shall be comprised of three (3) directors, and Group 2, if

applicable, shall be comprised of two (2) directors. The directors in Group 1 shall serve an initial term of one (1) year, the directors named in Group 2, if any, shall serve an initial term of two (2) years. Thereafter, all directors shall serve terms of three (3) years each. Directors shall be eligible to serve up to three (3) full three-year successive terms. If the Board deems it most beneficial to the mission for a Board member to be appointed to serve additional terms (beyond three terms), it may do so by a vote of 2/3 majority upon a meeting with a quorum. Except for resignations, removals, or death, each director duly nominated and elected shall hold office until his successor is nominated, elected, and qualified by attending a meeting and being duly recognized and placed on the official records of the Corporation.

The Board may appoint other ex-officio members to the Board at its discretion. Ex-officio members of the Board shall not have voting rights.

SECTION 3 - RESIGNATIONS AND REMOVAL. Any director may resign from the Board at any time by giving written notice to the Chair of the Board of Directors of the Corporation, and unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective. Any director may be removed, with or without cause, by a 2/3 vote of the Board. At a properly called, duly held meeting permitting such vote.

SECTION 4 - VACANCIES. Any vacancy occurring on the Board by reason of the resignation, removal or death of a director shall be filled as follows: the Board of the Corporation shall appoint such director's successor by use of a Nominating Committee, whose members will be appointed by the Chair of the Board and approved by a majority vote of the Board members. Nominees must pass a background check and must be generally free of conflicts of interest with regard to the mission of the organization. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor.

SECTION 5 - COMPENSATION. Directors shall serve without compensation except that the directors may, in their discretion and by a majority vote of their number, reimburse any or all directors for expenses actually incurred by them in attending meetings or otherwise carrying out their duties to the Corporation. Compensation may be broadly defined as non-monetary benefits to Board members, such as the award of contracts to family members of the Board, employment of family members of the board, etc., which would present a conflict of interest.

SECTION 6 - OFFICERS OF THE BOARD.

A. **Chair.** The Board shall elect from among its members a Chair who shall preside at all meetings of the Board and perform such other duties as may be directed by the Board. The Chair's term shall be for two (2) years and he may not succeed himself for more than two (2) consecutive terms (except if the Board approves an extension of the Chair's tenure by a 2/3 majority vote, upon a meeting with a quorum). The Chair shall serve as the principal officer of the Corporation and shall supervise and control the overall management of the business and operation thereof. The Chair shall act as the duly authorized representative of the Corporation in all matters, except those in which the Board has formally designated some other person or group to act, and he shall have and exercise the authority that may be delegated to him by the Board and these Bylaws. The Chair may sign in the name of the Board, all contracts, agreements, and other obligations authorized to be executed by the Board. Subject to Board approval, the Chair shall appoint and fix the number and compensation of all other Corporation employees and shall have the power to dismiss any employee. The Chair shall cause to be prepared official correspondence, notices, agendas and minutes of meetings of the Board,

Executive Committee and other committees. The Chair will have the authority to approve all disbursements and expenditures in accordance with the approved budget. In addition, the Chair shall carry out the following duties: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such depositories as shall be selected by the Board; (b) maintain appropriate accounting records as required by law; (c) prepare, or cause to be prepared, annual financial statements of the Corporation that include a balance sheet as of the end of the fiscal year and an income and cash flow statement for that year; (d) sign any deeds, leases, contracts or other instruments which may be lawfully executed on behalf of the Corporation, except where the signing or execution thereof shall be delegated by the Board to some other officer or agent; (e) shall have custody of the business records of the Corporation, including the minutes and organizational documents of the Corporation, and shall maintain the same in accordance with the standards established by the Board; and (f) in general perform all such other duties as from time to time may be prescribed by the Board. The Chair shall cause an accurate list of the members of the Board to be kept and, in general, shall perform all such acts as may be prescribed by the Board and as are usually incident to the office of secretary.

B. Vice-Chair. The Board shall elect from among its members a Vice-Chair who shall preside at all meetings of the Board when the Chair is absent. The Vice-Chair's term shall be for two (2) years (except if the Board approves an extension of the Vice-Chair's tenure by a 2/3 majority vote, upon a meeting with a quorum).

SECTION 7 - POWERS RESERVED TO THE BOARD.

The Board shall have the sole authority to make the following decisions:

1. The location of both the headquarters of the Corporation and the physical location of the charter school.
2. The approval and adoption of the Corporation's annual budget.
3. The borrowing of any money on behalf of the Corporation.
4. The amendment or repeal of the Bylaws or the adoption of new Bylaws.
5. The amendment or repeal of any resolution of the Board.
6. The dissolution, merger or consolidation of the Corporation.
7. The amendment of the Articles of Incorporation.
8. The sale, lease or exchange of all or substantially all of the property of the Corporation.

ARTICLE IV

MEETINGS OF DIRECTORS

SECTION 1 - PLACE AND TIME OF ANNUAL AND REGULAR MEETINGS.

The Board shall hold not less than eight (8) meetings per year at a designated time and place as determined by the Board at its first meeting. The Annual Meeting of the Board shall be held in the month of June of each year. Special meetings of the Board may be held at the call of the Chair or, in his absence, the Vice-Chair or at the call of any two (2) directors. Regular meetings may be held without notice. Special meetings of the Board shall be held upon notice sent by any usual means of communication not less than forty-eight (48) hours before the meeting. Except as provided in GS 143-318.11, 143-318.14A, 143-318.15 and 143-318.18, each official meeting of the board shall be open to the public, and any person is entitled to attend such a meeting. The Corporation will comply with the North Carolina Open Meetings Law. The Board reserves the

right to call for a “closed session,” which permits attendance only of Board members, and no members of the public, in order to privately deal with personnel issues or other sensitive matters as provided in the above-referenced statutes or as otherwise required or recommended by law.

SECTION 2 - ATTENDANCE. Directors shall strive to attend all meetings. However, in no event shall a director be absent for greater than twenty-five percent (25%) of the meetings of the Board in any year. Remote participation by phone or video conferencing may be used to attend no more than half the meetings in any calendar year, in order to promote personal engagement and development of working relationships among board members. In the event that a director is absent for greater than twenty-five percent (25%) of the meetings as described herein, the director may be subject to removal from the Board by the affirmative vote of 2/3 of the Board.

SECTION 3 - QUORUM, PROCEDURE, VOTING AND MANNER OF ACTION.

A. Quorum. A quorum of the Board for the transaction of business shall consist of a majority of the directors then in office.

B. Procedure. At all meetings of the Board, the Chair, or in his absence, the Vice-Chair, or in their absence, a presiding officer chosen at the meeting, shall preside over the transaction of business. The Chair of the Board of Directors of the Corporation, or his designee, shall act as secretary and the Chair of the Board of Directors or his designee shall prepare records of all meetings of the Board and maintain the same in the Corporation’s principal office.

C. Voting. Each director is entitled to one (1) vote on any matter before the Board. A director who is present at a meeting of the Board at which action on any matter is taken shall be presumed to have assented to the action taken unless his contrary vote is

recorded or his dissent is otherwise entered in the minutes of the meeting, or unless he files his written dissent to such action with the Chair of the Board of Directors or person acting as the secretary of the meeting before the adjournment thereof, or forwards such dissent by certified mail, return receipt requested, to the Chair of the Board of Directors of the Corporation by the second business day after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he objects at the beginning of the meeting, or promptly upon his arrival, to holding it or transacting business at the meeting, or his dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his written dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.

D. Manner of Action. Unless otherwise required by law, the Articles of Incorporation, or these Bylaws, the act of a majority of the directors present and voting at a meeting at which a quorum is present shall be the act of the Board. Any action required or permitted to be taken by the Board under any provision of law, the Articles of Incorporation, or these Bylaws may be taken without a meeting if written consent to the action in question is signed by all of the directors and filed with the minutes of the proceedings of the Board, whether done before or after the actions so taken. Such action by written consent shall have the same force and effect as a unanimous vote of the

directors. Any one or more directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a telephone or similar communication device which allows all persons participating in the meeting to hear each other simultaneously. Such participation in the meeting shall also be deemed presence in person at such meeting.

SECTION 4 - CONFLICTS OF INTEREST.

A. Good Faith. Directors of the Corporation shall exercise good faith in all transactions touching upon their duties to the Corporation and its property. In their dealings with and on behalf of the Corporation, directors are held to a strict rule of honest dealing. The provisions regarding conflicts of interest set out herein may be supplemented by a Conflict of Interest Policy duly adopted by the Board.

B. Conflict Raised by Another Member of the Board. Each director, before taking his position, shall disclose in writing to the Chair a list of all businesses or other organizations of which he is an officer, director, shareholder, member, owner or employee, or for which he acts as an agent and with which the Corporation has or might reasonably in the future enter into a relationship or a transaction in which the director would have conflicting interests.

If any matter should come before the Board or any of its committees in such a way to give rise to a conflict of interest, the affected director shall make known to the Board the potential conflict and shall answer any questions that might be asked him. The Board shall determine whether or not a conflict exists. If the Board determines that a conflict does exist, the affected director shall be excluded from voting.

Any director may raise an issue as to whether or not another director has a conflict of interest with respect to any matter coming before the Board. In such case, the Board shall decide whether or not a conflict exists. If the Board determines that a conflict does exist, the affected director shall be excluded from voting.

The affected director shall be counted in determining the quorum for the meeting except as provided herein. If the material facts of a transaction and the director's interest were disclosed or known to the Board or a committee of the Board and the Board or committee authorized, approved or ratified the transaction, a quorum is present if a majority of the directors who have no direct or indirect interest in the transaction voted to authorize, approve, or ratify the transaction. A majority of votes, whether or not present, that are entitled to be cast in a vote on a transaction where the material facts of the transaction and the director's interest were disclosed or known to the members of the Board entitled to vote constitutes a quorum; the members entitled to vote on such a transaction shall include all directors except (i) those directors with a direct or indirect interest in the transaction and (ii) those directors who have a material financial interest in another entity or are the general partners of another entity which is a party to the transaction. The minutes of the meeting shall reflect the existence of the conflict, the abstention from voting, and the quorum situation.

Any director may raise an issue as to whether another director's circumstances or situation renders his service on the Board in conflict with the best interests of the Corporation. In any such case, the Board shall determine if such a conflict exists, and what action, if any, should be taken.

C. Disqualified Director. The foregoing section shall not be construed as preventing a director from briefly stating his position to the Board concerning the manner in which he has a possible conflict of interest or from answering pertinent questions of other directors concerning the matter because his knowledge may be of assistance to the Board.

D. Notice to New Directors. The Chair of the Board shall advise each new director of this conflicts of interest policy promptly after the new director assumes the duties of his office.

SECTION 5 - INDEMNIFICATION.

A. Indemnification Under N.C. Gen. Stat. §55A-8-51.

(1) Except as provided in subparagraph (4) of this Section 5.A, the Corporation shall indemnify an individual made a party to a proceeding because the individual is or was a director against liability incurred in the proceeding if the individual (a) conducted himself in good faith; (b) reasonably believed (i) in the case of conduct in his official capacity with the Corporation, that his conduct was in its best interests, and (ii) in all other cases, that his conduct was at least not opposed to the Corporation's best interests; and (c) in the case of any criminal proceeding, had no reasonable cause to believe his conduct was unlawful.

(2) A director's conduct with respect to an employee benefit plan for a purpose the director reasonably believed to be in the interests of the participants in and beneficiaries of the plan is conduct that satisfies the requirement of subparagraph (1) above.

(3) The termination of a proceeding by judgment, order, settlement, conviction or upon a plea of no contest or its equivalent is not of itself determinative that the director did not meet the standard of conduct set forth in subparagraph (1) above.

(4) The Corporation shall not indemnify a director in connection with the proceeding by or in right of the Corporation in which the director is adjudged liable to the Corporation or in connection with any other proceeding charging improper personal benefit to the director, whether or not involving action in his official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by the director.

(5) Indemnification hereunder in connection with a proceeding by or in the right of the Corporation that is concluded without a final adjudication on the issue of liability is limited to reasonable expenses incurred in connection with the proceeding.

(6) The authorization, approval or favorable recommendation by the Board of indemnification as authorized hereunder shall not be deemed an act or corporate transaction in which a director has a conflict of interest and no such indemnification shall be void or voidable on such ground.

B. Indemnification under N.C. Gen. Stat. §55A-8-52. The Corporation shall indemnify a director who is wholly successful on the merits or otherwise in the defense of any proceeding to which the director was a party because he is or was a director of the Corporation, against reasonable expenses actually incurred by the director in connection with the proceeding.

C. Advances Under N.C. Gen. Stat. §55A-8-53. Expenses incurred by a director in defending a proceeding shall be paid by the Corporation in advance of the final disposition of the proceeding upon receipt of an agreement by or on behalf of the director to repay such amount unless it is ultimately determined that the director is entitled to be indemnified by the Corporation against such expenses.

D. Court-Ordered Indemnification Under N.C. Gen. Stat. §55A-8-54. A director of the Corporation who is a party to a proceeding may apply for indemnification to the court conducting the proceeding or to another court of competent jurisdiction. The court may order indemnification if it determines that (i) the director is entitled to mandatory indemnification under N.C. Gen. Stat. §55A-8-52, in which case the Corporation shall also pay the director's reasonable expenses incurred to obtain court-ordered indemnification, or (ii) the director is fairly and reasonably entitled to indemnification in whole or in part in view of all the relevant circumstances, whether or not the director met the standard of conduct set forth in N.C. Gen. Stat. §55A-8-51 or was adjudged liable as described in N.C. Gen. Stat. §55A-8-51(d), but if the director is adjudged so liable, such indemnification is limited to reasonable expenses incurred.

E. Determination and Authorization of Indemnification

Under N.C. Gen. Stat. §55A-8-55.

(1) The Corporation shall not indemnify a director under N.C. Gen. Stat. §55A-8-51 unless authorized in the specific case after a determination has been made that indemnification of the director is permissible in the circumstances because the director met the standard of conduct set forth in N.C. Gen. Stat. §55A-8-51. The determination shall be made by the Board by a majority vote of a

quorum consisting of directors not at the time parties to the proceeding. If such a quorum cannot be obtained, such determination thereupon shall be made by a majority vote of a committee duly designated by the Board (in which designation directors who are parties may participate), consisting solely of two (2) or more directors not at the time parties to the proceeding. If the foregoing two (2) methods of determination cannot be made, then such determination shall be made by special legal counsel selected by the Board or a committee in the manner prescribed herein, or if a quorum of the Board cannot be obtained and a committee cannot be designated, then selected by a majority vote of the full Board in which selection directors who are parties may participate.

(2) Authorization of indemnification and evaluation as to reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that if the determination is made by special legal counsel, authorization of indemnification and evaluation as to reasonableness of expenses shall be made by those entitled to select counsel hereunder.

F. Indemnification of Officers, Employees, and Agents Under N.C. Gen. Stat. §55A-8-56. An officer, employee, or agent of the Corporation is entitled to indemnification under this subsection to the same extent as a director. The Corporation shall advance expenses to an officer, employee, or agent of the Corporation to the same extent as to a director.

G. Immunity from Civil Liability. Directors and officers of the Corporation shall be immune from civil liability for monetary damages arising out of their service as

such to the fullest extent authorized by law, including but not limited to that immunity authorized by N.C. Gen. Stat. §§1-539.10, 55A-2-02(b)(4), and 55A-8-60, or any successor provisions of law.

H. Additional Indemnification and Insurance

(1) In addition to the indemnification provided for in this Article IV, Sections 5(A) through 5(G) hereof, the Corporation shall indemnify its directors, officers and employees against liability and expenses in any proceeding, including without limitation a proceeding brought by or on behalf of the Corporation itself, arising out of their status as such or their activities in any of the foregoing capacities. The Corporation shall also indemnify any person who at the request of the Corporation is or was serving as a director, officer, trustee, or employee of another corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator of an employee benefit plan.

(2) The Corporation shall purchase and maintain insurance on behalf of an individual who is or was a director, officer or employee of the Corporation or who, while a director, officer or employee of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee or employee of another corporation, joint venture, trust, employee benefit plan or other enterprise, against liability asserted against or incurred by him or her in that capacity or arising from his or her status as a director, officer or employee, whether or not the Corporation would have authority to indemnify him or her against the same liability under any provision of law.

ARTICLE V

COMMITTEES OF THE BOARD OF DIRECTORS

SECTION 1 - EXECUTIVE COMMITTEE.

A. Designation. There may be an Executive Committee if authorized by resolution of the Board. The members of the Executive Committee shall at all times include the Chair and Vice-Chair of the Board of the Corporation, as described earlier, and Treasurer and Secretary, as described later in this document. If the Board approves, then the President or the Executive Director (as described later) may also serve on the Executive Committee.

B. Meetings. The Executive Committee may meet at stated times or upon written notice to all members of the Executive Committee.

C. Authority. During intervals between meetings of the Board, and except as limited by resolution of the Board or by law, the Executive Committee shall and may exercise all of the authority of the Board in the management of the Corporation. As the Board develops traditions of practice, it may wish to more formally define the limits and roles of authority to be exercised by the Executive Committee, the President and Executive Director. Upon the next regular meeting of the Board, all such exercise of authority on behalf of the Board during such intervals will be reported to the Board to ensure accountability for such decisions.

D. Vacancies. Vacancies in the membership of the Executive Committee may but need not be filled by the Board at any regular meeting or at a special meeting called for that purpose. The membership of the Executive Committee may be changed,

or the Executive Committee may be dissolved by the Board at any annual meeting or by a special meeting called for that purpose.

E. Minutes. The Executive Committee shall keep regular minutes of its proceedings and shall report the same to the Board when requested.

SECTION 2 - ADVISORY COMMITTEES. The Board may create advisory committees from time to time. The advisory committees shall be appointed by the Chair of the Board and approved by a majority of all directors in office. The advisory committee shall include one (1) or more directors. Advisory committees shall not exercise the authority of the Board and shall serve only in an advisory capacity.

SECTION 3 - STANDING AND SPECIAL COMMITTEES. The Board may authorize such standing and special committees as are necessary and proper to carry on the affairs of the Corporation. The resolution of creation must designate the authority of the Board that the committee may exercise, as well as any limitations thereon, and the functions that the committee shall discharge. Members of such standing committees, as may be authorized, shall be appointed by the Chair of the Board and approved by a majority of all the directors in office. Only directors of the Corporation may serve as voting members or the Chair of such special or standing committees, as may be authorized.

A. Finance Committee. One such Standing Committee shall be a Finance Committee, and the chair of the Finance Committee shall be the Treasurer, and it shall be composed of other members appointed by the Board Chair and approved by a majority vote. The Finance Committee shall review the periodic financial statements of the Corporation; develop and monitor annual operating and capital budgets of the Corporation; monitor the operational performance of the Corporation; and shall

regularly make recommendations to the Board about such matters. The committee shall also perform such other functions as may from time to time be assigned by the Board.

- B. Nominating Committee. The Nominating Committee shall be established when needed, and it shall consist of at least three Directors appointed by the Board Chair and approved by majority vote of the Board. The chair of the Nominating Committee shall be elected by the Committee itself. The Nominating Committee shall nominate officers and Directors for the Board. In the event that a new President or Executive Director needs to be hired, the Nominating Committee shall conduct the search for candidates to present to the Board for consideration and final approval.

SECTION 4 - GOVERNING PROVISIONS. Meetings, action without meeting, notice and waiver of notice, and quorum and voting requirements of the Board apply to committees, as well as the members of those committees.

ARTICLE VI

OFFICERS OF THE CORPORATION

SECTION 1 - OFFICERS AND ELECTION. The Board may but is not obligated to elect by majority vote a President, a Secretary and/or a Treasurer for the term of one (1) year or until their successors have been appointed, each of whom shall take office after the close of the Annual Meeting of the Board at which he is elected as such. Any two or more offices may be held by the same person, except that no officers may act in more than one capacity where action of two or more officers is required. The Board may elect such additional officers and assign to such officer(s) such duties or responsibilities as the Board may deem necessary or appropriate. Officers shall be eligible to serve unlimited terms of one (1) year each. Officers may delegate

and supervise the performance of their duties as necessary; provided, however, that the delegation and supervision of an officer's duties will not alter the officer's obligation to discharge his duties in good faith, with the care of a reasonably prudent person in a like position under similar circumstances, and in a manner the officer reasonably believes to be in the best interests of the Corporation.

SECTION 2 – PRESIDENT or EXECUTIVE DIRECTOR. As the activities of the Board start to require regular work duties during the interval between Board meetings, the Board may decide to appoint a President, from among the Board members, and this President serves unpaid to fulfill executive functions. Alternatively, the Board may “hire” an Executive Director to perform professional management or executive duties as an employee of the organization. The position of President should be considered an interim step to only be used during the start-up phase of the organization. Once normal business activities launch, and the Board finds the need to start hiring employees and establishing routine operations to fulfill its mission, then it is time to employ a professional manager as Executive Director. The Executive Director (or President, in the case that the Board chooses to use an interim unpaid manager for a brief period of time) shall have the duties described herein as follows. The Executive Director shall serve as the principal officer of the Corporation in the overall management of the business and operation thereof. The Executive Director shall act as the duly authorized representative of the Corporation in all matters, except those in which the Board has formally designated some other person or group to act, and he shall have and exercise the authority that may be delegated to him by the Board and these Bylaws. Once operations are launched, and an Executive Director is hired, that person shall be a non-voting member of the Board, Executive Committee and all committees. Subject to Board approval, the Executive Director shall appoint and fix the number

and compensation of all other Corporation employees and shall have the power to dismiss any employee.

The Executive Director shall cause to be prepared official correspondence, notices, agendas and minutes of meetings of the Board, Executive Committee and other committees. The Executive Director will have the authority to approve all disbursements and expenditures in accordance with the approved budget. The Board retains and shall oversee all personnel-related actions regarding the Executive Director, including serving as the search committee in the event of a vacancy, performing an annual performance and compensation review of the Executive Director, and taking disciplinary actions as necessary.

The Executive Director shall carry out the following duties until such time as a Treasurer is elected: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such depositories as shall be selected by the Board; (b) maintain appropriate accounting records as required by law; (c) prepare, or cause to be prepared, annual financial statements of the Corporation that include a balance sheet as of the end of the fiscal year and an income and cash flow statement for that year; and (d) in general perform all of the duties incident to the office of the Treasurer to employees of the Corporation hired for such purposes, or to third parties retained for such purposes, subject to oversight by the Treasurer and/or the Board. Once an Executive Director is hired, the Board may delegate any or all of the aforementioned duties of the Treasurer to employees of the Corporation hired for such purpose, or to third parties for such purposes, subject to oversight by the Treasurer and / or the Board.

SECTION 3 - SECRETARY. If the Board decides to appoint a Secretary, the Secretary shall have the duties described herein. The Secretary or his designee shall have custody of the business records of the Corporation, including the minutes and organizational documents of the Corporation, and shall maintain the same in accordance with the standards established by the Board. The Secretary may sign with the Chair of the Board, in the name of the Board, all contracts, agreements, and other obligations authorized to be executed by the Board. The Secretary shall keep an accurate list of the members of the Board and, in general, shall perform all such acts as may be prescribed by the Board and as are usually incident to the office of Secretary. Assistant Secretaries may be elected by the Board as the Board deems appropriately necessary to assist the Secretary or to assume the duties of the Secretary in the Secretary's absence.

SECTION 4 - TREASURER. The Treasurer shall ensure proper custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors; shall keep, or cause to be kept, full and accurate accounts of the finances of the Corporation, and shall generally have charge over the Corporation's accounting and financial records; shall cause a true statement of its assets and liabilities as of the close of each fiscal year, and of the results of its operations and of cash flows for such fiscal year, all in reasonable detail to be made as soon as practicable after the end of such fiscal year. The Treasurer shall also prepare and file, or cause to be prepared and filed, a written account of the finances of the Corporation to the Board of Directors at each Regular Meeting. The Treasurer shall exercise all duties incident to the office of Treasurer including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

SECTION 5 - REMOVAL OF OFFICERS; VACANCIES. Any officer or agent elected or appointed by the Board may be removed by 2/3 majority vote of the Board when, in the Board's judgment, the best interests of the Corporation will be served thereby. Vacant offices shall be filled by the act of a majority of directors present at a meeting of the Board at which a quorum is present.

SECTION 6 - BONDS. The Board may, by resolution, require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his respective office or position and to comply with such other conditions as may from time to time be required by the Board. The premiums for all such bonds shall be paid by the Corporation.

ARTICLE VII

CONTRACTS, LOANS, CHECKS AND DEPOSITS

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

SECTION 2 - LOANS. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. As long as required by state law, no indebtedness of any kind incurred or created by the Corporation on behalf of a public charter school operated by the Corporation shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Corporation shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

SECTION 3 - CHECKS AND DRAFTS. All checks, drafts, or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. The appropriate officer or officers shall have authority to issue checks of the Corporation so long as the amount thereof and the purpose therefor has been previously authorized in a budget approved by the Board.

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

SECTION 5 – GIFTS. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VIII

GENERAL PROVISIONS

SECTION 1 - WAIVER OF NOTICE. Whenever any notice is required to be given to any director or other person under the provisions of these Bylaws, the Articles of Incorporation, or by applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time such notice is due, shall be equivalent to the giving of such notice.

SECTION 2 - SEAL. The seal of the Corporation shall be circular in form and shall bear the words, Jordan Lake Charter School, Inc. and, in the center, “Corporate Seal”.

SECTION 3 - FISCAL YEAR. The fiscal year of the Corporation shall end on the last day of the month of June 30 of each year.

SECTION 4 - AUDITORS. The Board may, in its discretion, employ a certified public accountant to (i) audit the books of the Corporation for each fiscal year of the Corporation and at such other time or times and for such periods as the Board may deem advisable, and (ii) furnish certified reports on such audits.

SECTION 5 - PROHIBITION AGAINST SHARING IN CORPORATE EARNINGS. No officer, director or employee of, or member of a committee of, or person connected with the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profits from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effecting any of its purposes as shall be fixed by the Board. No such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All directors and officers of the Corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation, after all debts have been satisfied, then remaining in the hands of the Board shall be distributed in such amounts as the Board may determine, or as may be determined by a court of competent jurisdiction upon application of the Board, in the manner set forth in the Articles of Incorporation and these Bylaws.

SECTION 6 - AMENDMENTS. These Bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of a 2/3 majority of the directors then in office at any regular or special meeting of the Board, provided that (i) prior written notice has been given to all members of the Board not less than seven (7) nor more than thirty (30) days in advance of

the meeting; and (ii) no such action shall change the purposes of the Corporation so as to impair its rights and powers under the laws of the State of North Carolina.

SECTION 7 - GENDER. Throughout these Bylaws, whenever the context requires or permits, the masculine gender shall be deemed to include the feminine, the neuter gender shall be deemed to include the masculine and the feminine, and the singular shall be deemed to include the plural and vice versa.

ARTICLE IX

EXEMPT ACTIVITIES

Notwithstanding any other provision of these Bylaws, no director, officer, employee, or other representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken by either (i) an organization exempt under §501(c)(3) of the Code and the regulations thereunder, as they now exist or as they may hereafter be amended, or (ii) an organization, contributions to which are deductible under §170(c)(2) of the Code and the regulations thereunder, as they now exist or as they may hereafter be amended.

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CERTIFICATE OF CHAIR

I, Joseph Zhou, do hereby certify that I am the duly elected and qualified Chair of the Board of Directors of the Jordan Lake Charter School, a nonprofit corporation organized under the laws of the State of North Carolina, and that the foregoing is a true and correct copy of the Bylaws adopted by the Corporation's Board in accordance with law and the Articles of Incorporation of said Corporation effective on April 23, 2020.

IN WITNESS WHEREOF, I have affixed my name as and have caused the corporate seal of said Corporation to be hereunto affixed effective as of the filing of the Articles of Incorporation with the North Carolina Secretary of State.

Joseph Zhou, Board Chair
Jordan Lake Charter School,
State of North Carolina
April 23, 2020

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: Jordan Lake Chater School

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: Joseph Zhou

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

Number and Street: 5000 Centregreen Way, Suite 500
City: Cary State: NC Zip Code: 27513 County: Wake

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

Number and Street or PO Box: _____
City: _____ State: NC Zip Code: _____ County: _____

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

Name	Address
<u>Joseph Zhou</u>	<u>111 Old Rockhampton Lane, Cary, NC 27513</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: 919.228.6474

Number and Street: 5000 Centregreen Way, Suite 500

City: Cary State: NC Zip Code: 27513 County: Wake

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

Number and Street or PO Box: _____

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

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

Name	Address	Title
Joseph Zhou	111 Old Rockhampton Lane, Cary, NC 27513	Executive Director, Secretary

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

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

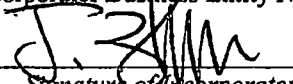
12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 28 day of January, 2020
24 February 2020



Jordan Lake Charter School

Incorporator Business Entity Name



Signature of Incorporator

Joseph Zhou, Executive

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

Director

NOTES:

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

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.

Summary of Insurance

Jordan Lake Charter School

Prepared on: May 21, 2020

Presented by: Hal Averette

Jones Insurance Agency, Inc.

820 Benson Road • Garner, NC 27529

Professional Liability

Company	Policy Number	Eff Date	Exp Date	Premium

Coverage Detail

Description	School Board Legal Liability/Directors and Officers Liability- Including Teachers Professional
Coverage Limits	\$1,000,000.00
Aggregate Limits	\$1,000,000.00
Deductible	\$5,000.00

Commercial Liability

Company	Policy Number	Eff Date	Exp Date	Premium
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Named Insureds

First Named Insured
Jordan Lake Charter School

Coverage Detail

Coverage	Limits
Each Occurrence	\$1,000,000
Personal and Advertising Injury	\$1,000,000
General Aggregate	\$2,000,000
Products / Completed Operations Aggregate	\$2,000,000
Fire Damage (Any One Fire)	\$1,000,000
Medical Expense (Any One Person)	\$20,000
Employee Benefits (Claims Made)	\$1,000,000

Exposures & Location

Description	Exposure	Premium Basis
Loc #: 1 Bldg #: 1 9400 Forum Dr. • Raleigh, North Carolina 27615		
School Faculty Corp Punishment (based on # of teachers)	40	Per Faculty
Schools Public	500	Per Student

Additional Coverages

Description -
Sexual Abuse or Molestation Liability - \$1,000,000 Limit

Commercial Property

Company	Policy Number	Eff Date	Exp Date	Premium

Named Insureds

First Named Insured
Jordan Lake Charter School

Coverage Detail

Subject			Amount	Val	Co-Ins %	Cause of Loss	Ded
Loc #: 0	Bldg #: 0	Blanket Coverages					
Loc #: 1	Bldg #: 1	9400 Forum Dr. • Raleigh, NC 27615					
		Building	\$20,000,000	V	100%	SPC	2,500
		Business Personal Property	\$1,000,000	V	100%	SPC	2,500
		Equipment Breakdown			100%	SPC	2,500
		Business Income with Extra Expense			100%	SPC	2,500

Definitions		
Val = Valuation	Co-Ins% = Coinsurance Percentage	Ded = Deductible
R = Replacement Cost		

Commercial Auto

Company	Policy Number	Eff Date	Exp Date	Premium
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Coverage Detail

Description	Limits
Bodily Injury & Property Damage Liability	\$1,000,000
Hired / Borrowed Auto Liability	Included
Non-owned Auto Liability	Included

Cyber Liability

Company	Policy Number	Eff Date	Exp Date	Premium
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Coverage Detail

Description	Limit	Deductible
Data Breach and Response	\$1,000,000	\$2,500
Regulatory Defense & Penalties	\$1,000,000	\$2,500
Media Liability	\$1,000,000	\$2,500
Cyber Extortion Loss	\$1,000,000	\$2,500
Data Recovery Crisis	\$1,000,000	\$2,500

Crime

Company	Policy Number	Eff Date	Exp Date	Premium
---------	---------------	----------	----------	---------

Coverage Detail

Description	Limit	Deductible
Employee Dishonesty	\$250,000	\$2,500
Robbery & Burglary Inside the Premises	\$25,000	\$500
Theft of Money & Securities Inside the Premises	\$25,000	\$500
Theft of Money & Securities Outside the Premises	\$25,000	\$500

Umbrella / Excess Liability

Company	Policy Number	Eff Date	Exp Date	Premium
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Coverage Detail

Description	Limits
General Aggregate	\$5,000,000
Products / Completed Operations	\$5,000,000
Each Occurrence	\$5,000,000

Underlying Coverages

Policy Type	Carrier / Policy #	Policy Period	Limits
Automobile Liability CSL			\$1,000,000
General Liability Each Occurrence			\$1,000,000
Employers Liability Each Accident			\$1,000,000
Disease ea Emp.			\$1,000,000
Disease Pol Limit			\$1,000,000
Other Employee Benefits			\$1,000,000

Workers Compensation

Company	Policy Number	Eff Date	Exp Date	Premium

Named Insureds

First Named Insured
Jordan Lake Charter School

Coverage Detail

Description	Limits
Employers Liability: Each Accident	\$1,000,000
Employers Liability: Disease – Policy Limit	\$1,000,000
Employers Liability: Disease – Each Employee	\$1,000,000
Workers Compensation: Statutory Benefit	Included

Locations & Class Codes

St	Code	Description	Estimated Annual Payroll	Base Rate	Estimated Annual Premium
Loc #: 1		9400 Forum Dr. • Raleigh, NC 27615			
NC	8868	School - Professional Employee's And Clerical	\$850,000	0.55	
NC	9101	School-All Other Employees	\$100,000	3.22	
North Carolina					
Expense Constant					\$ 250

Included / Excluded Individuals

Name	Title	Included	Excluded

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 receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

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

LEA #1:	190 Chatham County Schools	What percentage of
LEA #2:	920 Wake County Schools	What percentage of
LEA #3:		What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	190	920		190	920	
Kindergarten	80	20		80	20	
Grade 1	80	20		80	20	
Grade 2	80	20		80	20	
Grade 3	80	20		80	20	
Grade 4	80	20		80	20	
Grade 5	80	20		80	20	
Grade 6				80	20	
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	480	120	0	560	140	0

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



asonably expects to enroll. In addition,
ures match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding? 10%

students from the LEA selected above will qualify for EC funding? 10%

students from the LEA selected above will qualify for EC funding?

Year 3			Year 4			
LEA #1 190	LEA #2 920	LEA #3	LEA #1 190	LEA #2 920	LEA #3	LEA #1 190
80	20		80	20		80
80	20		80	20		80
80	20		80	20		80
80	20		80	20		80
80	20		80	20		80
80	20		80	20		80
80	20		80	20		80
80	20		80	20		80
80	20		80	20		80
			80	20		80
640	160	0	720	180	0	720

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5	
LEA #2	LEA #3
920	
20	
20	
20	
20	
20	
20	
20	
20	
20	
180	0

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency 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 student resides.

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

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities 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 the federal funding guidelines.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		190 Chatham County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,612.19	480	
Local Funds	\$3,688.11	480	
State EC Funds	\$4,509.25	48	
Federal EC Funds	\$1,514.35	48	
			Total:

LEA #2:		920 Wake County Schools	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,504.87	120	
Local Funds	\$2,827.10	120	
State EC Funds	\$4,509.25	12	
Federal EC Funds	\$1,514.35	12	
			Total:

LEA #3:			
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds			
Local Funds			
State EC Funds			
Federal EC Funds			
			Total:



y (LEA) receives per student receives

nt resides.

hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$2,693,851.20
\$1,770,292.80
\$216,444.00
\$72,688.80
\$4,753,276.80

Approximate funding for Year 1
\$660,584.40
\$339,252.00
\$54,111.00
\$18,172.20
\$1,072,119.60

Approximate funding for Year 1
\$0.00

Total Budget: Revenue Projections Year 1 through Year 5

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

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

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

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

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 3,354,436	\$ 3,913,508	\$ 4,472,581	\$ 5,031,653
Local Per Pupil Funds	\$ 2,109,545	\$ 2,461,136	\$ 2,812,726	\$ 3,164,317
State EC Funds	\$ 270,555	\$ 315,648	\$ 360,740	\$ 405,833
Federal EC Funds	-	\$ 90,861	\$ 121,148	\$ 136,292
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 5,734,535	\$ 6,781,152	\$ 7,767,195	\$ 8,738,095

**All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th 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



federal funding in year

Year 5	
\$	5,031,653
\$	3,164,317
\$	405,833
\$	136,292
\$	8,738,095

*ditional questions by
ating budget, please
ese funds. If these*

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	2	\$ 75,000	\$ 150,000	2	\$ 75,000	\$ 150,000	2	\$ 75,000	\$ 150,000	2	\$ 75,000	\$ 150,000	2	\$ 75,000	\$ 150,000
Assistant Administrator	1	\$ 55,000	\$ 55,000	1	\$ 55,000	\$ 55,000	2	\$ 55,000	\$ 110,000	2	\$ 55,000	\$ 110,000	2	\$ 55,000	\$ 110,000
Finance Officer	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000	1	\$ 40,000	\$ 40,000
Clerical	1	\$ 28,000	\$ 28,000	1	\$ 28,000	\$ 28,000	1	\$ 28,000	\$ 28,000	3	\$ 28,000	\$ 84,000	3	\$ 28,000	\$ 84,000
Food Service Staff	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Custodians	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Transportation Staff	2	\$ 14,000	\$ 28,000	3	\$ 14,000	\$ 42,000	4	\$ 14,000	\$ 56,000	4	\$ 14,000	\$ 56,000	4	\$ 14,000	\$ 56,000
Instructional Lead Coach	1	\$ 50,000	\$ 50,000	1	\$ 50,000	\$ 50,000	2	\$ 50,000	\$ 100,000	2	\$ 50,000	\$ 100,000	2	\$ 50,000	\$ 100,000
Counselor		\$ -	\$ -		\$ -	\$ -	1	\$ 50,000	\$ 50,000	2	\$ 50,000	\$ 100,000	2	\$ 50,000	\$ 100,000
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Total Admin and Support:	8		\$ 351,000	9		\$ 365,000	13		\$ 534,000	16		\$ 640,000	16		\$ 640,000
Instructional Personnel															
Core Content Teacher(s)	35	\$ 45,000	\$ 1,575,000	40	\$ 45,000	\$ 1,800,000	45	\$ 45,000	\$ 2,025,000	50	\$ 45,000	\$ 2,250,000	50	\$ 45,000	\$ 2,250,000
Electives/Specialty Teacher(s)	5	\$ 40,000	\$ 200,000	7	\$ 40,000	\$ 280,000	8	\$ 40,000	\$ 320,000	9	\$ 40,000	\$ 360,000	9	\$ 40,000	\$ 360,000
Exceptional Children Teacher(s)	3	\$ 45,000	\$ 135,000	4	\$ 45,000	\$ 180,000	4	\$ 45,000	\$ 180,000	5	\$ 45,000	\$ 225,000	5	\$ 45,000	\$ 225,000
Instructional Support	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -	0	\$ -	\$ -
Teacher Assistants	5	\$ 25,000	\$ 125,000	5	\$ 25,000	\$ 125,000	6	\$ 25,000	\$ 150,000	8	\$ 25,000	\$ 200,000	8	\$ 25,000	\$ 200,000
Dean Lead Teacher	1	\$ 65,000	\$ 65,000	1	\$ 65,000	\$ 65,000	2	\$ 65,000	\$ 130,000	3	\$ 65,000	\$ 195,000	3	\$ 65,000	\$ 195,000
Student Operations Staff	3	\$ 30,000	\$ 90,000	3	\$ 30,000	\$ 90,000	3	\$ 30,000	\$ 90,000	3	\$ 30,000	\$ 90,000	3	\$ 30,000	\$ 90,000
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Total Instructional Personnel:	52		\$ 2,190,000	60		\$ 2,540,000	68		\$ 2,895,000	78		\$ 3,320,000	78		\$ 3,320,000
Total Admin, Support and Instructional Personnel:	60		\$ 2,541,000	69		\$ 2,905,000	81		\$ 3,429,000	94		\$ 3,960,000.00	94		\$ 3,960,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	8	\$ 6,200	\$ 49,600	9	\$ 6,200	\$ 55,800	13	\$ 6,200	\$ 80,600	16	\$ 6,200	\$ 99,200	16	\$ 6,200	\$ 99,200
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	8	\$ 2,633	\$ 21,060	9	\$ 2,433	\$ 21,900	13	\$ 2,465	\$ 32,040	16	\$ 2,400	\$ 38,400	16	\$ 2,400	\$ 38,400
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Disability	8	\$ 439	\$ 3,510	9	\$ 406	\$ 3,650	13	\$ 411	\$ 5,340	16	\$ 400	\$ 6,400	16	\$ 400	\$ 6,400
Medicare	8	\$ 636	\$ 5,090	9	\$ 588	\$ 5,293	13	\$ 596	\$ 7,743	16	\$ 580	\$ 9,280	16	\$ 580	\$ 9,280
Social Security	8	\$ 2,720	\$ 21,762	9	\$ 2,514	\$ 22,630	13	\$ 2,547	\$ 33,108	16	\$ 2,480	\$ 39,680	16	\$ 2,480	\$ 39,680
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Total Admin and Support Benefits:		\$ -	\$ 101,022		\$ -	\$ 109,273		\$ -	\$ 158,831		\$ -	\$ 192,960		\$ -	\$ 192,960
Instructional Personnel Benefits															
Health Insurance	52	\$ 6,200	\$ 322,400	60	\$ 6,200	\$ 372,000	68	\$ 6,200	\$ 421,600	78	\$ 6,200	\$ 483,600	78	\$ 6,200	\$ 483,600
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	52	\$ 2,931.92	\$ 152,460	60	\$ 2,905.00	\$ 174,300	68	\$ 3,025.59	\$ 205,740	78	\$ 3,046.15	\$ 237,600	78	\$ 3,046.15	\$ 237,600
Social Security	52	\$ 2,611	\$ 135,780	60	\$ 2,625	\$ 157,480	68	\$ 2,640	\$ 179,490	78	\$ 2,639	\$ 205,840	78	\$ 2,639	\$ 205,840
Disability	52	\$ 421	\$ 21,900	60	\$ 423	\$ 25,400	68	\$ 426	\$ 28,950	78	\$ 426	\$ 33,200	78	\$ 426	\$ 33,200
Medicare	52	\$ 611	\$ 31,755	60	\$ 614	\$ 36,830	68	\$ 617	\$ 41,978	78	\$ 617	\$ 48,140	78	\$ 617	\$ 48,140
Life Insurance		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ -	\$ 664,295		\$ -	\$ 766,010		\$ -	\$ 877,758		\$ -	\$ 1,008,380		\$ -	\$ 1,008,380
Total Personnel Benefits:		\$ -	\$ 765,317		\$ -	\$ 875,283		\$ -	\$ 1,036,589		\$ -	\$ 1,201,340		\$ -	\$ 1,201,340
Total Admin & Support Personnel (Salary & Benefits):	8		\$ 452,022	9		\$ 474,273	13		\$ 692,831	16		\$ 832,960.00	16		\$ 832,960
Total Instructional Personnel (Salary & Benefits):	52		\$ 2,854,295	60		\$ 3,306,010	68		\$ 3,772,758	78		\$ 4,328,380	78		\$ 4,328,380
TOTAL PERSONNEL:	60		\$ 3,306,317	69		\$ 3,780,283	81		\$ 4,465,589	94		\$ 5,161,340	94		\$ 5,161,340

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

Operations Budget: Expenditure Projections

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

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 10,000.00	\$ 11,600.00	\$ 13,224.00
Paper	\$ 10,000.00	\$ 11,600.00	\$ 13,224.00
Computers & Software	\$ 20,000.00	\$ 23,200.00	\$ 26,448.00
Communications & Telephone	\$ 20,000.00	\$ 23,200.00	\$ 26,448.00
Copier leases	\$ 10,000.00	\$ 11,600.00	\$ 13,224.00
Memberships	\$ 5,000.00	\$ 5,800.00	\$ 6,612.00
Postage	\$ 3,000.00	\$ 3,480.00	\$ 3,967.20
Non-Capitalized Hardware	\$ 5,000.00	\$ 5,800.00	\$ 6,612.00
Capitalized Hardware	\$ 15,000.00	\$ 17,400.00	\$ 19,836.00
Equipment Leases	\$ 21,500.00	\$ 24,940.00	\$ 28,431.60
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees	\$ -		
Other	\$ -		
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 15,000.00	\$ 17,400.00	\$ 20,000.00
Student Accounting	\$ 26,137.50	\$ 30,319.50	\$ 34,564.23
Financial	\$ 66,487.81	\$ 77,125.86	\$ 87,923.48
EC Services	\$ 35,000.00	\$ 40,600.00	\$ 46,284.00
ESL Services	\$ 10,000.00	\$ 11,600.00	\$ 13,224.00
Psychological Services	\$ 18,500.00	\$ 21,460.00	\$ 24,464.40
Speech Services	\$ 5,000.00	\$ 5,800.00	\$ 6,612.00
Technology	\$ 36,000.00	\$ 41,760.00	\$ 47,606.40
Licensure	\$ 10,000.00	\$ 11,600.00	\$ 13,224.00
Audit	\$ 10,250.00	\$ 11,890.00	\$ 13,554.60
Other			
*** Insert rows and edit text as needed. ***			
Facilities			
Facility Lease/Mortgage	\$ 958,585.00	\$ 1,312,740.00	\$ 1,312,740.00
Maintenance	\$ 20,000.00	\$ 23,200.00	\$ 26,448.00
Custodial Supplies	\$ 25,000.00	\$ 29,000.00	\$ 33,060.00
Custodial Contract	\$ 75,000.00	\$ 87,000.00	\$ 99,180.00
Insurance (pg19)	\$ 58,625.00	\$ 68,005.00	\$ 77,525.70
Landscaping	\$ 22,500.00	\$ 26,100.00	\$ 29,754.00
Security	\$ 40,000.00	\$ 46,400.00	\$ 52,896.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			

Electric	\$ 60,000.00	\$ 69,600.00	\$ 79,344.00
Gas	\$ 15,000.00	\$ 17,400.00	\$ 19,836.00
Water/Sewer	\$ 14,000.00	\$ 16,240.00	\$ 18,513.60
Trash	\$ 7,800.00	\$ 9,048.00	\$ 10,314.72
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses	\$ 30,000.00	\$ 34,800.00	\$ 39,672.00
Gas	\$ 24,000.00	\$ 27,840.00	\$ 31,737.60
Oil/Tires & Maintenance	\$ 20,000.00	\$ 23,200.00	\$ 26,448.00
Other			
*** Insert rows and edit text as needed. ***			
Other			
Marketing	\$ 25,000.00	\$ 29,000.00	\$ 33,060.00
Child nutrition	\$ 120,000.00	\$ 139,200.00	\$ 158,688.00
Travel	\$ 5,000.00	\$ 5,800.00	\$ 6,612.00
Background Checks	\$ 5,500.00	\$ 6,380.00	\$ 7,273.20
Bank Fees	\$ 750.00	\$ 870.00	\$ 991.80
Database (Linq)	\$ 5,000.00	\$ 5,800.00	\$ 6,612.00
Other			
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 1,883,635.31	\$ 2,385,798.36	\$ 2,536,190.53

OPERATIONS BUDGET: Instructional			
	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 15,000.00	\$ 17,400.00	\$ 19,836.00
Internet Services	\$ 5,000.00	\$ 5,800.00	\$ 6,612.00
Non-Capitalized Hardware	\$ 100,000.00	\$ 116,000.00	\$ 132,240.00
Capitalized Hardware	\$ 25,000.00	\$ 29,000.00	\$ 33,060.00
Other			
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development - Schoolwide	\$ 10,000.00	\$ 11,600.00	\$ 13,224.00
Staff Development - Individual	\$ 3,000.00	\$ 3,480.00	\$ 3,967.20
NC Charter Conference	\$ 4,500.00	\$ 5,220.00	\$ 5,950.80
Other			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 85,000.00	\$ 98,600.00	\$ 112,404.00
Curriculum/Texts	\$ 30,000.00	\$ 34,800.00	\$ 39,672.00
EC Instructional Supplies	\$ 7,500.00	\$ 8,700.00	\$ 9,918.00
Library Supplies	\$ 5,000.00	\$ 5,800.00	\$ 6,612.00
Copy Paper	\$ 10,000.00	\$ 11,600.00	\$ 13,224.00
Testing Supplies	\$ 3,500.00	\$ 4,060.00	\$ 4,628.40
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 303,500.00	\$ 352,060.00	\$ 401,348.40
TOTAL OPERATIONS:	\$ 2,187,135.31	\$ 2,737,858.36	\$ 2,937,538.93

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

Year 4		Year 5	
\$	14,810.88	\$	14,810.88
\$	14,810.88	\$	14,810.88
\$	29,621.76	\$	29,621.76
\$	29,621.76	\$	29,621.76
\$	14,810.88	\$	14,810.88
\$	7,405.44	\$	7,405.44
\$	4,443.26	\$	4,443.26
\$	7,405.44	\$	7,405.44
\$	22,216.32	\$	22,216.32
\$	31,843.39	\$	31,843.39
\$	22,000.00	\$	22,000.00
\$	38,711.94	\$	38,711.94
\$	98,474.30	\$	98,474.30
\$	51,838.08	\$	51,838.08
\$	14,810.88	\$	14,810.88
\$	27,400.13	\$	27,400.13
\$	7,405.44	\$	7,405.44
\$	53,319.17	\$	53,319.17
\$	14,810.88	\$	14,810.88
\$	15,181.15	\$	15,181.15
\$	1,312,740.00	\$	1,312,740.00
\$	29,621.76	\$	29,621.76
\$	37,027.20	\$	37,027.20
\$	111,081.60	\$	111,081.60
\$	86,828.78	\$	86,828.78
\$	33,324.48	\$	33,324.48
\$	59,243.52	\$	59,243.52

\$	88,865.28	\$	88,865.28
\$	22,216.32	\$	22,216.32
\$	20,735.23	\$	20,735.23
\$	11,552.49	\$	11,552.49
\$	44,432.64	\$	44,432.64
\$	35,546.11	\$	35,546.11
\$	29,621.76	\$	29,621.76
\$	37,027.20	\$	37,027.20
\$	177,730.56	\$	177,730.56
\$	7,405.44	\$	7,405.44
\$	8,145.98	\$	8,145.98
\$	1,110.82	\$	1,110.82
\$	7,405.44	\$	7,405.44
\$	2,682,604.59	\$	2,682,604.59

Year 4		Year 5	
\$	22,216.32	\$	22,216.32
\$	7,405.44	\$	7,405.44
\$	148,108.80	\$	148,108.80
\$	37,027.20	\$	37,027.20
\$	14,810.88	\$	14,810.88
\$	4,443.26	\$	4,443.26
\$	6,664.90	\$	6,664.90
\$	125,892.48	\$	125,892.48
\$	44,432.64	\$	44,432.64
\$	11,108.16	\$	11,108.16
\$	7,405.44	\$	7,405.44
\$	14,810.88	\$	14,810.88
\$	5,183.81	\$	5,183.81
\$	449,510.21	\$	449,510.21

\$	3,132,114.80	\$	3,132,114.80
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Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 3,306,316.50	\$ 3,780,282.50	\$ 4,465,588.50	\$ 5,161,340.00
Total Operations	M	\$ 2,187,135.31	\$ 2,737,858.36	\$ 2,937,538.93	\$ 3,132,114.80
Total Expenditures	N = J + M	\$ 5,493,451.81	\$ 6,518,140.86	\$ 7,403,127.43	\$ 8,293,454.80
Total Revenue	Z	\$ 5,734,535.40	\$ 6,781,152.30	\$ 7,767,195.20	\$ 8,738,094.60
Surplus / (Deficit)	= Z - N	\$ 241,083.59	\$ 263,011.44	\$ 364,067.77	\$ 444,639.80



Year 5	
\$	5,161,340.00
\$	3,132,114.80
\$	8,293,454.80
\$	8,738,094.60
\$	444,639.80

Resume for Future Principal of Jordan Lake Charter School

The Board of Directors for Jordan Lake Charter School are seeking a principal. Our school's Mission Statement is to provide a rigorous, personalized, and nurturing experience that encourages all students to become critical thinkers, inspired leaders, and lifelong learners as they prepare for college and the workforce. Our Vision Statement is to provide students with equitable access to a comprehensive education that allows them to explore their individual gifts and talents in a respectful, supportive, and compassionate learning environment. We are interested in hiring a school leader with the following qualifications, abilities and skills.

All applicants should have principal experiences, effective leadership abilities, and strong management skills. Candidates must also possess NC principal certification or be immediately eligible for NC principal certification. Principals with success in implementing innovative methods of educating students, improving academic performance scores, and preparing graduates to be college and career ready will be well-qualified applicants for this position.

Essential Skills include:

- Ability to promote Jordan Lake Charter School's Mission and Vision Statements
- Ability to work with a diverse group of stakeholders and to gain followership to achieve the school's purpose, mission, and goals
- Ability to recruit and to retain students
- Ability to recruit and to retain teachers
- Experience in managing budgets, facilities and human resources
- Ability to analyze student performance data
- Ability to ensure a safe and orderly educational climate within the school
- Ability to achieve compliance with all NC state standards & requirements for charter schools
- Adept at verbal & written communications, and public speaking

The Jordan Lake Charter School Board will conduct telephone interviews in the 2021 and select 2-3 finalists to meet for face-to-face interviews. The Board will make a job offer in July 2021

Not Applicable at this time

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

 - Date of Review:

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

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

 - Name of the Selected Financial Service Provider:

 - Date of Review:

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

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

 - Name of the Selected PowerSchool Service Provider:

 - Date of Review:

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

■ _____

- _____
- _____
- _____
- _____

Certification

I, _____, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as _____ Charter School is true and correct in every respect.

Signature
Date



Bill to:

Joseph Zhou

jzhou27513@gmail.com

Jordan Lake Charter School - Board Members Criminal Background Research 1566

Please make all checks payable to Bratcher Adams Folk, PLLC

*BA Folk is now accepting payment online with most major credit cards. You may access our online payment option by following this link:
<https://secure.lawpay.com/pages/bafolk/operating>

INVOICE

To July 22, 2020

Invoice Date July 22, 2020
Invoice Number 987
Due Date Due Upon Receipt

Account Summary

Previous Balance	\$0.00
Payments Received	\$0.00
Outstanding Balance	\$0.00
Current Invoice	\$420.00

Total Due	\$420.00
------------------	-----------------

Fee Detail

Date	Description	Hours	Rate	Total
<i>No hourly fees have been charged for this invoice.</i>				
		Hours Total	0.00	Fee Total
				\$0.00

Expense Detail

Date		Description	Quantity	Rate	Total
7/22/2020	HR	PeopleMap search for board members	7	\$60.00	\$420.00
				Expenses Total	\$420.00

Fees	\$0.00
Expense	\$420.00
Current Due	\$420.00
Outstanding Balance	\$0.00
Total Due	\$420.00

**Jordan Lake Charter School - Board Members Criminal Background
Research 1566
Joseph Zhou**

Due Date	Due Upon Receipt
Invoice #	987
Total Due	\$420.00
Amount Paid	\$ <input type="text"/>

Make payment to:

BA Folk, PLLC
P.O. Box 90426
Raleigh, NC 27675

Search Results

Records Found: 1 Search Type: Starting Search Criteria: Jordan Lake Charter School
Search Time: 7/20/2020 09:17 AM Search Again

Entity Name			
Sos Id	Date Formed	Status	Type
Jordan Lake Charter School			
1959315	3/6/2020	Current - Active ⓘ	Non - Profit Corporation

**COMMUNITY COLLEGE STUDENT INSURANCE
SERVICE INC ACCOUNT**

1000 CENTRE GREEN WAY STE 200
CARY NC 27513-2282

1088

66-19/530 NC
487

DATE 05/04/2020

PAY TO THE ORDER OF RS \$ 600.00

Six hundred DOLLARS



Bank of America

ACH RT 053000196

21N 84 - 5082580

501cc) c filling for JLES

MP
⑈001088⑈ ⑈053000196⑈ 237024945972⑈

J. Zhan

Jordan Lake Charter School
5000 Centregreen Way, Suite 500
Cary, NC 27513
Tel. 919-228-6474

May 4, 2020

Internal Revenue Service
TE/GE Stop 31A Team 105
P.O. Box 12192
Covington, KY 41012-0192

**RE: Jordan Lake Charter School
501 (C) 3 Application
EIN 84-5082580**

Dear IRS,

Jordan Lake Charter School will be a K-8 school, located in Chatham, North Carolina. We target opening in 2023, with 500 students. It is our board's intention to make Jordan Lake Charter School a true community school, with quality STEM-related learning opportunities for young people in Pittsboro and surrounding communities. The school will also be a hub for local and regional artists and musicians to share their talents to inspire young people. At Jordan Lake Charter School, we will use our best effort to recruit students from minority, social and economically disadvantaged families.

Research indicates that consistent, high quality after school programs have great impact on students' academic performance. At Jordan Lake Charter School, we will develop after school math and computer science tutoring programs to help students in ongoing one-on-one or small group sessions. Staff will continuously identify skill sets for improvement, and design and evolve curriculum, enabling students to reach their full potential.

Unlike most charter schools, Jordan Lake will have an on-site kitchen facility, resourcing local farming community garden fresh vegetables for students and faculty. We will participate in the National School Lunch Program, abiding by its standards and recommendations.

Our school is in Eastern North Carolina, one of the hottest regions for cancer, heart disease, stroke, and diabetes mellitus in the United States. Jordan Lake will partner with UNC Public Health and NC Agriculture Extension Services to offer health nutrition programs, not just to students, but families, educating young immigrant families about essential cooking skills and meal planning.

Your approval of our 501 (c) 3 application would make Jordan Lake Charter School eligible to receive necessary federal and state grants, along with other funding opportunities from public and private organizations. Adequate funding is necessary to carry out our mission, and vision – to provide young people a rigorous curriculum emphasizing math, science and computer science within a comprehensive, interactive program. Jordan Lake Charter School will challenge its students to develop their own analytic, creative thinking and imagination, preparing them for high school, college, and life beyond.

Explanation to “Monthly the annual accounting period ends”

In the initial filling with North Carolina Secretary of State and IRS, we opted 12/31 as fiscal year ends. But after consult with North Carolina Public Instruction, we were suggested to adopt 06/30 as fiscal year ends. This will consistent with State of North Carolina fiscal year, since the school will be fund by the state. I already filling with North Carolina Secretary of State and IRS for amendment changes.

Explanation to Part VIII Your Specific Activities 7a

Jordan Lake Charter School Board role is guiding school administration by review preliminary plans for new school construction and land acquisition through a public RFP process. All board member, school executives, including their spouses are prohibited to submitted bid. No decision shall be surrendered till preliminary plan of design and specifications for such construction have been submitted to the board, following the guideline from North Carolina Public Instruction and Chatham county, which is school residence.

Explanation to Schedule B. Schools, College, and Universities

1. Jordan Lake Charter has not received any funding from State of North Carolina yet, we target opening in 2023. At this moment, all operation funding is contributed by Joseph Zhou personally.
2. At Jordan Lake Charter School, we believe cultural diversity is important element to our country. We are committed to developing a truly diversified student body, faculty and administrative staffs.

(a) Student Body

Racial Category	Student Body	
	2023	2023 Beyond
Minority	35%	35%
Economic Disadvantage	35%	35%
Individual with Learning Disability	10%	10%
English as Second Language	10%	10%
Other	10%	10%
Total	100%	100%

(b) Faculty

Racial Category	Faculty	
	2023	2023 Beyond
Minority	50%	50%
Individual with Disability	5%	5%
Other	45%	45%
Total	100%	100%

(c) Administrative Staff

Racial Category	Administrative Staff	
	2023	2023 Beyond
Minority	50%	50%
Individual with Disability	5%	5%
Other	45%	45%
Total	100%	100%

3. Question 6. "amount of scholarship/loan awarded to students by racial categories" is not apply at present since school has not open yet. We will report back to IRS once school in operation in 2024.
4. Question 7a. can be found at Page 2. Part V. it listed all Jordan Lake Charter School Board Members

Explanation to Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Jordan Lake Charter School target opening in 2023. We have not received any funding from public or private foundation nor government agencies. Once we received operation funding and grants, we will maintain case histories showing recipients of scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to Jordan Lake Charter School.

There will be a Selection Committee with sole purpose to quality individual students, faculty member to receive scholarship, fellowships, or education loan/grants. Jordan Lake Charter School is K-8, typical scholarship requirements would be meet the following criteria:

1. Student must be the recipient of the Principal's Award, A-B Honor or B-Honor Roll in the most recent progress report period.
2. No more than five (5) absences from school.
3. Student must provide at least one (1) teacher recommendation.

On the faculty teaching grant/award, the recipients should meet the following criteria:

1. Must be teacher at Jordan Lake Charter School at least two years on full time basis
2. Must make significant contribution in the field of elementary and middle school education
3. Must provided at least three faculty members recommendation.
4. Must provide PTA recommendation

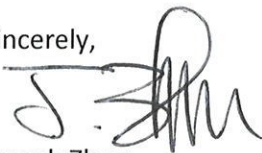
All scholarship, grant and any other final award must be recommended by the Selection Committee, received full board approval before can be granted.

Attachment with this filling

1. Board fully adopted of Jordan Lake Charter School bylaw
2. State of North Carolina registration

If there is any questions about this application, I can be reached at 919.606.1297 or jzhou27513@gmail.com.

Sincerely,



Joseph Zhou

Chairman of the Jordan Lake Charter School Board

BYLAWS OF
Jordan Lake Charter School
A Charitable Nonprofit Corporation

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BYLAWS OF
Jordan Lake Charter School
A Charitable Nonprofit Corporation

ARTICLE I

NAME, PURPOSES, AND OFFICE

SECTION 1 - NAME. This corporation shall be known as the Jordan Lake Charter School (“Corporation”).

SECTION 2 - GENERAL PURPOSES. This Corporation is a nonprofit corporation and is not organized for the private gain of any person. It is organized under the North Carolina Nonprofit Corporation Act for charitable, educational, religious and scientific purposes. The purposes for which this Corporation is organized and shall be exclusively operated are charitable, scientific and educational within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended (“Code”), or the corresponding provision of any subsequent federal tax laws.

Notwithstanding any other provision of these Bylaws, this Corporation shall not, except to an insubstantial degree, carry on or engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation.

The Corporation is authorized to conduct any transaction by electronic means, in accordance with North Carolina General Statutes §§55A-1-70 and 66-311 et seq.

SECTION 3 - SPECIFIC PURPOSES. Within the context of the foregoing general purposes, the specific and primary purposes for which the Corporation is organized and shall be exclusively operated are as follows:

- A. to form, initiate, and operate a North Carolina Charter School, broadly defined.

B. to initiate, organize and otherwise operate appropriate facilities and programs in furtherance of the charitable, religious, educational and scientific objectives of the Corporation.

C. to purchase, take, receive, lease, take by gift, devise or bequest, or otherwise acquire, own, hold, improve, use and otherwise deal in and with real or personal property, or any interest therein, wherever situated; and

D. To engage in all lawful activities incidental to the foregoing purposes except as restricted herein.

SECTION 4 - LIMITATIONS.

A. Legislative and Political Activity. No substantial part of the activities of this Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and this Corporation shall not participate in or intervene in (including the publishing or distributing of statements in connection with) any political campaign on behalf of or in opposition to any candidate for public office.

B. Property. The property, assets, profits, and net income of this Corporation are dedicated irrevocably to the purposes set forth in Sections 2 and 3 above. No part of the profits or net earnings of this Corporation shall ever inure to the benefit of any of its directors or officers, or to the benefit of any private individual.

C. Dissolution. Upon the dissolution and liquidation of the Corporation, the Board of Directors ("Board") shall, after paying or making provisions for the payment of all liabilities of the Corporation, distribute all of the assets of the Corporation in the following manner and order:

(1) First, to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes, and which has established its tax-exempt status under §501(c)(3) of the Code or the corresponding provision of any subsequent federal tax laws, as selected by the Board;

(2) Second, as may be determined by a court of competent jurisdiction upon application of the Board for one (1) or more exempt purposes within the meaning of §501(c)(3) of the Code or the corresponding provision of any subsequent federal tax laws.

Any such assets not so disposed of shall be disposed of by a court of general jurisdiction in the county in which the principal office of the Corporation is then located exclusively for such purposes for which the Corporation was organized or to such organization or organizations as said court shall determine.

D. Limitations in Case of Private Foundation Status. At any time during which this Corporation shall be classified as a “private foundation” as that term is defined by §509 of the Code or the corresponding provision of any subsequent federal tax laws:

(1) the Corporation shall not engage in any act of self-dealing as defined in §4941(d) of the Code or the corresponding provision of any subsequent federal, tax laws.

(2) the Corporation shall make distributions of such amounts for each taxable year at such time and in such manner as not to become subject to the tax imposed by §4942 of the Code or the corresponding provision of any subsequent federal tax laws;

(3) the Corporation shall not retain any excess business holdings as defined in §4943(c) of the Code or the corresponding provision of any subsequent federal tax laws;

(4) the Corporation shall not make any investments in such manner as to subject it to tax under §4944 of the Code or the corresponding provision of any subsequent federal tax laws; and

(5) the Corporation shall not make any taxable expenditures as defined in §4945(d) of the Code or the corresponding provision of any subsequent federal tax laws.

SECTION 5 - OFFICE. The principal office of the Corporation shall be initially located at 5000 Centregreen Way, Suit 500, Cary, North Carolina 27513 and at a physical site to be determined by the Board from time to time. The Corporation may also have offices at such other places as the Board may from time to time designate.

ARTICLE II

NO MEMBERSHIP

The Corporation shall not have members.

ARTICLE III

BOARD OF DIRECTORS

SECTION 1 - COMPOSITION. The power and authority of the Corporation shall be vested in its Board which shall be composed of not fewer than five (5) nor more than nine (9) persons with voting rights.

SECTION 2 - ELECTION AND TERM OF DIRECTORS. The initial Board shall be divided into two (2) groups. Group 1 shall be comprised of three (3) directors, and Group 2, if

applicable, shall be comprised of two (2) directors. The directors in Group 1 shall serve an initial term of one (1) year, the directors named in Group 2, if any, shall serve an initial term of two (2) years. Thereafter, all directors shall serve terms of three (3) years each. Directors shall be eligible to serve up to three (3) full three-year successive terms. If the Board deems it most beneficial to the mission for a Board member to be appointed to serve additional terms (beyond three terms), it may do so by a vote of 2/3 majority upon a meeting with a quorum. Except for resignations, removals, or death, each director duly nominated and elected shall hold office until his successor is nominated, elected, and qualified by attending a meeting and being duly recognized and placed on the official records of the Corporation.

The Board may appoint other ex-officio members to the Board at its discretion. Ex-officio members of the Board shall not have voting rights.

SECTION 3 - RESIGNATIONS AND REMOVAL. Any director may resign from the Board at any time by giving written notice to the Chair of the Board of Directors of the Corporation, and unless otherwise specified therein, acceptance of such resignation shall not be necessary to make it effective. Any director may be removed, with or without cause, by a 2/3 vote of the Board. At a properly called, duly held meeting permitting such vote.

SECTION 4 - VACANCIES. Any vacancy occurring on the Board by reason of the resignation, removal or death of a director shall be filled as follows: the Board of the Corporation shall appoint such director's successor by use of a Nominating Committee, whose members will be appointed by the Chair of the Board and approved by a majority vote of the Board members. Nominees must pass a background check and must be generally free of conflicts of interest with regard to the mission of the organization. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor.

SECTION 5 - COMPENSATION. Directors shall serve without compensation except that the directors may, in their discretion and by a majority vote of their number, reimburse any or all directors for expenses actually incurred by them in attending meetings or otherwise carrying out their duties to the Corporation. Compensation may be broadly defined as non-monetary benefits to Board members, such as the award of contracts to family members of the Board, employment of family members of the board, etc., which would present a conflict of interest.

SECTION 6 - OFFICERS OF THE BOARD.

A. **Chair.** The Board shall elect from among its members a Chair who shall preside at all meetings of the Board and perform such other duties as may be directed by the Board. The Chair's term shall be for two (2) years and he may not succeed himself for more than two (2) consecutive terms (except if the Board approves an extension of the Chair's tenure by a 2/3 majority vote, upon a meeting with a quorum). The Chair shall serve as the principal officer of the Corporation and shall supervise and control the overall management of the business and operation thereof. The Chair shall act as the duly authorized representative of the Corporation in all matters, except those in which the Board has formally designated some other person or group to act, and he shall have and exercise the authority that may be delegated to him by the Board and these Bylaws. The Chair may sign in the name of the Board, all contracts, agreements, and other obligations authorized to be executed by the Board. Subject to Board approval, the Chair shall appoint and fix the number and compensation of all other Corporation employees and shall have the power to dismiss any employee. The Chair shall cause to be prepared official correspondence, notices, agendas and minutes of meetings of the Board,

Executive Committee and other committees. The Chair will have the authority to approve all disbursements and expenditures in accordance with the approved budget. In addition, the Chair shall carry out the following duties: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such depositories as shall be selected by the Board; (b) maintain appropriate accounting records as required by law; (c) prepare, or cause to be prepared, annual financial statements of the Corporation that include a balance sheet as of the end of the fiscal year and an income and cash flow statement for that year; (d) sign any deeds, leases, contracts or other instruments which may be lawfully executed on behalf of the Corporation, except where the signing or execution thereof shall be delegated by the Board to some other officer or agent; (e) shall have custody of the business records of the Corporation, including the minutes and organizational documents of the Corporation, and shall maintain the same in accordance with the standards established by the Board; and (f) in general perform all such other duties as from time to time may be prescribed by the Board. The Chair shall cause an accurate list of the members of the Board to be kept and, in general, shall perform all such acts as may be prescribed by the Board and as are usually incident to the office of secretary.

B. Vice-Chair. The Board shall elect from among its members a Vice-Chair who shall preside at all meetings of the Board when the Chair is absent. The Vice-Chair's term shall be for two (2) years (except if the Board approves an extension of the Vice-Chair's tenure by a 2/3 majority vote, upon a meeting with a quorum).

SECTION 7 - POWERS RESERVED TO THE BOARD.

The Board shall have the sole authority to make the following decisions:

1. The location of both the headquarters of the Corporation and the physical location of the charter school.
2. The approval and adoption of the Corporation's annual budget.
3. The borrowing of any money on behalf of the Corporation.
4. The amendment or repeal of the Bylaws or the adoption of new Bylaws.
5. The amendment or repeal of any resolution of the Board.
6. The dissolution, merger or consolidation of the Corporation.
7. The amendment of the Articles of Incorporation.
8. The sale, lease or exchange of all or substantially all of the property of the Corporation.

ARTICLE IV

MEETINGS OF DIRECTORS

SECTION 1 - PLACE AND TIME OF ANNUAL AND REGULAR MEETINGS.

The Board shall hold not less than eight (8) meetings per year at a designated time and place as determined by the Board at its first meeting. The Annual Meeting of the Board shall be held in the month of June of each year. Special meetings of the Board may be held at the call of the Chair or, in his absence, the Vice-Chair or at the call of any two (2) directors. Regular meetings may be held without notice. Special meetings of the Board shall be held upon notice sent by any usual means of communication not less than forty-eight (48) hours before the meeting. Except as provided in GS 143-318.11, 143-318.14A, 143-318.15 and 143-318.18, each official meeting of the board shall be open to the public, and any person is entitled to attend such a meeting. The Corporation will comply with the North Carolina Open Meetings Law. The Board reserves the

right to call for a “closed session,” which permits attendance only of Board members, and no members of the public, in order to privately deal with personnel issues or other sensitive matters as provided in the above-referenced statutes or as otherwise required or recommended by law.

SECTION 2 - ATTENDANCE. Directors shall strive to attend all meetings. However, in no event shall a director be absent for greater than twenty-five percent (25%) of the meetings of the Board in any year. Remote participation by phone or video conferencing may be used to attend no more than half the meetings in any calendar year, in order to promote personal engagement and development of working relationships among board members. In the event that a director is absent for greater than twenty-five percent (25%) of the meetings as described herein, the director may be subject to removal from the Board by the affirmative vote of 2/3 of the Board.

SECTION 3 - QUORUM, PROCEDURE, VOTING AND MANNER OF ACTION.

A. Quorum. A quorum of the Board for the transaction of business shall consist of a majority of the directors then in office.

B. Procedure. At all meetings of the Board, the Chair, or in his absence, the Vice-Chair, or in their absence, a presiding officer chosen at the meeting, shall preside over the transaction of business. The Chair of the Board of Directors of the Corporation, or his designee, shall act as secretary and the Chair of the Board of Directors or his designee shall prepare records of all meetings of the Board and maintain the same in the Corporation’s principal office.

C. Voting. Each director is entitled to one (1) vote on any matter before the Board. A director who is present at a meeting of the Board at which action on any matter is taken shall be presumed to have assented to the action taken unless his contrary vote is

recorded or his dissent is otherwise entered in the minutes of the meeting, or unless he files his written dissent to such action with the Chair of the Board of Directors or person acting as the secretary of the meeting before the adjournment thereof, or forwards such dissent by certified mail, return receipt requested, to the Chair of the Board of Directors of the Corporation by the second business day after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless he objects at the beginning of the meeting, or promptly upon his arrival, to holding it or transacting business at the meeting, or his dissent or abstention from the action is otherwise entered in the minutes of the meeting, or unless he either files his written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards his written dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. The right to dissent is not available to a director who voted in favor of such action.

D. Manner of Action. Unless otherwise required by law, the Articles of Incorporation, or these Bylaws, the act of a majority of the directors present and voting at a meeting at which a quorum is present shall be the act of the Board. Any action required or permitted to be taken by the Board under any provision of law, the Articles of Incorporation, or these Bylaws may be taken without a meeting if written consent to the action in question is signed by all of the directors and filed with the minutes of the proceedings of the Board, whether done before or after the actions so taken. Such action by written consent shall have the same force and effect as a unanimous vote of the

directors. Any one or more directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a telephone or similar communication device which allows all persons participating in the meeting to hear each other simultaneously. Such participation in the meeting shall also be deemed presence in person at such meeting.

SECTION 4 - CONFLICTS OF INTEREST.

A. Good Faith. Directors of the Corporation shall exercise good faith in all transactions touching upon their duties to the Corporation and its property. In their dealings with and on behalf of the Corporation, directors are held to a strict rule of honest dealing. The provisions regarding conflicts of interest set out herein may be supplemented by a Conflict of Interest Policy duly adopted by the Board.

B. Conflict Raised by Another Member of the Board. Each director, before taking his position, shall disclose in writing to the Chair a list of all businesses or other organizations of which he is an officer, director, shareholder, member, owner or employee, or for which he acts as an agent and with which the Corporation has or might reasonably in the future enter into a relationship or a transaction in which the director would have conflicting interests.

If any matter should come before the Board or any of its committees in such a way to give rise to a conflict of interest, the affected director shall make known to the Board the potential conflict and shall answer any questions that might be asked him. The Board shall determine whether or not a conflict exists. If the Board determines that a conflict does exist, the affected director shall be excluded from voting.

Any director may raise an issue as to whether or not another director has a conflict of interest with respect to any matter coming before the Board. In such case, the Board shall decide whether or not a conflict exists. If the Board determines that a conflict does exist, the affected director shall be excluded from voting.

The affected director shall be counted in determining the quorum for the meeting except as provided herein. If the material facts of a transaction and the director's interest were disclosed or known to the Board or a committee of the Board and the Board or committee authorized, approved or ratified the transaction, a quorum is present if a majority of the directors who have no direct or indirect interest in the transaction voted to authorize, approve, or ratify the transaction. A majority of votes, whether or not present, that are entitled to be cast in a vote on a transaction where the material facts of the transaction and the director's interest were disclosed or known to the members of the Board entitled to vote constitutes a quorum; the members entitled to vote on such a transaction shall include all directors except (i) those directors with a direct or indirect interest in the transaction and (ii) those directors who have a material financial interest in another entity or are the general partners of another entity which is a party to the transaction. The minutes of the meeting shall reflect the existence of the conflict, the abstention from voting, and the quorum situation.

Any director may raise an issue as to whether another director's circumstances or situation renders his service on the Board in conflict with the best interests of the Corporation. In any such case, the Board shall determine if such a conflict exists, and what action, if any, should be taken.

C. Disqualified Director. The foregoing section shall not be construed as preventing a director from briefly stating his position to the Board concerning the manner in which he has a possible conflict of interest or from answering pertinent questions of other directors concerning the matter because his knowledge may be of assistance to the Board.

D. Notice to New Directors. The Chair of the Board shall advise each new director of this conflicts of interest policy promptly after the new director assumes the duties of his office.

SECTION 5 - INDEMNIFICATION.

A. Indemnification Under N.C. Gen. Stat. §55A-8-51.

(1) Except as provided in subparagraph (4) of this Section 5.A, the Corporation shall indemnify an individual made a party to a proceeding because the individual is or was a director against liability incurred in the proceeding if the individual (a) conducted himself in good faith; (b) reasonably believed (i) in the case of conduct in his official capacity with the Corporation, that his conduct was in its best interests, and (ii) in all other cases, that his conduct was at least not opposed to the Corporation's best interests; and (c) in the case of any criminal proceeding, had no reasonable cause to believe his conduct was unlawful.

(2) A director's conduct with respect to an employee benefit plan for a purpose the director reasonably believed to be in the interests of the participants in and beneficiaries of the plan is conduct that satisfies the requirement of subparagraph (1) above.

(3) The termination of a proceeding by judgment, order, settlement, conviction or upon a plea of no contest or its equivalent is not of itself determinative that the director did not meet the standard of conduct set forth in subparagraph (1) above.

(4) The Corporation shall not indemnify a director in connection with the proceeding by or in right of the Corporation in which the director is adjudged liable to the Corporation or in connection with any other proceeding charging improper personal benefit to the director, whether or not involving action in his official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by the director.

(5) Indemnification hereunder in connection with a proceeding by or in the right of the Corporation that is concluded without a final adjudication on the issue of liability is limited to reasonable expenses incurred in connection with the proceeding.

(6) The authorization, approval or favorable recommendation by the Board of indemnification as authorized hereunder shall not be deemed an act or corporate transaction in which a director has a conflict of interest and no such indemnification shall be void or voidable on such ground.

B. Indemnification under N.C. Gen. Stat. §55A-8-52. The Corporation shall indemnify a director who is wholly successful on the merits or otherwise in the defense of any proceeding to which the director was a party because he is or was a director of the Corporation, against reasonable expenses actually incurred by the director in connection with the proceeding.

C. Advances Under N.C. Gen. Stat. §55A-8-53. Expenses incurred by a director in defending a proceeding shall be paid by the Corporation in advance of the final disposition of the proceeding upon receipt of an agreement by or on behalf of the director to repay such amount unless it is ultimately determined that the director is entitled to be indemnified by the Corporation against such expenses.

D. Court-Ordered Indemnification Under N.C. Gen. Stat. §55A-8-54. A director of the Corporation who is a party to a proceeding may apply for indemnification to the court conducting the proceeding or to another court of competent jurisdiction. The court may order indemnification if it determines that (i) the director is entitled to mandatory indemnification under N.C. Gen. Stat. §55A-8-52, in which case the Corporation shall also pay the director's reasonable expenses incurred to obtain court-ordered indemnification, or (ii) the director is fairly and reasonably entitled to indemnification in whole or in part in view of all the relevant circumstances, whether or not the director met the standard of conduct set forth in N.C. Gen. Stat. §55A-8-51 or was adjudged liable as described in N.C. Gen. Stat. §55A-8-51(d), but if the director is adjudged so liable, such indemnification is limited to reasonable expenses incurred.

E. Determination and Authorization of Indemnification

Under N.C. Gen. Stat. §55A-8-55.

(1) The Corporation shall not indemnify a director under N.C. Gen. Stat. §55A-8-51 unless authorized in the specific case after a determination has been made that indemnification of the director is permissible in the circumstances because the director met the standard of conduct set forth in N.C. Gen. Stat. §55A-8-51. The determination shall be made by the Board by a majority vote of a

quorum consisting of directors not at the time parties to the proceeding. If such a quorum cannot be obtained, such determination thereupon shall be made by a majority vote of a committee duly designated by the Board (in which designation directors who are parties may participate), consisting solely of two (2) or more directors not at the time parties to the proceeding. If the foregoing two (2) methods of determination cannot be made, then such determination shall be made by special legal counsel selected by the Board or a committee in the manner prescribed herein, or if a quorum of the Board cannot be obtained and a committee cannot be designated, then selected by a majority vote of the full Board in which selection directors who are parties may participate.

(2) Authorization of indemnification and evaluation as to reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that if the determination is made by special legal counsel, authorization of indemnification and evaluation as to reasonableness of expenses shall be made by those entitled to select counsel hereunder.

F. Indemnification of Officers, Employees, and Agents Under N.C. Gen. Stat. §55A-8-56. An officer, employee, or agent of the Corporation is entitled to indemnification under this subsection to the same extent as a director. The Corporation shall advance expenses to an officer, employee, or agent of the Corporation to the same extent as to a director.

G. Immunity from Civil Liability. Directors and officers of the Corporation shall be immune from civil liability for monetary damages arising out of their service as

such to the fullest extent authorized by law, including but not limited to that immunity authorized by N.C. Gen. Stat. §§1-539.10, 55A-2-02(b)(4), and 55A-8-60, or any successor provisions of law.

H. Additional Indemnification and Insurance

(1) In addition to the indemnification provided for in this Article IV, Sections 5(A) through 5(G) hereof, the Corporation shall indemnify its directors, officers and employees against liability and expenses in any proceeding, including without limitation a proceeding brought by or on behalf of the Corporation itself, arising out of their status as such or their activities in any of the foregoing capacities. The Corporation shall also indemnify any person who at the request of the Corporation is or was serving as a director, officer, trustee, or employee of another corporation, partnership, joint venture, trust or other enterprise or as a trustee or administrator of an employee benefit plan.

(2) The Corporation shall purchase and maintain insurance on behalf of an individual who is or was a director, officer or employee of the Corporation or who, while a director, officer or employee of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee or employee of another corporation, joint venture, trust, employee benefit plan or other enterprise, against liability asserted against or incurred by him or her in that capacity or arising from his or her status as a director, officer or employee, whether or not the Corporation would have authority to indemnify him or her against the same liability under any provision of law.

ARTICLE V

COMMITTEES OF THE BOARD OF DIRECTORS

SECTION 1 - EXECUTIVE COMMITTEE.

A. Designation. There may be an Executive Committee if authorized by resolution of the Board. The members of the Executive Committee shall at all times include the Chair and Vice-Chair of the Board of the Corporation, as described earlier, and Treasurer and Secretary, as described later in this document. If the Board approves, then the President or the Executive Director (as described later) may also serve on the Executive Committee.

B. Meetings. The Executive Committee may meet at stated times or upon written notice to all members of the Executive Committee.

C. Authority. During intervals between meetings of the Board, and except as limited by resolution of the Board or by law, the Executive Committee shall and may exercise all of the authority of the Board in the management of the Corporation. As the Board develops traditions of practice, it may wish to more formally define the limits and roles of authority to be exercised by the Executive Committee, the President and Executive Director. Upon the next regular meeting of the Board, all such exercise of authority on behalf of the Board during such intervals will be reported to the Board to ensure accountability for such decisions.

D. Vacancies. Vacancies in the membership of the Executive Committee may but need not be filled by the Board at any regular meeting or at a special meeting called for that purpose. The membership of the Executive Committee may be changed,

or the Executive Committee may be dissolved by the Board at any annual meeting or by a special meeting called for that purpose.

E. Minutes. The Executive Committee shall keep regular minutes of its proceedings and shall report the same to the Board when requested.

SECTION 2 - ADVISORY COMMITTEES. The Board may create advisory committees from time to time. The advisory committees shall be appointed by the Chair of the Board and approved by a majority of all directors in office. The advisory committee shall include one (1) or more directors. Advisory committees shall not exercise the authority of the Board and shall serve only in an advisory capacity.

SECTION 3 - STANDING AND SPECIAL COMMITTEES. The Board may authorize such standing and special committees as are necessary and proper to carry on the affairs of the Corporation. The resolution of creation must designate the authority of the Board that the committee may exercise, as well as any limitations thereon, and the functions that the committee shall discharge. Members of such standing committees, as may be authorized, shall be appointed by the Chair of the Board and approved by a majority of all the directors in office. Only directors of the Corporation may serve as voting members or the Chair of such special or standing committees, as may be authorized.

A. Finance Committee. One such Standing Committee shall be a Finance Committee, and the chair of the Finance Committee shall be the Treasurer, and it shall be composed of other members appointed by the Board Chair and approved by a majority vote. The Finance Committee shall review the periodic financial statements of the Corporation; develop and monitor annual operating and capital budgets of the Corporation; monitor the operational performance of the Corporation; and shall

regularly make recommendations to the Board about such matters. The committee shall also perform such other functions as may from time to time be assigned by the Board.

- B. Nominating Committee. The Nominating Committee shall be established when needed, and it shall consist of at least three Directors appointed by the Board Chair and approved by majority vote of the Board. The chair of the Nominating Committee shall be elected by the Committee itself. The Nominating Committee shall nominate officers and Directors for the Board. In the event that a new President or Executive Director needs to be hired, the Nominating Committee shall conduct the search for candidates to present to the Board for consideration and final approval.

SECTION 4 - GOVERNING PROVISIONS. Meetings, action without meeting, notice and waiver of notice, and quorum and voting requirements of the Board apply to committees, as well as the members of those committees.

ARTICLE VI

OFFICERS OF THE CORPORATION

SECTION 1 - OFFICERS AND ELECTION. The Board may but is not obligated to elect by majority vote a President, a Secretary and/or a Treasurer for the term of one (1) year or until their successors have been appointed, each of whom shall take office after the close of the Annual Meeting of the Board at which he is elected as such. Any two or more offices may be held by the same person, except that no officers may act in more than one capacity where action of two or more officers is required. The Board may elect such additional officers and assign to such officer(s) such duties or responsibilities as the Board may deem necessary or appropriate. Officers shall be eligible to serve unlimited terms of one (1) year each. Officers may delegate

and supervise the performance of their duties as necessary; provided, however, that the delegation and supervision of an officer's duties will not alter the officer's obligation to discharge his duties in good faith, with the care of a reasonably prudent person in a like position under similar circumstances, and in a manner the officer reasonably believes to be in the best interests of the Corporation.

SECTION 2 – PRESIDENT or EXECUTIVE DIRECTOR. As the activities of the Board start to require regular work duties during the interval between Board meetings, the Board may decide to appoint a President, from among the Board members, and this President serves unpaid to fulfill executive functions. Alternatively, the Board may “hire” an Executive Director to perform professional management or executive duties as an employee of the organization. The position of President should be considered an interim step to only be used during the start-up phase of the organization. Once normal business activities launch, and the Board finds the need to start hiring employees and establishing routine operations to fulfill its mission, then it is time to employ a professional manager as Executive Director. The Executive Director (or President, in the case that the Board chooses to use an interim unpaid manager for a brief period of time) shall have the duties described herein as follows. The Executive Director shall serve as the principal officer of the Corporation in the overall management of the business and operation thereof. The Executive Director shall act as the duly authorized representative of the Corporation in all matters, except those in which the Board has formally designated some other person or group to act, and he shall have and exercise the authority that may be delegated to him by the Board and these Bylaws. Once operations are launched, and an Executive Director is hired, that person shall be a non-voting member of the Board, Executive Committee and all committees. Subject to Board approval, the Executive Director shall appoint and fix the number

and compensation of all other Corporation employees and shall have the power to dismiss any employee.

The Executive Director shall cause to be prepared official correspondence, notices, agendas and minutes of meetings of the Board, Executive Committee and other committees. The Executive Director will have the authority to approve all disbursements and expenditures in accordance with the approved budget. The Board retains and shall oversee all personnel-related actions regarding the Executive Director, including serving as the search committee in the event of a vacancy, performing an annual performance and compensation review of the Executive Director, and taking disciplinary actions as necessary.

The Executive Director shall carry out the following duties until such time as a Treasurer is elected: (a) have charge and custody of and be responsible for all funds and securities of the Corporation; receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such depositories as shall be selected by the Board; (b) maintain appropriate accounting records as required by law; (c) prepare, or cause to be prepared, annual financial statements of the Corporation that include a balance sheet as of the end of the fiscal year and an income and cash flow statement for that year; and (d) in general perform all of the duties incident to the office of the Treasurer to employees of the Corporation hired for such purposes, or to third parties retained for such purposes, subject to oversight by the Treasurer and/or the Board. Once an Executive Director is hired, the Board may delegate any or all of the aforementioned duties of the Treasurer to employees of the Corporation hired for such purpose, or to third parties for such purposes, subject to oversight by the Treasurer and / or the Board.

SECTION 3 - SECRETARY. If the Board decides to appoint a Secretary, the Secretary shall have the duties described herein. The Secretary or his designee shall have custody of the business records of the Corporation, including the minutes and organizational documents of the Corporation, and shall maintain the same in accordance with the standards established by the Board. The Secretary may sign with the Chair of the Board, in the name of the Board, all contracts, agreements, and other obligations authorized to be executed by the Board. The Secretary shall keep an accurate list of the members of the Board and, in general, shall perform all such acts as may be prescribed by the Board and as are usually incident to the office of Secretary. Assistant Secretaries may be elected by the Board as the Board deems appropriately necessary to assist the Secretary or to assume the duties of the Secretary in the Secretary's absence.

SECTION 4 - TREASURER. The Treasurer shall ensure proper custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors; shall keep, or cause to be kept, full and accurate accounts of the finances of the Corporation, and shall generally have charge over the Corporation's accounting and financial records; shall cause a true statement of its assets and liabilities as of the close of each fiscal year, and of the results of its operations and of cash flows for such fiscal year, all in reasonable detail to be made as soon as practicable after the end of such fiscal year. The Treasurer shall also prepare and file, or cause to be prepared and filed, a written account of the finances of the Corporation to the Board of Directors at each Regular Meeting. The Treasurer shall exercise all duties incident to the office of Treasurer including but not limited to the signing of the checks or drafts of the Corporation if so designated by the Directors.

SECTION 5 - REMOVAL OF OFFICERS; VACANCIES. Any officer or agent elected or appointed by the Board may be removed by 2/3 majority vote of the Board when, in the Board's judgment, the best interests of the Corporation will be served thereby. Vacant offices shall be filled by the act of a majority of directors present at a meeting of the Board at which a quorum is present.

SECTION 6 - BONDS. The Board may, by resolution, require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his respective office or position and to comply with such other conditions as may from time to time be required by the Board. The premiums for all such bonds shall be paid by the Corporation.

ARTICLE VII

CONTRACTS, LOANS, CHECKS AND DEPOSITS

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

SECTION 2 - LOANS. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances. As long as required by state law, no indebtedness of any kind incurred or created by the Corporation on behalf of a public charter school operated by the Corporation shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Corporation shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

SECTION 3 - CHECKS AND DRAFTS. All checks, drafts, or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board. The appropriate officer or officers shall have authority to issue checks of the Corporation so long as the amount thereof and the purpose therefor has been previously authorized in a budget approved by the Board.

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

SECTION 5 – GIFTS. The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE VIII

GENERAL PROVISIONS

SECTION 1 - WAIVER OF NOTICE. Whenever any notice is required to be given to any director or other person under the provisions of these Bylaws, the Articles of Incorporation, or by applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time such notice is due, shall be equivalent to the giving of such notice.

SECTION 2 - SEAL. The seal of the Corporation shall be circular in form and shall bear the words, Jordan Lake Charter School, Inc. and, in the center, “Corporate Seal”.

SECTION 3 - FISCAL YEAR. The fiscal year of the Corporation shall end on the last day of the month of June 30 of each year.

SECTION 4 - AUDITORS. The Board may, in its discretion, employ a certified public accountant to (i) audit the books of the Corporation for each fiscal year of the Corporation and at such other time or times and for such periods as the Board may deem advisable, and (ii) furnish certified reports on such audits.

SECTION 5 - PROHIBITION AGAINST SHARING IN CORPORATE EARNINGS. No officer, director or employee of, or member of a committee of, or person connected with the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profits from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effecting any of its purposes as shall be fixed by the Board. No such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All directors and officers of the Corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation, after all debts have been satisfied, then remaining in the hands of the Board shall be distributed in such amounts as the Board may determine, or as may be determined by a court of competent jurisdiction upon application of the Board, in the manner set forth in the Articles of Incorporation and these Bylaws.

SECTION 6 - AMENDMENTS. These Bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of a 2/3 majority of the directors then in office at any regular or special meeting of the Board, provided that (i) prior written notice has been given to all members of the Board not less than seven (7) nor more than thirty (30) days in advance of

the meeting; and (ii) no such action shall change the purposes of the Corporation so as to impair its rights and powers under the laws of the State of North Carolina.

SECTION 7 - GENDER. Throughout these Bylaws, whenever the context requires or permits, the masculine gender shall be deemed to include the feminine, the neuter gender shall be deemed to include the masculine and the feminine, and the singular shall be deemed to include the plural and vice versa.

ARTICLE IX

EXEMPT ACTIVITIES

Notwithstanding any other provision of these Bylaws, no director, officer, employee, or other representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken by either (i) an organization exempt under §501(c)(3) of the Code and the regulations thereunder, as they now exist or as they may hereafter be amended, or (ii) an organization, contributions to which are deductible under §170(c)(2) of the Code and the regulations thereunder, as they now exist or as they may hereafter be amended.

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CERTIFICATE OF CHAIR

I, Joseph Zhou, do hereby certify that I am the duly elected and qualified Chair of the Board of Directors of the Jordan Lake Charter School, a nonprofit corporation organized under the laws of the State of North Carolina, and that the foregoing is a true and correct copy of the Bylaws adopted by the Corporation's Board in accordance with law and the Articles of Incorporation of said Corporation effective on April 23, 2020.

IN WITNESS WHEREOF, I have affixed my name as and have caused the corporate seal of said Corporation to be hereunto affixed effective as of the filing of the Articles of Incorporation with the North Carolina Secretary of State.

A handwritten signature in black ink, appearing to read 'Joseph Zhou', is written over a faint circular stamp or seal.

Joseph Zhou, Board Chair
Jordan Lake Charter School,
State of North Carolina
April 23, 2020



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

JORDAN LAKE CHARTER SCHOOL

the original of which was filed in this office on the 6th day of March, 2020.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of March, 2020.

Elaine F. Marshall

Secretary of State

- Upload a PDF Filing
- Order a Document Online
- Add Entity to My Email Notification List
- View Filings

Non-Profit Corporation

Legal Name

Jordan Lake Charter School

Information

SosId: 1959315

Status: Current-Active

Date Formed: 3/6/2020

Citizenship: Domestic

Annual Report Due Date:

Registered Agent: Zhou, Joseph

Addresses

Reg Office

5000 Centregreen Way, Suite 500
Cary, NC 27513

Reg Mailing

5000 Centregreen Way, Suite 500
Cary, NC 27513

Mailing

5000 Centre Green Way, Suite 500
Cary, NC 27513

Principal Office

5000 Centre Green Way, Suite 500
Cary, NC 27513

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: Jordan Lake Chater School

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: Joseph Zhou

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

Number and Street: 5000 Centregreen Way, Suite 500

City: Cary State: NC Zip Code: 27513 County: Wake

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

Number and Street or PO Box: _____

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

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

Name	Address
<u>Joseph Zhou</u>	<u>111 Old Rockhampton Lane, Cary, NC 27513</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: 919.228.6474
Number and Street: 5000 Centregreen Way, Suite 500
City: Cary State: NC Zip Code: 27513 County: Wake

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

Number and Street or PO Box: _____
City: _____ State: _____ Zip Code: _____ County: _____

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

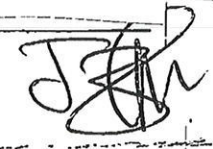
Name	Address	Title
Joseph Zhou	111 Old Rockhampton Lane, Cary, NC 27513	Executive Director, Secretary

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

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

This is the 28 day of January, 2020

24 February 2020



Jordan Lake Charter School

Incorporator Business Entity Name

J. Zhou
Signature of Incorporator

Joseph Zhou, Executive Director
Type or print Incorporator's name and title, if any

NOTES:

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

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.

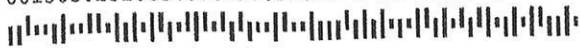
Distributions Upon Dissolution

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.



DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

001505.232665.330497.12538 1 MB 0.439 914



JORDAN LAKE CHARTER SCHOOL
% JOSEPH ZHOU
5000 CENTREGREEN WAY SUITE 500
CARY NC 27513

001505

Date of this notice: 03-16-202

Employer Identification Number:
84-5082580

Form: SS-4

Number of this notice: CP 575

For assistance you may call us
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 84-5082580. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2020

If you have questions about the form(s) or the due dates(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.

Form 1023 Checklist

(Revised December 2017)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note: Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order.
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes	___	No	✓	Schedule E	Yes	___	No	✓
Schedule B	Yes	✓	No	___	Schedule F	Yes	___	No	✓
Schedule C	Yes	___	No	✓	Schedule G	Yes	___	No	✓
Schedule D	Yes	___	No	✓	Schedule H	Yes	✓	No	___

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) Jordan Lake Charter Schc
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law North Carolina
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
P.O. Box 12192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011



The form you are looking for begins on the next page of this file. Before viewing it, please see the important update information below.

New Mailing Address

The mailing address for certain forms have change since the forms were last published. The new mailing address are shown below.

Mailing Address for Forms **1023, 1024, 1024-A, 1028, 5300, 5307, 5310, 5310-A, 5316, 8717, 8718, 8940:**

Internal Revenue Service
TE/GE Stop 31A Team 105
P.O. Box 12192
Covington, KY 41012-0192

Deliveries by private delivery service (PDS) should be made to:

Internal Revenue Service
7940 Kentucky Drive
TE/GE Stop 31A Team 105
Florence, KY 41042

This update supplements these forms' instructions. Filers should rely on this update for the change described, which will be incorporated into the next revision of the form's instructions.

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**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

▶ **Do not enter social security numbers on this form as it may be made public.**
 ▶ **Go to www.irs.gov/Form1023 for instructions and the latest information.**

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)
Jordan Lake Charter School		N/A
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)
5000 Centregreen Way	500	84-5082580
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 – 12)
Cary, North Carolina 27513-5821		06/30
6 Primary contact (officer, director, trustee, or authorized representative) a Name:		b Phone:
Joseph Zhou, Chairman and Executive Director of the Board		919-606-1297
		c Fax: (optional)
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9a Organization's website: under construction		
b Organization's email: (optional) jzhou27513@gmail.com		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 03 / 06 / 2020		
12 Were you formed under the laws of a foreign country ? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," state the country.		

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language.
Location of Purpose Clause (Page, Article, and Paragraph): State of North Carolina Registration Non-Porfit Corporation
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a.
- c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: North Carolina

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Joseph Zhou	Chairman, Executive Director of the Board	5000 Centregreen Way, Suite 500 Cary, North Carolina 27513	0
Dr. Greg Bounds	Vice Chairman	179 Eddie Taylor Road Faison, North Carolina 28341	0
Dr. Ken Branch	Member	2904 Wycliff Road Raleigh, North Carolina 27607	0
Jamie L	Member	209 Ronaldsby Drivee Cary, North Carolina 27511	0

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Fiona Wang	Secretary	1750 NW Maynard Road, Suite 100-16 Cary, Northh Carolina 27513	0
John Norwood	Treasurer	6204 Falls opf Neuse Road Raleigh, North Carolina 27609	0
Terry Guerrier	Memeber	612 Cheselend Drive Durham, Northh Carolina 27713	0
Rich Trogdon	Member	18 Chatham Croner Pittsboro, North Carolina 27312	0

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
N/A			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No

- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. See instructions.

- 1 a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. See instructions.

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. See instructions.

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2 a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
 - b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3 a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
 - b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
 - c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. See instructions. **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide childcare so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No

12a Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following.

(i) Do you require an application form? If "Yes," attach a copy of the form. Yes No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities *(Continued)*

- | | | | |
|----|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 06/03/2020 To Present	(b) From n/a To	(c) From n/a To	(d) From n/a To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0				
	2 Membership fees received	0				
	3 Gross investment income	0				
	4 Net unrelated business income	0				
	5 Taxes levied for your benefit	0				
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0				
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0				
	8 Total of lines 1 through 7	0				
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0				
	10 Total of lines 8 and 9	0				
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0				
	12 Unusual grants	0				
	13 Total Revenue Add lines 10 through 12	0				
Expenses	14 Fundraising expenses	0				
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	1500				
	16 Disbursements to or for the benefit of members (attach an itemized list)	0				
	17 Compensation of officers, directors, and trustees	0				
	18 Other salaries and wages	0				
	19 Interest expense	0				
	20 Occupancy (rent, utilities, etc.)	1500				
	21 Depreciation and depletion	0				
	22 Professional fees	5000				
	23 Any expense not otherwise classified, such as program services (attach itemized list)	1500				
	24 Total Expenses Add lines 14 through 23	9500				

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End: 06/30
(Whole dollars)

Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12 0
13	Contributions, gifts, grants, etc. payable	13 9500
14	Mortgages and notes payable (attach an itemized list)	14 0
15	Other liabilities (attach an itemized list)	15 0
16	Total Liabilities (add lines 12 through 15)	16 9500
Fund Balances or Net Assets		
17	Total fund balances or net assets	17 0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18 9500
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. See instructions.

- 1 a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4) – an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(ix) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- h 509(a)(1) and 170(b)(1)(A)(vi) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status.

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.

- a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses Newly forming charter school
- (ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.
- b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each **disqualified person**. If the answer is "None," state this.
- (ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? Yes No
If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual.

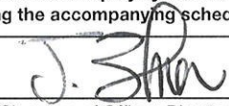
Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: \$600.00

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here


(Signature of Officer, Director, Trustee, or other authorized official)

Joseph Zhou
(Type or print name of signer)
Chirman, Executive Director
(Type or print title or authority of signer)

05/04/2020
(Date)

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Schedule A. Churches

1 a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a form of worship? If "Yes," describe your form of worship.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2 a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	Do you have a literature of your own? If "Yes," describe your literature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4 a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	What is the average attendance at your regularly scheduled religious services?		
5 a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you own the property where you have an established place of worship?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	How many members do you have?		
8 a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b-8d, below.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	May your members be associated with another denomination or church?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d	Are all of your members part of the same family?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9	Do you conduct baptisms, weddings, funerals, etc.?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10	Do you have a school for the religious instruction of the young?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11 a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12	Is your minister or religious leader also one of your officers, directors, or trustees?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1 a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2 a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note: Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? See the instructions for specific requirements. If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Minority	35%	35%	50%	50%	50%	50%
Econ.Disadvan.	35%	35%				
Learning Disab.	10%	10%				
ESL	10%	10%				
Other	10%	10%	50%	50%	50%	50%
Total	100%	100%	100%	100%	100%	100%

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
N/A, new school								
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. Yes No

8 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain. See instructions. Yes No

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below.

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

- 1 a** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. **Yes** **No**
- 2 a** Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain. **Yes** **No**
- b** Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain. **Yes** **No**
- c** Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain. **Yes** **No**
- 3 a** Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain. **Yes** **No**
- b** Does the same deposit requirement, if any, apply to all other patients? If "No," explain. **Yes** **No**
- 4 a** Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. **Yes** **No**
- b** Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy. **Yes** **No**
- c** Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. **Yes** **No**
- 5 a** Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e. **Yes** **No**
- b** Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.
- c** Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.
- d** Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.
- e** Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule. **Yes** **No**
- 6 a** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. **Yes** **No**
- b** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. **Yes** **No**
- 7** Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. **Yes** **No**
- 8** Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. **Yes** **No**
- 9** Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Yes** **No**

Note: Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)**Section I Hospitals (Continued)**

- 10** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No
- Note:** Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.
- 11** Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies. Yes No
- 12** Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease. Yes No
- 13** Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals. Yes No
- 14** Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings. Yes No

Section II Medical Research Organizations

- 1** Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
- 2** Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
- 3** Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go Yes No to Section II. If "No," go to line 3.

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information.

- Part IX-A. Statement of Revenues and Expenses, lines 1–13, and
- Part X, lines 6b(i), 6b(ii), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests.

Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or

Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or

Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? Yes No

If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2.

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. Yes No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. Yes No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. Yes No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. Yes No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. Yes No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. Yes No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

5 Information to establish the "operated in connection with" integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," Yes No explain and go to Section III. If "No," continue to line 6a.

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)

Section II Relationship with Supported Organization(s) – Three Tests (Continued)

- 6** Information to establish the alternative “operated in connection with” integral part test (Test 3)
- a** Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If “Yes,” go **Yes** **No** to line 6b. See instructions.
If “No,” state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b** How much do you contribute annually to each supported organization? Attach a schedule.
- c** What is the total annual revenue of each supported organization? If you need additional space, attach a list.
- d** Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If “Yes,” explain. **Yes** **No**
-
- 7a** Does your organizing document specify the supported organization(s) by name? If “Yes,” state the article and paragraph number and go to Section III. If “No,” answer line 7b. **Yes** **No**
- b** Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a** If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer “Yes.” If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**
- b** If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer “Yes,” and go to Section IV. If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a** Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. **Yes** **No**
- b** Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. **Yes** **No**
- c** Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If “Yes,” (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier.

1 Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Yes No Schedule A and stop here. Do not complete the remainder of Schedule E.

2a Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. Yes No

b If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. Yes No

3a Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. Yes No

b If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. Yes No

c If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. Yes No

4 Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. Yes No

5 If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6 or 7. If "No," go to line 6a. Yes No

6a If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? Yes No

Note: Be sure your ruling eligibility agrees with your answer to Part X, line 6.

b Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. Yes No

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From _____ To _____	(b) From _____ To _____	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing

Section I General Information About Your Housing

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. Yes No

Note: Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. Yes No

Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note: Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. Yes No

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. Yes No

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. Yes No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)**Section II Homes for the Elderly or Handicapped**

- 1 a** Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. Yes No
- b** Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. Yes No
- 2 a** Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. Yes No
- b** Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. Yes No
- c** Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. Yes No
- 3 a** Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. Yes No
- b** Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. Yes No
- 4** Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. Yes No
- 5** Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. Yes No

Section III Low-Income Housing

- 1** Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. Yes No
- 2** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. Yes No
- 3 a** Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. Yes No
- Note:** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)
- b** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. Yes No
- 4** Do you provide social services to residents? If "Yes," describe these services. Yes No

Schedule G. Successors to Other Organizations

1 a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. **Yes** **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2 a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. **Yes** **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. **Yes** **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. **Yes** **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** _____
Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. **Yes** **No**

6 a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. **Yes** **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. **Yes** **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. **Yes** **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1 a Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
 - b Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
 - c If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
 - d Specify how your program is publicized.
 - e Provide copies of any solicitation or announcement materials.
 - f Provide a sample copy of the application used.
-
- 2 Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. Yes No
-
- 3 Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4 a Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b Describe how you determine the number of grants that will be made annually.
 - c Describe how you determine the amount of each of your grants.
 - d Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6 Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7 Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? Yes No

Note: If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

- 1 a If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? Yes No N/A
 - b For which section(s) do you wish to be considered?
 - 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product
-
- 2 Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? Yes No
-
- 3 Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? Yes No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. Yes No
- b Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) Yes No
- c Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? Yes No N/A
 If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? Yes No
- d Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? Yes No N/A
 If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. Yes No
- e If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? Yes No N/A
 If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.
Note: Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.
- f If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. Yes No

Appendix E:

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: Jordan Lake Charter School
2. Full name: Xiaoyang (Fiona) Wang

Home Address: 621 Catalina Grande Dr., Cary, NC 27519

Business Name and Address: Law Office of Fiona Wang, PLLC;
1750 NW Maynard Road, Ste. 100-16, Cary, NC 27513.

Telephone No : 919-633-6645

E-mail address: FIONALAWNC@GMAIL.COM

3. Brief educational and employment history.

- 2005-2009 School of Law, Renmin University of China; Bachelor Degree of Law;
- 2009-2010 School of Law, Renmin University of China; Master Degree of Civil and Commercial Law;
- 2010-2013 School of Law, University of Missouri-Columbia, Juris Doctor;
- 2013-2014 GILS Law Firm; Associate Attorney
- 2017-Present Law Office of Fiona Wang; Member & Managing Attorney.

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 being recruited by Joseph Zhou, who is the Chair of the Board of Directors, to serve as the Board Secretary. The reasons that I would like to serve on the board of Jordan Lake Charter School was that I would like to contribute my perspective as a real estate and commercial attorney to help oversee the legal compliance of the charter school's policies and operation, and to make sure the board is working in compliance per the Bylaws and the state's policies and regulations, as Secretary of the Board

6. What is your understanding of the appropriate role of a public charter school board member?
To work closely with the Principal and the Management Team in forming curriculums, making strategic decisions with respect to certain financial and operational activities, hiring key personnel in executive and managerial positions; along with to oversee the normal function of the public charter school, and to promote and cultivate an good education environment for students.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am currently president of North Carolina Chinese Business Association, a non-profit organization serving local business by offering knowledge, network and mentoring services to start-up companies, and business professionals. My experiences and capability in managing and presiding non-profit organizations, and working with the Board of the organization, along with my legal perspectives make me qualified as serving a board member for a non-profit public charter school.
8. Describe the specific knowledge and experience that you would bring to the board.
Previous experiences serving as president of non-profit local organization, with the passion of contributing to public services and local community, along with detail-oriented and years of legal practice experiences in real estate law and corporate/commercial law, qualifies me serving as an officer of the Board.

School Mission and Program

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

Jordan Lake Charter School provides a rigorous, personalized, and nurturing experience that encourages all students to become critical thinkers, inspired leaders, and lifelong learners as they prepare for college and the workforce.

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

Guided by the belief in education equity, Jordan Lake Charter School develops rigorous curriculum to give every child a chance to acquire basic skills and knowledge that a solid elementary and middle school mathematics foundation requires. Our integrated physics, computer science and reading (music and arts) program will enrich every child's life, so they can develop their own analytic, creative thinking and imagination, that will prepare them for high school, college, and life beyond.

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

A good management team with experienced principals, executive team, a support board, and a practical curriculum executed by selected and well-trained teachers, along with good character cultivation in students, and an environment promoting independent thinking and hand-on working experiences among students and teachers.

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

The school is in charge with principal with years of experiences in serving as the same position in other public schools with established performance tracking records, along with well-designed curriculum focusing on STEM courses, and many liberal arts program, while at the same time cultivate critical thinking and independence in individual students to take initiatives, which will all contribute to the success of the school.

Governance

1. Describe the role that the board will play in the school's operation.
To locate the physical location of the charter school; to approval the school's annual budget, and to oversee the fund management and to oversee the financial statements; to determine whether to borrow any money on behalf of the school; and to oversee the management and executive team by appointing and hiring qualified officers and executives.
2. How will you know if the school is successful at the end of the first year of operation?
With no less than 500 students enrolled from K-8, with stable teaching and management staff on board for daily operation, and a healthy budget control.
3. How will you know at the end of five years of the schools is successful?
To achieve the goal of establishing a K-8 school, with 900 students enrolled eventually, by granting access to students with comprehensive education, STEM oriented curriculums, and lifelong learning skills and social, leadership skills as they prepare for their further education.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 1. To oversee or determine the hiring of key personnel, including Principal, management team and key directors with respect to teaching and curriculum developing
 2. To develop a practical, innovative and STEM oriented curriculum
 3. To maintain a good communication relationship and community involvement between students, parents and the school board
 4. To oversee the executive and management team's operation, with informed decisions on strategic policy formation, financial policy formation and to oversee the mission is executed with milestone achievements.
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?

First talk with the individual board member with advices and suggestions with proposed changes. If it doesn't work, then escalate the matter to the Chair of the Board, which then will determine whether and how to remove the board member per Bylaws. Or if necessary after the two previous remedies are exhausted, to report it to local Education Board or Committee.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Xiaoyang Wang, 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 Jordan Lake Charter School is true and correct in every respect.

Xiaoyang Wang
Signature

07/01/2020
Date

Xiaoyang Wang

Managing Attorney/Owner
Cary, NC 27513
flona825@gmail.com
(919)-633-6645

Work Experience

Founder/Manager Attorney

Law Office of Fiona wang, PLLC - Cary, NC
July 2017 to Present

Provide real estate closings services, including residential and commercial real estate closings, and refinance closing services for secured and stable real estate investor clients. Represent clients for summary ejectment/eviction proceedings. Firm also provides Estate planning and business formation and operation consultation services for real estate investors.

Associate Attorney

Global Innovative Legal Solutions, LLC - Columbia, MO
November 2013 to August 2014

Conducted due diligence, drafted offering memorandums for overseas private placement. Hosted and presented overseas private road show meetings in Beijing, Shanghai and Fuzhou city of China towards qualified accredited investors. Successfully acquired 3 institutional investor-placement companies as cooperating partners and 10+ potential individual investors. Provided consultation with Chinese investors on securities law compliances. Facilitated legal, business and cultural communications between Chinese investors and US clients.

Assistant of General Legal Counsel, Extern

Missouri State Economic Development Department - Jefferson City, MO
June 2012 to June 2012

June 2012

Conducted legal research, drafted legislation and government policy memoranda, analyzed 500+ statutes and compared 27 states' legislation on municipality redevelopment issue.

Education

J.D.

University of Missouri, School of Law
May 2013

Certifications and Licenses

North Carolina Bar, New York State Bar, Chinese Bar

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: Jordan Lake Charter School

2. Full name: Gregory Millard Bounds

Home Address: 179 Eddice Taylor Road, Faison NC 28341

Business Name and Address: Goshen Medical Center, Inc.

Telephone No.: 910.289.1416

E-mail address: gbounds@goshenmed.com

3. Brief educational and employment history.

BA Psychology, Davidson College 1984-1988. Ph.D. Industrial and Organizational Psychology, University of Tennessee. MTS Harvard University (2001). CEO Goshen Med since 2001.

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?

5. No: Yes: Community Benevolent Foundation, Founder & President of Faison Day School Board

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

I have worked on numerous projects with Joe Zhou to benefit NC since we met in the Leadership North Carolina Program in 2009. As a former professor in numerous universities, I have a great interest in NC education system.

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

To be responsible for structure, strategy and fiscal oversight of the school, and maintain good relations with NC to secure the charter for the school and to fulfill its mission.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Founder and President of Board for Faison Day School (7 years), University Professor, Researcher at U.T. Knoxville, Queens College, UNC Charlotte, ECU, Davidson College, and Harvard Business School.
9. Describe the specific knowledge and experience that you would bring to the board.
Executive experience, non-profit leadership, board memberships, many years coaching recreation league sports (basketball, football, baseball, soccer).

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To engage students in inquiry-based learning to provide them with life-long learning skills necessary to prepare them for future education and work.
2. What is your understanding of the school's proposed educational program?
Effective curriculum and instruction to meet the NC Essential Standards, support the development of core virtues, and a concentration in computer sciences/robotics.
3. What do you believe to be the characteristics of a successful school?
To develop every child to reach their full potential and prepare them for the next level of education and become productive citizens.
4. How will you know that the school is succeeding (or not) in its mission?
Levels of academic progress and achievement, and fiscal responsibility.

Governance

1. Describe the role that the board will play in the school's operation.
Hire, oversee, and "guide" the school leader who will implement the strategy and systems designed by the board, policy development and oversight.
2. How will you know if the school is successful at the end of the first year of operation?
Continuity with growth, student academic achievements and financial results.
3. How will you know at the end of five years of the schools is successful?
Continuity with growth, student academic achievements and financial results.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Establish a campus, facility, and staff. Adopt a curriculum, recruit students. Launch and provide oversight.
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?
Discuss with other board members and the individual to elevator to board action in accord with by-laws.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Greg Bounds, 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 Jordan Lake Charter School is true and correct in every respect.

Signature




Date

June 29, 20

GREGORY M. BOUNDS, Ph.D.
CEO, Goshen Medical Center, Inc., Faison, NC

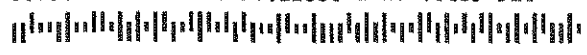
Dr. GREGORY M. BOUNDS has been the CEO of Goshen Medical Center, Inc., since 2001, and has served the community through various boards and community service organizations. Before joining GMC Dr. Bounds was a Research Associate at Harvard Business School writing case studies on e-commerce. Dr. Bounds earned a B.A. in Psychology, with Cum Laude Honors, at Davidson College, Davidson, NC; a Ph.D. in Industrial and Organizational Psychology at the University of Tennessee, Knoxville, TN; and a Masters in Theological Studies at Harvard University. As a professor, Dr. Bounds received teaching honors and instructed in undergraduate, graduate, and executive development programs at numerous colleges and universities, including The University of Tennessee, Queens College, Davidson College and The University of North Carolina at Charlotte. Dr. Bounds has served as a consultant to diverse companies and has developed and led management development programs, supervisory training, and ongoing employee education. Dr. Bounds has written numerous journal articles and authored six books on management and business: *Competing Globally Through Customer Value* (Greenwood, 1991); *Beyond Total Quality Management* (McGraw-Hill, 1994); *Management: A Total Quality Perspective* (South-Western, 1995); *Cases in Quality* (Irwin, 1996); *Supervision: Improving Processes for Customer Value* (South-Western, 1997); and *Business* (South-Western, 1997). Dr. Bounds has written over 40 case studies and has learned about business process improvement by working on projects with some of the most respected companies in the world, including Toyota, Hewlett-Packard, AT&T, Motorola, Federal Express, 3M, Procter & Gamble, and many others. In his early years, Dr. Bounds has also experienced managerial and non-managerial work as: a small business owner, commercial general contractor, Branch Office Manager with a federal government, Advertising Sales Team Manager and Salesman, Program Analyst with Tennessee Valley Authority, Shift Supervisor, Line Worker and Manual Laborer in agricultural and food manufacturing industries.

 **IRS** DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 03-16-2020

001505.232665.330497.12538 1 MB 0.439 914

Employer Identification Number:
84-5082580



Form: SS-4

Number of this notice: CP 575 A



JORDAN LAKE CHARTER SCHOOL
% JOSEPH ZHOU
5000 CENTREGREEN WAY SUITE 500
CARY NC 27513

For assistance you may call us at:
1-800-829-4933

001505

IF YOU WRITE, ATTACH THE
STUB OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 84-5082580. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 1120

09/15/2020

If you have questions about the form(s) or the due dates(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, Accounting Periods and Methods.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, Entity Classification Election. See Form 8832 and its instructions for additional information.



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: Jordan Lake Charter School
2. Full name: Jamie Liles Lassiter

Home Address: 209 Ronaldsby Drive Cary NC 27511

Business Name and Address: NC Conference of Clerks of Superior Court PO Box 2448 Raleigh NC 27607

Telephone No.: 9198901440

E-mail address: Jamie.l.lassiter@nccourts.org

3. Brief educational and employment history. NCSU Masters Public Administration; BA Political Science; NC General Assembly; NC Governors Crime Commission; NC Court System
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?
Lassiter Education Foundation
5. No: Yes:
6. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? To benefit the school in developing a sound foundation for student success through establishing effective operating procedures, curriculum and fiscal practices. Recruited from other board correspondents.
7. What is your understanding of the appropriate role of a public charter school board member? Oversee the high level operation, funding, founding, and appoint a director. Site developing and planning of education of the students. I understand it is not my role or expectation that I serve in a management capacity. Rather I a member of a body politic for direction.



8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Previous service in various governmental agencies has benefitted me in preparation for this position. My specific Public administration masters has equipped me to ensure compliance with laws, policies and implementation of best practices in running/founding an organization.
9. Describe the specific knowledge and experience that you would bring to the board. Knowledge of school/governmental regulations/policy making and public budgets.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The schools mission will be to prepare students to be successful members of society after graduation by furthering their education or attaining meaningful employment. Serve diverse student of various backgrounds. Comprehensive education.
2. What is your understanding of the school's proposed educational program?
Proposed program will follow NC Standard Course of Study with implementation of core competencies related to critical thought, creativity and communication.
3. What do you believe to be the characteristics of a successful school? Positive atmosphere, community buy in and involvement, student academic success and staff moral.
4. How will you know that the school is succeeding (or not) in its mission? Student standardized test and report card performance, parent and staff student surveys and enrollment trends.

Governance

1. Describe the role that the board will play in the school's operation. Provide direction, oversight, corporate governance of board while guiding and selecting director.
2. How will you know if the school is successful at the end of the first year of operation? Enrollment, survey results and standardized test results.
3. How will you know at the end of five years of the schools is successful? Enrollment, survey results, standardized test results, discipline data, demographics, long term performance of graduates.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Provide best financial oversight, mission and vision clarity and selection of director.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Confront the issues directly with the members

to seek clarity. If unresolved problems or if still seemed unethical or unprofessional consult with rest of the board and or board attorney. If illegal activity was suspected inform appropriate regulatory body.



*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Jamie Lassiter, 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 Jordan Lake Charter School is true and correct in every respect.

Jamie Lassiter

7/1/20

Signature

Date

Career Objective: Dedicated and responsible individual who serves the state of North Carolina. Willing to act at the capacity that will be beneficial to the department and the citizens of North Carolina. Desire to use the skills I have acquired through my educational and professional backgrounds and apply them towards effective and responsible management.

Qualification Summary: Master of Public Administration graduate focused on Public Policy, Government and Administration of Justice. Undergraduate degree includes a Bachelor of Arts in Political Science with minors in Spanish and History. Seven years of experience working with state and local governments and elected officials through policy planning and implementation, budget preparation, research, analytics, polling data, legislation, statutory research, office support, record keeping, financing, fundraising, and reporting.

Skills Summary: Hard-working, friendly, respectful of others, responsible for all actions and assignments, trustworthy, and reliability guaranteed. Effective and efficient task completion. Extremely organized and punctual individual. Exceptional work with individuals, minutes, graphs, lists, Microsoft software systems, and schedules through administrative and technical guidance.

Work Summary:

North Carolina Department of Public Safety, Raleigh, NC – Governor’s Crime Commission Grant Specialist: 09/2015-Present

Work as a grants specialist and manager for Crime Victim Service programs for state and local government agencies and non-profits. Ensure funding is in compliance with federal regulations, NC OSBM and maintain communication with over sixty non-profit and government agencies regarding line items, reimbursements and budget adjustments by providing fiscal responsibility and oversight in their budget cycles. Ensures the Governor’s Crime Commission members and Department of Public Safety have all information as it relates to federal monies and reporting in a transparent and fiscally responsible manner through analytical and statistical reports and plans for the future.

North Carolina General Assembly, Raleigh, NC –Research Advisor to the Speaker Pro Tem: 07/14-09/2015

Provide opinions and policy recommendations to the Speaker Pro Tem of the North Carolina House of Representatives. Specializing in the fields of criminal justice, public safety, local government, family and youth, transportation, and health education. Maintain the portfolio and communication with all stakeholders in criminal and civil bills that affect justice and public safety in North Carolina. Help create legislation for the General Assembly Long and Short Sessions and give expert advice on statute interpretation, legal consequences, budgetary needs and public support of the issues. Advanced technical statistical research and policy review of the laws and regulations of the State of North Carolina. Advisory role with many presentations to stakeholders involved such as task forces, judicial commissions, local officials, attorneys, and legislative committees.

North Carolina Administrative Office of the Courts, Raleigh, NC – Deputy Clerk of Superior Court in Wake County: 10/12-06/14

To serve the legal system of North Carolina as a courtroom clerk. Individual is the record keeper of the court and all documents. As record keeper, the individual processed, controlled, and maintained documentation of court cases and administrative proceedings. The courtroom clerk performs a variety of duties including: working in the courtroom, providing customer service, data entry, typing, filing, cash receipting, case file indexing, multi-tasking, and an assortment of tasks through the cooperation and work

with judges, district attorneys, and bailiffs. Tremendous knowledge is necessary in computer systems such as ACIS, CCIS, NCAWARE, Vinelink, and CJLEADS. The clerk studies and learns all legal documents, general statutes, and changes to legislative laws in order to portray the appropriate sentences in court. Clerk has a thorough background of the state and federal legal systems and the rules and regulations of which each runs. Monetary procedures and disbursements were handled by the clerk with cash bonds, bills of costs, limited driving privileges, and clerical requests.

North Carolina General Assembly, Raleigh, NC – Research Assistant/Intern: 11/10 – 09/12

Provide highly confidential administrative support to Members of the General Assembly.

Worked under Representative Shirley Randleman, former Clerk of Superior Court focusing on justice and public safety. Work involved office management; budgetary monitoring; scheduling; constituent service; research functions; tracking legislation; fiscal memorandum analysis; statute knowledge; transcription; committee clerking; documentation building; and oral/electronic communication.

2010 Grassroots Consultant, Raleigh, NC – Campaign Aid 2010

NC House District 38/NC Senate District 17 Elections. Assisted at the grassroots level for State House and Senate campaigns. Gained experience interacting with elected officials, completed courses for Campaign Finance Report Certification, attended local municipal meetings, maintained records and schedules for candidates. Advanced ability to use computer hardware and software efficiently with general orientation and instruction. Maintained the books for all fundraising events.

North Carolina Republican Party, Raleigh, NC – Fundraising and Finance Intern : Fall 2009

Gained knowledge in the political arena and campaigning field. Participation at the local level among local political parties. Learned basic general government knowledge along with General Statutes, local ordinances, and functions of municipalities' elected officials.

AAR Incorporated, Garner, NC – Head Waitstaff 05/06 – 02/11

Worked as a leader and as part of a team, helping coworkers improve customer service and workflow. Created healthy environment. Capacity to work in a fast paced setting and act as liaison between client and staff. Handled basic monetary transactions and balancing of funds.

Education:

North Carolina State University, Raleigh, NC

Master of Public Administration, May 2014

Major: Public Policy/Administration of Justice

GPA: 3.85/4.0 scale

North Carolina State University, Raleigh, NC

Bachelor of Arts in Political Science, May 2011

Major: Political Science

Minors: Spanish and History

GPA: 3.57/4.0 scale

Cary Academy High School, Cary, NC

Graduated 2007

Awards: E.A. Morris Fellowship For Emerging Leaders, Class of 2015. John Locke Foundation program focuses on new generation of leaders with knowledge, skills, and understanding to bring together public and private institutions to solve key problems.

Associations/Certificates: Notary Public of North Carolina (exp. 2019), 93 wpm, Spanish Certificate, Member: American Association of Notaries; National Association of Professional Women; American Society for Public Administration; National Society of Collegiate Scholars; Society for Politics, Economics, and Law; Wake County Republican Women.



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Background

1. Name of charter school on whose Board of Directors you intend to serve: Jordan Lake Charter School
2. Full name: Jerry Ulysses Guerrier

Home Address: 612 Cheselden Drive, Durham NC 27713

Business Name and Address: Wake Tech CC, 9101 Fayetteville Rd, Raleigh NC 27603

Telephone No.: 919.724.8146

E-mail address: jugap@att.net

3. Brief educational and employment history.
Bachelor of Architecture, 25+ years in Private and Public Architect, Design and Construction
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: X Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
Outreach by industry colleague. Personal and family experience and attending public/charter school in Durham and New York City.
6. What is your understanding of the appropriate role of a public charter school board member?
Managing and facilitating the policies, procedures, financial health, maintenance and operations.

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

I served on advisory boards at religious, CDC, and higher ed organization/institution.

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

Design and construction procurement, planning and implementation, budget, scheduling, quality control, and operations

School Mission and Program

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

(TBD) To provide high quality instruction and support services for all students.

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

Effective curriculum and instruction to meet the NC Essential Standards, support the development of core virtues, and a concentration in computer sciences/robotics.

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

Achieving high standards in academic success and strong financial outcomes

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

Monitoring academic and financial results, and student, teacher and parent satisfaction rates.

Governance

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

Oversight of operations, maintenance, policies, and the hiring of a school leader.

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

Satisfied parents and students, and a waiting list requiring a lottery.

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

Achievement of the school's goals, a balanced "in the black" budget," and renewal of the charter.

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

Site acquisition, build a facility, raise funds, hire a leader, and student recruitment.

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?

Enter a crucial conversation with the individual, assess risk, and discuss with the board chair.

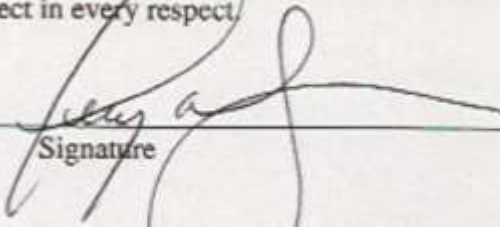
*Please include the following with your Information Form

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

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

Certification

I, Jerry Guerrier, 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 Jordan Lake Charter School is true and correct in every respect.


Signature

06.26.2020
Date

Jerry U. Guerrier, AIA, LEED™ AP

Curriculum Vitae

COMPETENCIES

Higher Education Classrooms & Facilities

K-12 Classrooms & Facilities

Master Planning

Life Safety/Code Corrections

New Construction

Adaptive Reuse

Addition/Renovation

Modernization/Retrofitting

Programming/Feasibility

Design-Build Delivery

CMR Delivery

Contract Documents

Construction Administration

Jurisdictional Agency

Engagement

PROFESSIONAL

Registered Architect in North Carolina

American Institute of Architects (AIA)

NCARB Certified

LEED Accredited Professional

US Green Building Council (USGBC)

Society for College and University Planning (SCUP)

University Leadership Education and Development (ULEAD), Class of 2013

SKILLS

AutoCAD

SketchUp

Primavera

Adobe

Microsoft Office & Projects

PeopleSoft

InterScope Plus

AssetWorks - AIM

In 2020, I joined LITTLE Diversified Architectural Consultants to lead as Studio Principal in the Community Practice on aligning civic, higher education, K-12, and non-profit clients with the extraordinary multi-disciplinary talent at LITTLE to deliver design solutions that create a better future. I work to carefully understand the needs of my clients and my team.

I strive to be an effective studio leader by searching for opportunities that will improve the overall workplace and the processes needed for the continued success of the studio, office, and corporation. I work well with other colleagues and the administrative staff, and develop positive working relationships with client users, local government and jurisdictional agencies in anticipating potential problems and taking the lead in resolving them.

2017 ushered in an opportunity to join Wake Technical Community College (WTCC) as the Director Facilities Design + Construction (FD+C) to lead a diverse group of individuals in planning, coordinating, and implementing Capital Improvement Program totaling approximately \$640M in County Bonds and \$248M in State Appropriations.

Under my leadership I established the first Historically Underutilized Business (HUB) Coordinator position for Wake Tech. This is the first and only independent HUB Program in the North Carolina Community College System to date.

Prior to WTCC, in 2003, I began my career in the Higher Education arena as a Capital Project Coordinator that entailed serving as Facilities Architect with the Facilities Planning & Design Department (FP+D) at University of North Carolina at Chapel Hill (UNCCH). I completed my tenure as Assistant Director. I participated and led in the design & development of new construction, repairs & renovations, and the planning and design development of the University's \$2.3 billion capital program. I served on the University's Advisory Committee for the Historically Underutilized Business (HUB) Office. Also, I was very effective in the role as liaison with the UNC

Health Care System for projects that interface with the University's Academic Affairs.

In 2013, I was nominated and accepted into the University Leadership Education and Development (ULEAD) program to learn from world-renowned faculty and experts facilitated through the Kenan Institute – UNC Kenan-Flagler Business School, to obtain practical leadership insight, knowledge, skills, and abilities to define, influence, and shape the mission, vision, and values of the university enterprise. The outcome empowered me to be an authentic, appreciative, strategic, and transforming leader for an evolving environment. May 2016, I received the Outstanding Encouragement of Learning and Development Award from the University Managers Association.

I have over 30 years of management, design, project development, and construction administration experience. I achieved success as a student, intern and practitioner in the field of architecture. I was employed as a project manager, designer, and architect for firms located in New York and North Carolina; ultimately culminating as President and shareholder with a North Carolina based architectural firm. My design and management skills encompass various project types such as; residential, commercial, worship, recreational, educational, institutional, governmental facilities, K-12, and college/university facilities located in the Northeast and Southeast regions of the United States.

My education culminated with a Bachelor of Architecture degree from New York Institute of Technology. I hold a license in North Carolina, NCARB certified, and I am a LEED Accredited Professional. I am a graduate of Leadership Durham. I am accompanied through my professional and personal life journey with my wife Denise and daughters Hannah & Arielle.

INTERESTS

Design

Gardening

Marine Biology

Mentoring

Motorcycling

Science Fiction/Fiction

Theater/Stage Set Design

Traveling/Touring

SERVICE

1996 to 2014 Boy Scout of America, WEBELOS Scout Leader - Troop 108

1999 Leadership Durham Graduate

2003 to 2017, UNC-Chapel Hill Historically Underutilized Business Advisory Board

PRESENTATIONS

Society of University & College Planners (SCUP); Panelist/Presenter; from 2011 to 2017.

UNC Chapel Hill Capital Improvement Project Process for Leadership and Oversight; NCAPPA and ACC-CFO Conference Presenter; April & October 2015

"Demystify, Clarify & No Promises: Understanding the UNC-Chapel Hill A/E Submittal through Selection Process" Society of Marketing Professionals Services Research Triangle Park; Presenter; January 2012

"Breaking Barriers Building Businesses" Piedmont Regional Contractors Symposium; Panelist; October 2011

"The Great Collaboration Designer Selection" AECE Design and Construction Symposium; Panelist; September 2011 & 2016

"AEC University Symposium" UNC Chapel Hill & NC Central University; Event Planner/Moderator/Presenter; November 2010

EMPLOYMENT HISTORY

Little Diversified Architectural Consultants Studio Principal

01/2020 – Present
Durham, North Carolina

As a Studio Principal in Little's Community Practice, I am responsible for the marketing, project pursuit, studio management, project development and overall client satisfaction for schools, higher education, civic and non-profit projects. I provide leadership to a phenomenal team comprised of individuals with diverse backgrounds. I promote an appreciative and servant leadership style that generates high performing individuals building towards a thriving organization while fostering and maintaining inclusion, inspiration and integrity.

Wake Technical Community College Facilities Design + Construction Director

10/2017 – 12/2019
Raleigh, North Carolina

Responsible for increasing the professional capacity and proficiency within the department, streamlined line process flows and project management delivery methods, reached across various College enterprises, Wake County Government, and local county municipalities in planning, coordinating, and implementing Capital Improvement Program totaling approximately \$640M in County Bonds and \$248M in State Appropriations. These programs represent either single prime and CM@Risk delivery systems.

UNC Chapel Hill Facilities Planning + Design Assistant Director

10/2014 – 9/2017
Chapel Hill, North Carolina

Responsible for maintaining thorough communication at all levels of management, with customers and all other impacted organizations. Oversee collaboration among staff hires, consultants, and contractors for all phases of projects and to ensure that all parties work closely with other Facilities Services and University departments throughout the project process. Additional responsibilities include, but not limited to; supervising project managers and the

department's project management system, interfacing with other facilities departments, university offices and outside clients and vendors, in concert with the Executive Director, establishing process improvement initiatives and improvement updates to management and customers, overseeing and accountability of staff as assigned and/or in the absence of the Executive Director, leadership in the initiation of projects through financial close out, staff training, assisting and monitoring budgets, scheduling, overseeing project quality and overall performance of assigned staff, operate as an active Project Manager on special projects.

UNC Chapel Hill Facilities Planning + Design Facilities Architect

2/2003 – 10/2014
Chapel Hill, North Carolina

The position required; leadership in new building and renovation design solutions, coordination and consulting on large-scale construction projects, supervising and overseeing engineering, architectural, trades, and administrative staff. Additional responsibilities; participated or lead long-term organizational and master planning, design and construction of facilities that had significant financial, economic, community, commercial, or environmental impact. Served as the University's liaison between neighborhoods, local agencies, allied institutions, and UNC Hospitals' professional representatives in real property assets.

Jerry U. Guerrier, RA, LEED AP Owner

1/2003 - Present
Durham, North Carolina

Sole proprietary architecture and planning practice to assist in single family, multifamily, small commercial, worship facility, and CDC development through a Design-Build delivery system.

Atepa, PA: Architecture & Planning**President**

11/1994 - 12/2002

Durham, North Carolina

As principal, I provided leadership to design professionals in the development of real property planning, construction/construction management, and Design-Build market within the South Atlantic Region. During the period of 1995-2002, the office of Atepa, PA designed and administered various institutional type facilities. The firm's total portfolio since its inception illustrates 35 facilities, primarily along the East Coast.

Hamlett E. Wallace Architect**Project Manager/Designer**

9/1992 - 6/1994

East Elmhurst, New York

Hired to initiate, support and increase business development in firm's public works portfolio. My previous experiences lend and expanded the firm's ability to effectively respond to City and State Request for Qualifications (RFQ). Obtained commissions in Informal and Formal Capital Improvement Projects from New York Department of General Services, New York Housing Authority, and NY/NJ Port Authority. My day-to-day responsibilities included the coordination of design and construction documents, cost estimates, scheduling, client management, planning, technical reviews, presentations, studies, engineering coordination, agency reviews, and project team management.

Justin PC Architects**Intern Architect/Project Manager**

9/1988 - 8/1992

New York, New York

Employed by the Parent Company to provide architectural support with the firm's civic and public works client base. Projects were comprised of Informal and Formal Capital Improvement Projects from New York Department of General Services, New York Housing Authority, and NY/NJ Port Authority. My portfolio of work included the renovations of the; World Trade Center office, NY/NJ Transit System Stations, Brooklyn Children's Museum, CUNY and SUNY Systems academic buildings and dormitories, and improvements to; Holland

and Lincoln Tunnels, Williamsburg and Brooklyn Bridges.

Day-to-day responsibilities included the coordination of design and construction documents, cost estimates, scheduling, client management, planning, technical reviews, presentations, studies, engineering coordination, agency reviews, and project team management.

ACADEMIC HISTORY**New York Institute of Technology**

Old Westbury, New York

Bachelor's Degree – May 1988

Major: Architecture

Relevant Award(s):

- University Dean's Award
- Dean's Award for Architectural Excellence
- Martin Luther King Achievement

High School of Art & Design

New York, New York

Graduated – June 1982

Major: Architecture

PERSONAL**Jerry U. Guerrier**

612 Cheselden Drive
Durham, NC 27713

M: 919.724.8146**E:** JUGap@nc.rr.com



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 Jordan Lake Charter School
2. Full name: John Haeden Norwood

Home Address: 8412 Sawyer Drive, Raleigh, NC 27613

Business Name and Address: North State Bank, 6204 Falls of Neuse Rd., Raleigh, NC 27609

Telephone No.: 919-325-4079

E-mail address: jnorwood@NorthStateBank.com

3. Brief educational and employment history.

UNC-Chapel Hill, BA, 1992

Bank of America, various commercial lending roles, 1992-2009

North State Bank, Market President, 2009-present

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

Yes: x

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

At the request of Joseph Zhou, I was asked to join the Board of Directors to share my knowledge and skills in the areas of finance, facilities, and construction management to support the development of a quality charter school. I also want to expand my experience with the inner workings of charter schools so that I may better serve other charter schools in the future.

6. What is your understanding of the appropriate role of a public charter school board member?
Charter school board members are responsible for hiring and supervising the school principal, developing board policies, and providing oversight for the school.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have two long-time bank customers that are charter schools and have several years of experience in underwriting and interacting with them. I also have a good understanding of charter school issues and functions.
8. Describe the specific knowledge and experience that you would bring to the board.
I have years of experience in construction finance, feasibility, and management operations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide high quality educational experiences for underserved residents of Chatham county.
2. What is your understanding of the school's proposed educational program?
The proposed educational program will focus on providing high quality instruction and support services for all students.
3. What do you believe to be the characteristics of a successful school?
A positive school climate, parental involvement, student-centered teachers, effective leadership, and sound fiscal management.
4. How will you know that the school is succeeding (or not) in its mission?
We will know the school is succeeding in its mission based on achieving high academic success in safe and diverse environment, and continuing enrollment. If the school is not meeting all of these criteria, then it will not be succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.
The board is charged with developing policies, supervising the school principal, and maintaining a focus on the school's mission and vision.
2. How will you know if the school is successful at the end of the first year of operation?
I will know the school is successful at the end of the first year of operation based on enrollment demand for the following year, test results, parent/student/teacher satisfaction rates, continued regulatory compliance, and fiscal strength.
3. How will you know at the end of five years of the schools is successful?
We will know the school is successful at the end of five years if we have achieved our mission, we have continued enrollment demand, and we have maintained a sound fund balance in our budget each year.

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

Establish and maintain regular communication with all stakeholders, engage the community, promote effective leadership, and stay focused on our mission statement, goals, and objectives.

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?

First, a one-on-one conversation with that person to get their perspective. Then, limited conversations with other board members, then an open discussion among the board without that person present.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, John Norwood, 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 Jordan Lake Charter School is true and correct in every respect.



Signature

4-23-2020

Date

John Norwood

919-325-4078 (o); 919-614-0022 (m); jnorwood@NorthStateBank.com

North State Bank
6204 Falls of Neuse Rd.
Raleigh, NC 27609

Home
8412 Sawyer Drive
Raleigh, NC 27613

Professional Experience:

North State Bank 2009-Present Senior Vice President, North Raleigh Market President

- Lead a staff of 5 commercial and 4 consumer banking staff, serving customers in the greater Triangle market
- Personally manage 40 commercial relationships with \$100 million in loan commitments and \$40 million in deposits, ultimately responsible for the office's 200+ commercial relationships with \$200+ million in loan commitments and \$120 million in deposits
- Responsible for the bank's reputation in the marketplace, leading the team, opportunity generation, customer relationship building, underwriting and portfolio management
- *Experience with two Charter School customers, three charter school prospects, serve(d) on the boards of a current and previous Charter School applicant.*

Bank of America 1992-2009 Vice President

- Commercial Real Estate Construction Banker- Handled all aspects of commercial investment construction lending for a select group of a dozen customers with loan amounts ranging from \$10 million to \$50 million, and with an outstanding portfolio totaling between \$200 million and \$250 million
- Commercial Middle Market Banker- Served in various front line and credit underwriting roles handling to companies with annual revenues typically greater than \$20 million.

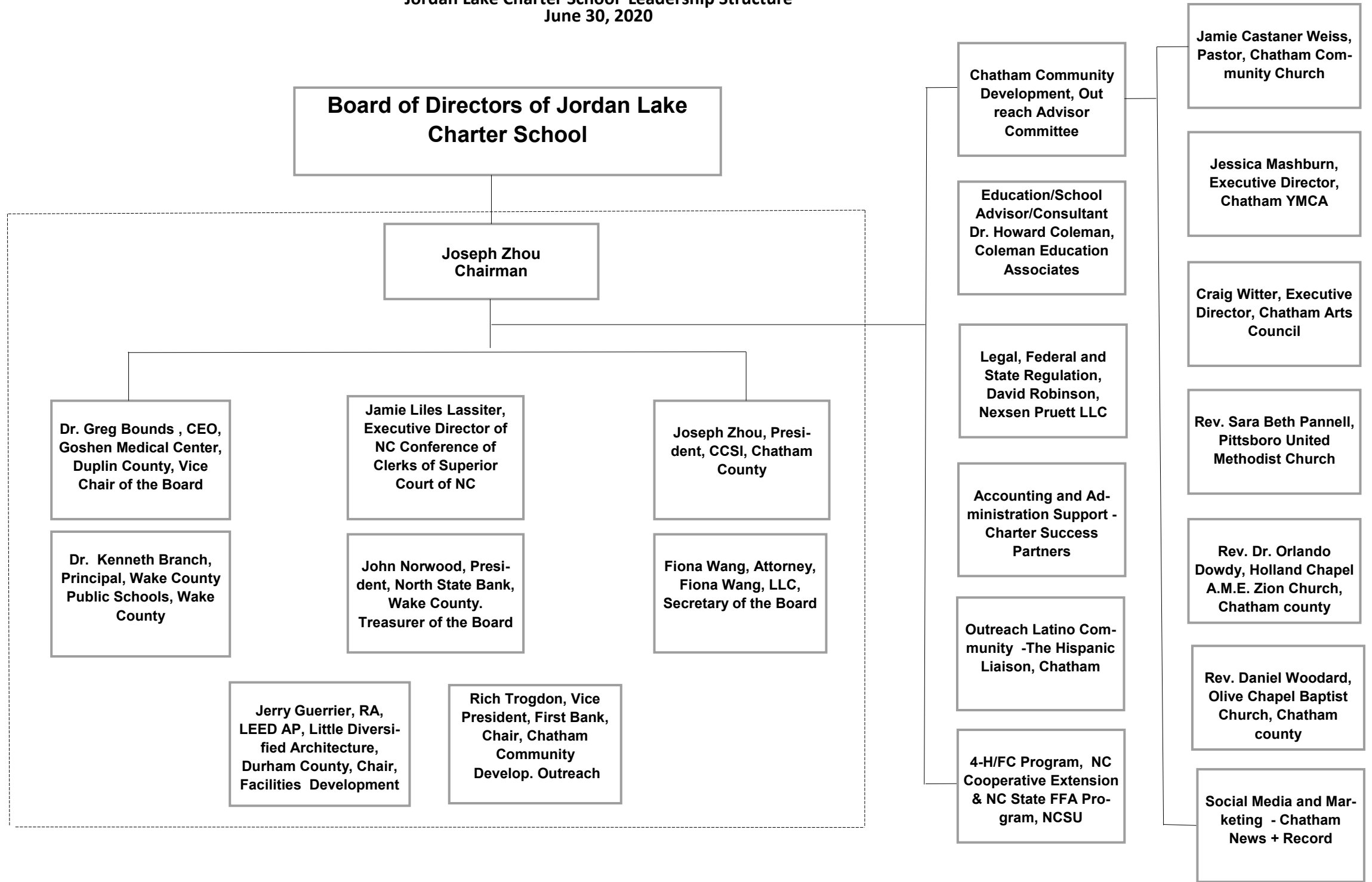
Education:

- School of Banking at UNC, North Carolina Bankers Association, 2014
- Management Associate Program, Bank of America, Middle Market Commercial Banking Credit Program, 2002
- UNC-Chapel Hill, BA, Political Science, 1992

Extracurricular:

- North Raleigh Chamber of Commerce, Board Member and Treasurer
- Urban Land Institute, Triangle Chapter
- NC Housing Alliance
- Enjoy hiking/camping/backpacking, home remodeling projects, auto mechanics
- Wife, Kris and two adult children, Jefferson and Emilie
- Eagle Scout

Jordan Lake Charter School Leadership Structure
June 30, 2020



Board of Directors of Jordan Lake Charter School

**Joseph Zhou
Chairman**

**Dr. Greg Bounds , CEO,
Goshen Medical Center,
Duplin County, Vice
Chair of the Board**

**Dr. Kenneth Branch,
Principal, Wake County
Public Schools, Wake
County**

**Jamie Liles Lassiter,
Executive Director of
NC Conference of
Clerks of Superior
Court of NC**

**John Norwood, Presi-
dent, North State Bank,
Wake County.
Treasurer of the Board**

**Joseph Zhou, Presi-
dent, CCSI, Chatham
County**

**Fiona Wang, Attorney,
Fiona Wang, LLC,
Secretary of the Board**

**Jerry Guerrier, RA,
LEED AP, Little Diversi-
fied Architecture,
Durham County, Chair,
Facilities Development**

**Rich Trogdon, Vice
President, First Bank,
Chair, Chatham
Community
Develop. Outreach**

**Chatham Community
Development, Out
reach Advisor
Committee**

**Education/School
Advisor/Consultant
Dr. Howard Coleman,
Coleman Education
Associates**

**Legal, Federal and
State Regulation,
David Robinson,
Nexsen Pruet LLC**

**Accounting and Ad-
ministration Support -
Charter Success
Partners**

**Outreach Latino Com-
munity -The Hispanic
Liaison, Chatham**

**4-H/FC Program, NC
Cooperative Extension
& NC State FFA Pro-
gram, NCSU**

**Jamie Castaner Weiss,
Pastor, Chatham Com-
munity Church**

**Jessica Mashburn,
Executive Director,
Chatham YMCA**

**Craig Witter, Executive
Director, Chatham Arts
Council**

**Rev. Sara Beth Pannell,
Pittsboro United
Methodist Church**

**Rev. Dr. Orlando
Dowdy, Holland Chapel
A.M.E. Zion Church,
Chatham county**

**Rev. Daniel Woodard,
Olive Chapel Baptist
Church, Chatham
county**

**Social Media and Mar-
keting - Chatham
News + Record**



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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 Jordan Lake Charter School

2. Full name: Joseph Zhou

Home Address: 93 Retreat Drive, Apartment 304, Pittsboro, NC 27312-0915

Business Name and Address: 5000 Centregreen Way, Suite 500, Cary, NC 27513

Telephone No.: 919-228-6474

E-mail address: jzhou27513@gmail.com

3. Brief educational and employment history.

Education

- University of North Carolina Kenan-Flagler Business School and co-host by North Carolina Institute of Minority Economic Development and North Carolina Department of Transportation – Certification in Project Management Program
- Babcock Graduate School of Management at Wake Forest University – Minority Executive Management Training Certificate
- Pacific Marine Training Institute (BCIT) - CIT in Maritime Shipping Management (with a focus on international trade for the transport industry, the shipping market and the economics of shipping)
- Queen’s University - B.A. Economics, Faculty of Arts and Science

Employment 2003 - Present

Employment

- CEO, CCSI, architecture the first statewide group student health insurance program (volunteer plan) for all 58 North Carolina community colleges. This plan was the only statewide community college health plan from 2003 to 2013 in the United States was received Triangle Healthcare Hero award.

- CEO, WeVia, in collaboration with UNC Public Health, School of Pharmacy, NCSU, North Carolina Biocentres and North Carolina General Assembly conducted series senior international executive, and government officials training program, student-led discussion, guests' speakers. Program participants travel to various cities in the U.S. and gain the knowledge they need to better understand global, national and regional issues facing governments today, as well as the strategies needed to address those issues.
 - Merrill Lynch Financial Consultant, developing methodology for 529 Education Plan and managing qualified pension plans
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:

- Founding member of United Minority Contractors of North Carolina
- American Red Cross Board, Trustee
- Cary Chinese School, ex-Vice Principal, Director and founding member
- North Carolina Chinese Business Association –ex-official

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

I am one of the founding members for Jordan Lake Charter School. A highly effective charter school board can advance its mission and increase academic achievement of the students. There is an irrefutable connection between the effectiveness of the board of directors and the success of the school. I want to Jordan Lake Charter School to provide young children a rigorous, personalized, and nurturing environment to help them build solid foundation for their high school, college and lifelong learning skills.

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

I believe an effective school board would play an important supervisor role in keep school on track, setting policies, carry out Vision and Mission Statement so the school can service their best for children and their families.

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 was one of the founding members of Cary Chinese School, and former Vice Principal. Cary Chinese School is a weekend Chinese language school. I helped the school multiple times to negotiate a successful lease agreement with WCPSS when the previous school exceeded the previous hosting school capacity. I helped the school by finding and moving to a new location more space to accommodate continue growing of the school. I also helped the board to develop methodology to increase communication, reduce tension between classroom teachers, the principal of hosting school and teachers/parents/students from Cary Chinese School. We developed a recruiting strategy, to make school more open for all communities, with target to recruiting students from minorities communities. Today, Cary Chinese School has more than 1,000 registered students in 30 Chinese-as-a-Heritage Language classes, 12 Chinese-as-a-Second-Language classes, 2 Chinese AP classes, and a dozen activity and sports.

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

I believe our board has developed a clear Vision and Mission for Jordan Lake Charter School. My experience with being a part of the American Red Cross, United Minority Contractors of North Carolina, Cary Chinese School and working with community colleges across our great states in the last twenty years has taught me how to communicate a board agenda and bring action to the community while working as team.

School Mission and Program

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

Jordan Lake Charter School's mission is to help every child enrolled in the school to develop logical and critical thinking skills through a rigorous curriculum. We believe, early childhood education should be active the child's own nature desire to learn. It is our utmost responsibility to create a such environment.

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

Jordan Lake Charter school is developing curriculum focus on fundamental education in reading, writing, math, and the arts.

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

I believe that it is important for children to grow in a safe educational environment while nurturing students to be independent as well.

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

We will know of our student's success through end of year testing and participation in extra-curricular activities.

Governance

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

The board will set clear goals and objectives for the school operation, hire high quality leaders to carry out those goals and objectives, hold them accountable for academic success and fiscal responsibility.

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

Through students' enrollment number, their academic achievement, their parents and community response.

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

The school should have developed solid, high quality leadership. Leaders should convey the school's goal and vision to collaborate with teachers to enhance their skills, find solution for problems. They set high expectations for students and teachers, encourage teacher's professional development in order to improve instructional quality. Ongoing evaluation for goals and direction of the school each quarter, effective to use assessment data allow school administration and teachers to identified problematic areas of learning at classroom and school levels, so teachers can generate solution to address the problems.

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

Through careful evaluation of the administration and teaching staff, the charter school board will be able to analyze staff retention and overall happiness of the school.

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

Following State Laws and Jordan Lake Charter School bylaws, immediately remove this individual from the board.

*Please include the following with your Information Form

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

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

Certification

I, Joseph Zhou, 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 Jordan Lake Charter School is true and correct in every respect.

J. Zhou
Signature

07/01/2020
Date

Joseph Zhou Bio

Joseph Zhou, Chief Executive Officer of Community College Student Insurance Services Inc. Joseph's responsibilities include marketing and strategic alliance development. Joseph has 20 years institutional investment banking experience with Laurentian Bank Canada, Merrill Lynch, Open Asset Management in Canada and the USA. Today, CCSI continue services community college students with affordable health insurance program in North Carolina.

In 2000, Joseph ventured executive education program, since then he has worked with Gillings School of Global Public Health, Eshelman School of Pharmacy, UNC School of Medicine, North Carolina State University, Duke University School Medicine, Brody School of Medicine and North Carolina General Assembly and several state agencies to creating and conducting series international executive training program, student-led discussion, guests speakers. Program participants travel to various cities in the U.S. and gain the knowledge they need to better understand global, national and regional issues facing governments today, as well as the strategies needed to address those issues.

Joseph earned a Bachelor of Civic Engineering from school in Beijing, China, then Bachelor of Arts degree (BA) in Economics from Queen's University in Kingston, Ontario, Canada, and a CIT in Maritime Shipping Management Law from the Pacific Marine Training Institute. He also has a Minority Executive Management Training Certification from the Babcock School of Management at Wake Forest University, and a Certification in Project Management from the University of North Carolina Kenan-Flagler Business School.

Joseph is an active member of his community, where he serves as Founding Member of the United Minority Contractors of North Carolina, a former Board of Director with the American Red Cross, former Vice-Principal and Director of the Cary Chinese School, former Board of Director of RTP Chapter of NAAAP (National Association of Asian American Professionals), and proud alumni of Leadership North Carolina, member of Carolinas Chinese Chamber of Commerce and North Carolina Chinese Business Association.

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: Jordan Lake Charter School
2. Full name: Kenneth Arnold Branch

Home Address: 2904 Wycliff Road, Raleigh, NC 27607

Business Name and Address:

Telephone No.: 919-649-0799

E-mail address: kenbranch54@gmail.com

3. Brief educational and employment history.
BA, UNC-CH, Education
MA, NCSU, School Administration
EdD, NCSU, Educational Leadership
Grades 6-10, Social Studies and ELA Teacher, North Carolina and Kuwait
Elementary and Middle School Administration, Granville and Wake Counties
Senior Director of Middle School Programs, Wake County
4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?
No: Yes:
5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?
I was invited to serve and am interested in applying my knowledge and experience to this initiative.

6. What is your understanding of the appropriate role of a public charter school board member?
To assist in operationalizing the school's vision and mission; to employ capable leadership for the school and to evaluate such; to ensure accountability; to provide financial oversight.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have the capability to serve on this Board because of my 40 years of experience in and around educational settings. I served on the Board of Cary Academy, Cary, NC, for three years.
8. Describe the specific knowledge and experience that you would bring to the board.
I would bring an educator's perspective to the Board. Specifically, a broad understanding of the mechanics, and structures, including policies and procedures, of educational programs as well as experience with pedagogy at all levels and curriculum development and implementation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The school will provide a comprehensive educational program with a robust curriculum focusing on producing well-rounded citizens.
2. What is your understanding of the school's proposed educational program?
The program will be structured to offer students foundational as well as enhancement and enrichment opportunities in core content areas while emphasizing the critical thinking, collaboration, and communication skills associated with science, technology, engineering and math.
3. What do you believe to be the characteristics of a successful school?
The key characteristics are visionary building leadership; emphasis on collaboration; and the cultivation of productive relationships (internally and externally).
4. How will you know that the school is succeeding (or not) in its mission?
Quantitative and empirical data from a variety of sources.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will hire and evaluate the principal (head of school); ensure that appropriate management policies and procedures are in place.
2. How will you know if the school is successful at the end of the first year of operation?
Quantitative and empirical data from a variety of sources.
3. How will you know at the end of five years of the schools is successful?
Quantitative and empirical data from a variety of sources.

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

Employ capable school leadership; ensure that appropriate policies and procedures are in place; establish an accountability system; provide financial stewardship.

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

I assume that Board policy would govern or determine my response.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Kenneth A Branch, 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 Jordan Lake Charter School is true and correct in every respect.

Kenneth A Branch
Signature

6/28/2020
Date

Kenneth A. Branch

2904 Wycliff Road, Raleigh, NC 27607
919-649-0799 | kenbranch54@gmail.com
www.linkedin.com/in/kenneth-a-branch

SUMMARY

Resourceful, motivated educator with experience as an innovative leader at the secondary and elementary school levels. Skilled in building shared vision, cultivating cultures of collaboration, and designing and delivering professional development. Experienced in project and program development and evaluation. Accomplished teacher, administrator, university instructor, and executive coach. Strong oral and written communication skills. Detail-oriented and organized. Positive, committed, energetic, intuitive, and passionate.

EDUCATION

North Carolina State University Raleigh, NC

Doctor of Education, Educational Leadership

North Carolina State University Raleigh, NC

Master of Education, Educational Administration and Supervision

University of North Carolina Chapel Hill, NC

Bachelor of Arts, Education

EXPERIENCE

Wake County Public School System Raleigh, NC
Interim Principal and Principal Mentor 2018-Current

Hopewell Academy Cary, NC
Head of School 2016-2018

Wake County Public School System Raleigh, NC
Leadership Coach 2016

North Carolina State University Raleigh, NC
Adjunct Professor and Executive Coach 2006-2016

Wake County Public School System Raleigh, NC
Effective Teaching Framework Training Facilitator 2014-2016

Durham Public Schools Durham, NC
Leadership Coach 2015- 2016

Wake County Public School System Raleigh, NC
Interim Principal 2015

William Peace University Raleigh, NC
Interim Department Chair and Associate Professor, Education Program 2013-14

Wake County Public School System Raleigh, NC
Principal 1993-2006, 2011-2012
Senior Director, Middle School Programs, Curriculum and Instruction 2006-2011

Board Member Name**Board Title**

Joseph Zhou

Chair

Richard Trogdon

Member

John Norwood

Treasury

Dr. Greg Bounds

Vice-Chair

Jerry Guerrier

Member

Fiona Wang

Secretary

Jamie Liles Lassiter

Member

Dr. Ken Branch

Member

County of Residence

Current Occupation

Chatham

President, CCSI

Chatham

Vice President, City Executive, First Bank

Wake

CEO, North State Bank

Duplin

CEO, Goshen Medical Center

Durham

Community Studio Principal, Little

Wake

Diversified Architectural Consulting

Law Office of Fiona Wang PLLC

Wake

Executive Director at the North Carolina

Conference of Clerks of Superior Court

Wake

Principal, Wake County Public School

System

Past or Present Professional Licenses Held

Registered Investment Advisor, Insurance Broker

NMLS 838418

NMLS 883723

Commercial General Contractor, VFR Pilot

North Carolina Architect

North Carolina Attorney

North Carolina Notary Public

State of North Carolina Professional Educator's License

Any disciplinary action taken against any of these professional licenses?

NO

NO

NO

NO

NO

NO

NO

NO

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
<u>Administration & Support Personnel</u>		
Lead Administrator	1	2
Assistant Administration	0	1
Finance Offier	0	1
Clerical	0	1
Food Services Staffs		0
Custodians		0
Transportation Staffs	0	2
Counselor	0	0
Instructional Lead Coach	0	1
Total Adminitration and Support	1	8

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
<u>Instructional Personnel</u>		
Dean Lead Teacher	0	1
Core Content Teacher(s)		35
Electives Speicality Teacher(s)	0	5
Exceptional Children Teachers	0	3
Instructional Support Positions (e.g. social workers, psychologists, etc.)	0	0
Teachers Assistant	0	5
Student Operation Staff	0	3
Total Instructional Personnel	0	52
Total Admin, Support and Instructionnel Personnel	1	60

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
2	2	2	2
1	2	2	2
1	1	1	1
1	1	3	3
0	0	0	0
0	0	0	0
3	4	4	4
0	1	2	2
1	2	2	2
9	13	16	16

<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
1	2	3	3
40	45	50	50
7	8	9	9
4	4	5	5
0	0	0	0
5	6	8	8
3	3	3	3
60	68	78	78
69	81	94	94

Outline the school's proposed salary range and employment benefits for all level of employment

Position	Salary Range
Principal	75,000- 80,000
Executive Director	75,000-80,000
Deans	65,000-75,000
Additional School Leaders	
4-H teacher	35,000-43,000
Full Time Core Classroom Teachers	35,000-50,000
Specialist Teachers (music, ESL, Special Education etc.)	35,000-50,000
Teaching Aides or Assistant	24,000-30,000
Exceptional Children's Teacher	40,000-60,000
Student Support Positions (social works, psychologists etc.)	40,000-60,000
Instructional Coach	40,000-60,000
Administrative Assistant	24,000-30,000
School Operations Support Staff	24,000-30,000

Jordan Lake Charter School will not participate in the state retirement plan, but the school will offer a 401(k) program with matching contributions up to 3%, healthcare and life insurance to all fulltime employees. We will not offer retirement, health insurance, or life insurance to part-time employees.

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage (umbrella)

Total Cost

Proposed Amount of Coverage

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

3,500
6000
35,000
1500
625
5000
5000
56,625

Signature Page

The foregoing application is submitted on behalf of Jordan Lake Charter School. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for the New and Preliminary Charter School is contingent 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.

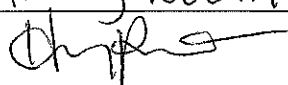
Print/Type Name: Joseph Zhou

Board Position: Chairman

Signature: 

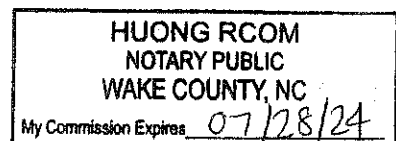
Date: 07/06/2020

Sworn to and subscribed before me this 6 day of July, 2020.

Notary Public: Huong RCOM


Official Seal:

My commission expires: 07/28/24, 20 .





531 E. Third Street
Siler City, NC 27344
919.742.3333 PH | 919.742.1333 FX
info@ccucc.net | www.ccucc.net

July 17, 2020

Mr. Dave Machado, Director
Office of Charter Schools
6307 Mail Service Center
Raleigh, NC 27699-6307

Dear Mr. Machado:

I am pleased to provide this letter of support for the Jordan Lake Charter School. The Jordan Lake Charter School plans to provide a high-quality and inclusive program that emphasizes comprehensive reading, fundamental math, music, and arts, enabling children to develop solid logical thinking ability. The 4-H program, a century-long program known for its value in the development of citizenship, leadership, responsibility, and life skills of our youth, is slated to complement the core curriculum.

The employment opportunities for Jordan Lake Charter School will be of benefit to our region.

We look forward to working with the Jordan Lake Charter School toward its success in our community.

Sincerely,

A handwritten signature in cursive script that reads "Cindy Poindexter".

Cindy Poindexter, IOM
President / CEO

Liberty Atlantic Group
9635 Southern Pines Blvd. Suite 139
Charlotte, NC 28227

Charter School Advisory Board
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

June 23, 2020

Re: Letter of Support and Recommendation for Mr. Joseph W. Zhou and the proposed Jordan Lake Charter School

Members of the Advisory Board:

I have been acquainted with Mr. Joseph Zhou both professionally and personally for nearly twenty years. Our professional interactions began while I was employed by the University of North Carolina at Chapel Hill as a Program Director in 2001 and continued at Wake Forest University after I was recruited by the then WFU Sr. VP & CFO to establish and lead the school's first-ever Business Diversity Program. During a multitude of workshops, public forums, and discussions over the years, I have come to know and to share much of Mr. Zhou's vision and philosophy related to primary education in our region.

Early mastery of language(s) and the protocols for proper oral and written communication are principal drivers of future academic and career success. Mr. Zhou knows this, and he also believes that early understanding of the sciences through interaction with the natural world helps to awaken and stoke children's natural curiosity for learning.

Together - the ability to absorb and communicate knowledge through language and reading; combined with natural curiosity cultivated through a strong emphasis on STEM education and self-directed inquiry - build confidence, hone positive self-identity, and help to accelerate the growth of independent learners.

Mr. Zhou is committed to the quality education of minority students. He understands the importance of diversity to our future heirs. He and I both share the belief that education is the primary and most effective tool for individual social and economic transformation that exists. Over many conversations, I have come to understand Joseph's empathy for children and his awareness of the unique and widely divergent backgrounds and home support resources of our children; factors that greatly impact their emotional and scholastic success. His thoughts and ideas for mitigating certain outside educational impediments are promising.

Having worked with Mr. Zhou on a variety of issues relative to institutional diversity and minority economic and social inclusion, I have complete confidence in his knowledge and command of the historic factors and impediments to broad and effective minority primary education.

Because of Mr. Zhou's knowledge, passion, unique insight, and international perspective I have every confidence in his ability to spearhead this effort and I endorse him fully and completely to lead the Jordan Lake Charter School.

Sincerely,

Garland Burton
Principal / Liberty Atlantic Group
9635 Southern Pines Blvd. Suite 139
Charlotte, NC 28227
(980) 229-0121
gbj@libertyatlanticgroup.com



North Carolina
Department of Administration
Office for Historically Underutilized Businesses

Machelle Sanders
Secretary

Tammie Hall
Director

TO: Jordan Lake Charter School Board Members

- Dr. Greg Bounds, CEO, Goshen Medical Center
- Dr. Ken Branch, Principal, Wake County Public School
- John Northwood, President, North State Bank
- Rich Trogdon, Vice President, First Bank
- Jerry Guerrier, Principal, Little Diversified Architecture
- Fiona Wang, Attorney, Cary, NC
- Jamie Liles Lassiter, Executive Director at the North Carolina Conference of Clerks of Superior Court
- Joseph Zhou, President, CCSI

FROM: Tammie Hall, Director

DATE: July 6, 2020

RE: Recommendation

It is with great pleasure that I recommend Jordan Lake Charter School in Chatham County. Chatham County is one of the fastest growing counties in North Carolina. The County also has the highest racial diversities, Latino population count almost more than 32%, African American 13%, and most of importance is that more than 20% population is under 18 which create a huge demand for excellent K-12 schools.

As State Director for HUB Office, I travel extensive among all 100 counties, witness firsthand how important K-12 education for young people to have access to excellent learning. I am excited to learn from Joseph Zhou, Jordan Lake Charter School Board’s intention to make Jordan Lake Charter School a true community school, with quality STEM-related learning opportunities for young people in Pittsboro and surrounding communities. The school will also be a hub for local and regional artists and musicians to share their talents to inspire young people. At Jordan Lake Charter School, we will use our best effort to recruit students from minority, social and economically disadvantaged families.

I also learned; Jordan Lake Charter School will participate in the National 4-H Program. A program that fosters and develop citizenship, leadership, responsibility, and life skills of youth through experiential learning program, as well as the National School Lunch Program. In addition, the intent is to partner with UNC Public Health and NC Agriculture Extension Services to offer health nutrition programs, not just to students, but families, educating young immigrant families about essential cooking skills and meal planning.

I’ve known Joseph Zhou for more than a decade, witness firsthand how much he believes in education, and helping minority businesses succeed, I am impressed the Board at Jordan Lake Charter School represents a true diversified board which reflects our country and our community.

I have every inch of confidence that Mr. Zhou and the Board will carry out their school Mission “Jordan Lake Charter School provides a rigorous, personalized, and nurturing experience that encourages all students to become critical thinkers, inspired leaders, and lifelong learners as they prepare for college and the workforce.”

Thank you.

Q212. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location

Based on RSMeans data from Gordian in 2013 national average by building elementary and middle school for 90,000 square footage buildings as the following:

Cost Estimate (Union Labor)	% of Total	Cost Per SF	Cost
Total		\$122.83	11,054,700
Contractor Fees (GC, Overhead, Profit)	25%	\$30.71	2,763,900
Architectural Fees	7%	\$10.75	967,500
Total Building Cost			14,786,100

Cost Estimate (Union Labor)	% of Total	Cost Per SF	Cost
Total		\$112.29	10,106,100
Contractor Fees (GC, Overhead, Profit)	25%	\$28.07	2,526,300
Architectural Fees	7%	\$9.83	884,700
Total Building Cost			13,517,100

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.

- o Name of the Selected Board Attorney:
David Robinson, Nexsen Pruet

- o Date of Review: 07/07/2020

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

■ _____
 ■ *Bernard A. Jure*
 ■ *John Long*
 ■ *James H. Smith*
 ■ *Xiaoyang Wang*
 ■ *Patricia*
 ■ *Greg Bounds*

- ❖ 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.

- o Name of the Selected Board Auditor:
Phyllis Pearson, Petway Mills & Pearson, PA

- o Date of Review: 07/07/2020

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

■ _____
 ■ *Bernard A. Jure*
 ■ *John Long*
 ■ *James H. Smith*
 ■ *Xiaoyang Wang*
 ■ *Patricia*
 ■ *Greg Bounds*

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: Jordan Lake Charter School

2. Full name: Richard Trogdon

Home Address: 65 Brookridge Court Pittsboro, NC 27312

Business Name and Address: 919-545-0156 18 Chatham Corner Pittsboro, NC 27312

Telephone No.: 919-545-1649

E-mail address: trogdonrichard@gmail.com

3. Brief educational and employment history. I have been in the financial/banking industry for over 15 years and a former college football coach at Methodist University. I received my undergraduate degree from Wingate University in which I was a member of the football team. I attended elementary and middle school in Chatham County but graduated high school from Eastern Randolph High 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? Yes, I currently serve on the BOD for Chatham Economic Development and previously served on the BOD for Chatham County Partnership for Children.
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? Another member of BOD of Jordan Lake Charter School reached out to me as I am active member of Chatham County community with three school aged children in the school system.
6. What is your understanding of the appropriate role of a public charter school board member? An active member to help better enrich the learning experience within the school and community.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I am serving on the BOD of the Chatham County Economic Development and Chatham County Partnership for Children. I am a member of the Pittsboro Rotary and have been a member of the Jonesboro Rotary in Sanford, NC and Pittsboro Kiwanis.
8. Describe the specific knowledge and experience that you would bring to the board.
 - I have three school aged children currently in the third, fourth and sixth grades.
 - I have lived in Chatham County for the majority of my life with an understanding of the needs of the stakeholders of a school in Chatham County
 - A vast know of finances and budget analysis of charter schools

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I am aware and read the school's mission statement and beliefs.
2. What is your understanding of the school's proposed educational program?
I have knowledge of the school's proposed educational programs.
3. What do you believe to be the characteristics of a successful school?
A strong understanding of the children's' and all stakeholders' needs and requirements.
4. How will you know that the school is succeeding (or not) in its mission?
We will know that we have succeeded with a strong school that produces successful and content students and stakeholders.

Governance

1. Describe the role that the board will play in the school's operation.
The board will be actively involved in the operations of the school
2. How will you know if the school is successful at the end of the first year of operation?
We will know that we have succeed with a strong school that produces successful and content students and stakeholders.
3. How will you know at the end of five years of the schools is successful?
We will know that we have succeed with a strong school that produces successful and content students and stakeholders.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to be active in the operations and the community. They also need to be able to understand and receive feedback from all stakeholders.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Approach the situation and handle it in an ethically, professionally, and efficient manner.



*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Richard Trogdon 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 Jordan Lake Charter School is true and correct in every respect.


Signature

7/8/2020
Date

BIOGRAPHY:

My name is Richard Trogdon. I was born and raised in Chatham County. I am currently raising my three children in Chatham County and they are enrolled the Chatham County School System. I am the City Executive of First Bank, a community bank headquartered in North Carolina. I have been in the financial industry for over 15 years. Before entering the financial industry, I was a college football coach at Methodist University. I received my undergrad from Wingate University in which I was a member of the football team.