

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

The School of Stars at Barber-Scotia College

Email *

jpullin12@gmail.com

Telephone *

980-439-1459

Fax

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Address *

10624 Parrish Street

Unit/Suite

A-203

Zip Code *

28105

City *

Matthews

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent

Primary Contact Name

Dr. Jonathan Pullin

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Dr. Jonathan Pullin

Proposed School Leader Current Job/Position *

High School Science Teacher

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

New Principal's Training (NCDPI-2018); Epicenter Training (MCNC-2018); Community Eligibility Provision (CEP) Refresh and Rebo

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
K-3	0	66	66	66	66	66
K-3	0	0	66	66	66	66
K-4	0	0	0	66	66	66
Total Capacity	198	264	330	396	396	396

Team Members Roaster

Name	Title	Position	Email Address
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Rose Jones	7927 Pawtucket Road Charlotte, NC	28214	Rosej7927@gmail.com	Education/Vocation



Name	Street Address	Zip Code	Email	Expertise
George Bates	8212 Shinkansen Drive, Charlotte, NC	28213	Batesgab1010@gmail.com	International Banking
Ron Fisher	3335 Weddington Rd, Matthews, NC	28105	rfish73@gmail.com	Banking/Real Estate
AJ Clark	P.O. Box 2084 Concord, NC	28026	aavis.clark@gmail.com	Logan Community President
Mercedes Pullin	8616 2nd Avenue, Silver Spring MD	20910	mercedes.pullin@gmail.comotillaf.fredette.	Health and Nutrition
Otillia Fredette	8122 Goodall Ct, Mint Hill, NC	28227	otillaf.fredette@cms.k12.nc.us	ELL Education
Jacqueline Long	6436 Mallard View Lane, Charlotte, NC	28269	jlightbeing@yahoo.com	EC Education
Dr. Govant-Hunt	7209 East WT Harris Blvd. Charlotte, NC	28215	govanhunt.ccc@gmail.com	Education
Maria Barnes	6800 Cinnamon Circle Mint Hill NC	28227	mariac,barnes@cms.k12.nc.us	Education
Ella Mae Small	160 Boger Ct, SW, Concord, NC	28025	smalle@concordnc.gov	City Council/Education
Reeshema Norris	900 Poplar Station Circle NW Apt #107, Concord, NC	28027	resheemah.norris@cms.k12.nc.us	Education
Dr. Jonathan Pullin	10624 Parrish Street, 203 Matthews, NC28105	28105	jpullin12@gmail.com	Education

1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

The School of Stars at Barber-Scotia College.

Comments :



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

- Yes
 No

Comments :

We are in the process of awaiting approval; all documents have been submitted.

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

Dr. Jonathan J. Pullin

Founding Chair

Q5. Primary Contact's

Mailing Address City, State, Zip

10624 Parrish Street; A-203

Matthews, North Carolina 28105

Q6. Primary Contact's Primary Telephone Number

980-439-1459

Q7. Primary Contact's Alternate Telephone Number

704-408-4952 (Mrs. Resheemah Norris; Vice-Chair)

Q8. Geographic County in which charter school will reside

Cabarrus

Q9. LEA/District Name

130/Cabarrus

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.

The School of Stars at Barber-Scotia College (TSOS) will enroll 198 students in 2022 with students in grades Kindergarten through 2nd grade. Our plan is to increase one grade level per year by adding 66 students per grade level (3-5) until we reach full capacity with 396 students as a K-5 school in 2027-2028 in year five (5).

The mission of TSOS is "to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals".

In Year 1, TSOS will have three (3) classes in each grade level, K-2, with 22 students per class. Kindergarten and 1st grade teachers will have assistants (as we view these grades critical to the foundational learning of our students, establishment of the school's culture and marketing to parents in the development a pipeline of future students.

At TSOS's maximum enrollment, we will enroll less than 3% of the student population of Cabarrus County Schools.

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)

The mission of TSOS is to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and and 1:1 technology as tools to accomplish our SMART goals.

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

The vision of TSOS is to provide the students in the community with a solid foundation in literacy and mathematics. The Board of Directors is determined to create an environment of caring by "leading with love" while setting high academic expectations for our students and parents.

Our vision also expects each student to be a better educated civic individual, one that demonstrates through school coordinated and individual activities, a higher level of academic performance, community involvement and global awareness. We envision our students will enter middle school with a strong academic background and be prepared to take on the challenge of advanced classes in preparation for any profession they choose for their careers.

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).

Cabarrus County has a population of 211, 342 according to the 2018 population estimate https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmmk (https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmmk). The Cabarrus County School System, in 2019 served more than 32, 000 students. 54.93% were White, 19.9% were Black, 4.2% were Asian, 4.1% were Multicultural, 16.2% were Hispanic or Latino, 0.5% were Native American and 0.5% were Pacific Islander. <https://www.niche.com/k12/d/cabarrus-county-schools-nc/students/> (<https://www.niche.com/k12/d/cabarrus-county-schools-nc/students/>),

In terms of recruitment,TSOS will consistently market and enroll students from across Cabarrus County. However, our target population will be those students living in the homes and neighborhoods that surround the school's location at Barber-Scotia College as well as the Logan Community, the City of Kannapolis, Silver Hill Community, SideTown, ShankleTown, Underwood Community, Gibson Village, Forest Park, Harrisburg, Midland and Mt. Pleasant which are areas specific to the racial/ethnic and demographic composition of the district in which TSOS will be located. Our targeted demographic will include African American students, Latino student/English Language Learners and Economically Disadvantaged Students.



TSOS will use a multi-faceted approach to close the educational gaps and the disparity in achievement levels between African American/Latino and White students through use of the EL curriculum and Teach Like a Champion 2.0. Our approach will include the partnership with Barber-Scotia College and the National Black Child Development Institute-Charlotte Chapter (BCDI).

TSOS believes that the EL curriculum will positively address the literacy needs of our demographic based upon a recent study. EL Education designed the Teacher Potential Project (TPP) to build the instructional capacity of English language arts (ELA) teachers, and novice ELA teachers in particular. TPP aimed to enhance ELA teachers' instructional practices in areas aligned to Common Core State Standards and to foster student learning and achievement outcomes. The study found that TPP had positive impacts on teacher instructional practices and on student ELA achievement. In summary, the EL project team recruited 19 relatively high-need school districts across the United States in three cohorts that participated during the 2014–2015, 2015–2016, and 2016–2017 school years. The participating schools had a relatively lower socioeconomic status (71 percent of students were eligible for free or reduced lunch), served a largely minority race and ethnicity population of students (46 percent were black non-Hispanic, 21 percent were Hispanic), and had below-average student achievement scores. EL designed the Teacher Potential Project (TPP) to build the instructional capacity of English language arts (ELA) teachers, and novice ELA teachers in particular. TPP aimed to enhance ELA teachers' instructional practices and to foster student learning and achievement outcomes. TPP provides an ELA curriculum paired with teacher professional learning supports to help teachers deliver high-quality ELA instruction. The teacher professional development learning supports include (1) on-site institutes; (2) on-site and video-based coaching from EL Education coaches, including observations, modeling, lesson studies, and fostering professional learning communities within the school; and (3) access to online supports, including a range of online professional development. The study can be found at <https://eleducation.org/uploads/downloads/Teacher-Potential-Project-Final-Report-ES-7-5-19-1.pdf> (<https://eleducation.org/uploads/downloads/Teacher-Potential-Project-Final-Report-ES-7-5-19-1.pdf>)

Teach Like a Champion 2.0 will enable our teachers to teach students who live in poverty and have large gaps in learning and academic proficiency. TSOS believes that this program will enable to retain teachers, parents and students because classroom room behaviors will be under control and learning will occur on a consistent basis. As a result, we project that many of our 3rd grade students will be proficient on the EOG's. Moreover, we believe that with proper training in using Teach Like a Champion 2.0, our teachers and parents will better understand academic data and hold each other accountable for the student's academic progress

The partnership between The School of Stars at Barber-Scotia College (TSOS) will be unique because it will be positioned to meet the educational, emotional, and social needs of every student, using the excellent resources of an iconic 153 year old historically black college. TSOS' educators, in partnership with Barber-Scotia's administration and faculty, will create numerous educational opportunities for kindergarten through 5th grade students. These opportunities will include exposure to world languages, field trips to historic sites through out the United States. TSOS' curriculum will also be enhanced by the faculty from Barber-Scotia College, who will participate in a guest lecture series, mentoring of students in term of careers and interactions with parents in discussions regarding obtaining a higher education for themselves and their children at Barber-Scotia College.

The National Black Child Development Institute (BCDI) will focus on achieving positive outcomes for vulnerable children who suffer from the dual legacies of poverty and racial discrimination. The organization was launched by the Black Women's Community Development Foundation, whose leadership, in the wake of the Civil Rights Movement, was deeply concerned about the unsatisfactory conditions faced by families determined to raise healthy Black children. Today, there are affiliates operating in over 20 communities, including Charlotte, and are composed dynamic and diverse individuals who implement nationally driven programs for children and families on the ground. Over the past year, the Charlotte chapter has been able to place over 7,000 books into the hands of children in an effort to help build home libraries. They have hosted 25 Active Reading workshops for families, delivered 3 community literacy events that touched families with young children in child care centers and schools from all over the county, and are currently serving 4 elementary schools in the county and 5 childcare centers. In their partnership with TSOS, they will provide reading workshops for families, placement of books in our classrooms and homes of students, design and manage community literacy events in the City of Concord and Cabarrus County, as well as in childcare centers. Moreover, they will have an office within our school to provide students with tutoring services and parent with a direct link to the local organization.

TSOS will be an exciting educational choice for parents and students in the community. We also believe this multi-faceted approach will have a positive academic result in educating our LEA, SWD and ELL populations in Cabarrus County.

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?

In terms of enrollment trends and the academic performance of surrounding schools, there are 20 traditional public elementary schools in Cabarrus County. The surrounding traditional public schools in the community surrounding Barber-Scotia College include Coltrane-Webb Elementary, R. Brown McAllister Elementary and William Irvin Elementary. In the table below are the enrollment trends and academic performances of each school from between 2015 and 2019.



Year	Coltrane-Webb Elementary	R. Brown McAllister Elementary	William Irvin Elementary
2018-19	Report Card: C Met Growth Enrollment: 482	Report Card: B Exceeded Growth Enrollment: 283	Report Card: C Exceeded Growth Enrollment: 764
2017	Report Card: C Exceeded Growth Enrollment: 557	Report Card: C Met Growth Enrollment: 272	Report Card: D Not Met Growth Enrollment: 729
2016	Report Card: C Exceeded Growth Enrollment: 525	Report Card: C Exceeded Growth Enrollment: 330	Report Card: D Met Growth Enrollment: 752
2015	Report Card: C Not Met Growth Enrollment: 458	Report Card: C Not Met Growth Enrollment: 350	Report Card: D Not Met Growth Enrollment: 826

<https://ncreportcards.ondemand.sas.com/src/?viewSelect=county&year=2018&type=Both&level=All&district=410&lng=en&currpage=1&county=cabarrus>
[\(https://ncreportcards.ondemand.sas.com/src/?viewSelect=county&year=2018&type=Both&level=All&district=410&lng=en&currpage=1&county=cabarrus\)](https://ncreportcards.ondemand.sas.com/src/?viewSelect=county&year=2018&type=Both&level=All&district=410&lng=en&currpage=1&county=cabarrus)
 .

There are three (3) charter schools near our school; A.C.E. Academy, Cabarrus Charter and Concord Lake STEAM Academy.

A.C.E. Academy's curriculum is project-based and student-centered (K-8). They are currently a "Low Performing" school and enroll approximately 400 students. They received school Report Card grade of "D" school in 2018-2019; "an Unsure" grade in 2017-2018, an "F" 2016-2017, "and an F" 2015-2016. The school leadership is in the process of recalibrating and seeking to obtain a Report Card grade of "C" this year. They offer transportation and Free and Reduced lunch.



Cabarrus Charter is a member of the Charter Schools USA (CSUSA) family and uses the CSUSA Guaranteed and Viable Curriculum (K-12). They received School Report Card grade of "D" school in 2018-2019; "C" 2017-2018, "D" 2016-2017, and "C" 2015-2016. The CSUSA Education Model is an instructional philosophy developed after extensive research in educational practice that provides the structure for improving student learning and academic achievement. Its core is the Guaranteed and Viable Curriculum (GVC), which ensures high expectations and a focus on college and career readiness, from primary grades through high school. They do not offer transportation. They participate in the National School Lunch Program.

Concord Lake STEAM Academy (located in Kannapolis) is a member of the Charter Schools USA (CSUSA) family and uses the CSUSA Guaranteed and Viable Curriculum (K-8). They received a School Report Card of "D" school in 2018-2019; "C" 2017-2018, "D" 2016-2017. The CSUSA Education Model is an instructional philosophy developed after extensive research in educational practice that provides the structure for improving student learning and academic achievement. Its core is the Guaranteed and Viable Curriculum (GVC), which ensures high expectations and a focus on college and career readiness, from primary grades through high school. They participate in the National School Lunch Program. They do not offer transportation.

When comparing subgroup data in Cabarrus County Schools obtained from the U.S. Department of Education, TSOS discovered the following statistics:

It appears from a review of historical governmental data, that Cabarrus County district schools are not preparing a large number of African American students for transition into college or professional careers using traditional preparatory courses. When looking at Pathways to College and Career Readiness Data from the U.S. Department of Education the percentage of students enrolled in the county's Gifted and Talented programs (n = 4,438), 77.3% were white, 7.2% were African Americans and 4.8% were Hispanic. When comparing students enrolled in Algebra 1 in 8th grade (n = 969) 74.9 % were White, 10.5 % were African American and 5.3% were Hispanic. Students enrolled in Calculus (n = 211), 69.5% were White while only 7.1% were African American and 3.8% were Hispanic. Students enrolled in Physics (n = 395), 64.1% were White, while 12.7% were African American and 8.6% were Hispanic.. Chemistry enrollment (n = 1,814) was 65.2% White and 17.0% were African American. and 9.2% were Hispanic. District enrollment for the SAT/ACT was 61.0% White versus 20.6% African American and 12%. <https://ocrdata.ed.gov/Page?t=d&eid=29096&syk=8&pid=2278&Report=7> (<https://ocrdata.ed.gov/Page?t=d&eid=29096&syk=8&pid=2278&Report=7>)



When comparing subgroup data from the 2017-2018 Cabarrus County District Profile, TSOS discovered the following statistics:

In terms of behaviors, African American and Latino students are doing poorly when compared to White students. According to 2017-2018 Suspensions and Expulsions data from Cabarrus County Schools, African Americans had 255.24 Short-Term and Latino students had 115.6 compared to 70.56 for White students. When looking at Acts of Bullying, Law Enforcement Referral and Arrests, 19.16/7.84 was the number for African Americans, 8.97/7.84 while 10.54/3.94 was the number for White students in the County's School System. <https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en> (<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>)

When looking at the 2017-2018 North Carolina Report Card data for Cabarrus County regarding the EOG in the area of Math, only 9% of African American students and 10% of Latino student scored as being College and Career Ready, while 27% of whites scored as College and Career Ready.

<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>
(<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>)

When looking at the 2017-2018 North Carolina Report Card data for Cabarrus County regarding On End-of-Grade Tests, in the area of ELA/Reading Performance, only 5% of African American students and 5% of Latino student scored as being College and Career Ready, while 17% of whites scored as College and Career Ready.

<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>
(<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>)

When looking at the 2017-2018 North Carolina Report Card data for Cabarrus County EOG tests in the area of Science only 13% of African American students and 13% of Latino student scored as being College and Career Ready, while 33% of whites scored as College and Career Ready.

<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>
(<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>)



When looking at the 2017-2018 North Carolina Report Card data for Cabarrus County, EOG tests in the area of Biology, only 9% of African American students and 6% of Latino student scored as being College and Career Ready, while 27% of whites scored as College and Career Ready.

<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>
(<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>)

When looking at the 2017-2018 North Carolina Report Card data for Cabarrus County n the EOG area of English 2, only 0% of African American students and 0% of Latino student scored as being College and Career Ready, while 6% of whites scored as College and Career Ready.

<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>
(<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>)

When looking at the 2017-2018 North Carolina Report Card data for Cabarrus County, in the EOG area of NC Math 1, only 6% of African American students and 5% of Latino student scored as being College and Career Ready, while 19% of whites scored as College and Career Ready.

<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>
(<https://ncreportcards.ondemand.sas.com/src/district?district=130LEA&year=2018&lng=en>)

The above statistics clearly indicate that African American and Latino students are not being prepared to with the proper tools to be successful in college. Furthermore, theses statistics place a fine point on the achievement gaps that exist in Cabarrus County Schools.

In terms of our focus on literacy, BCDI will be embedded into our daily operations (with an office) and serve our students and parents while striving to meet the needs of our educational model in the following manner.

Family Engagement: BCDI-Charlotte has made family engagement a cornerstone in our efforts and will continue to convey its centrality to healthy growth and development of our children. We believe that family engagement is a high-impact strategy for improving schools and increasing literacy achievement. Research unequivocally demonstrates that high-performing schools maintain strong communication with

families, while low-performing schools are characterized by weak family engagement- which means that the preparation of teachers and community members for family engagement becomes not only an issue of good practice, but one of equity.

BCDI-Charlotte agrees that “we have a responsibility to respond to this reality by transforming our approach, moving away from so-called random acts of family. We actually believe the oft-quoted maxim that “parents are their children’s first and most important teachers” and appreciate the definition of family engagement as a “systemic and sustained commitment that occurs across time spans, many settings, and requires shared responsibility from all parties”. As a part of the movement to operationalize this definition at TSOS, BCDI will institute our Family Engagement Night model (with literacy as a focus) and provide tutoring serves as well as a lending library for all students enrolled at TSOS.

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 Average Daily Minimum (ADM) for TSOS will be 398 students in grades K-5. Cabarrus County Schools has approximately 14,135 students enrolled in K-5. At maximum capacity, TSOS will enroll less than 3% of the AMD when compared to LEA 130 for grade levels K-5

[.http://publicschools12.com/school-districts/nc/cabarrus-county/3700530.html](http://publicschools12.com/school-districts/nc/cabarrus-county/3700530.html)

<http://publicschools12.com/school-districts/nc/cabarrus-county/3700530.html>)

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?

The Board of Director's strongly believes that our partnership with BCDI will have an immediate impact on the parents, students and community. TSOS, in partnership with BCDI, will promptly move towards implementing Culturally-Responsive Practices in our culture as described below:

1. Engage in an anti-bias training or racial equity workshop, which allows one to understand biases and how they may be

reflected in interactions with children and their families, as well as colleagues and community members.

2. Commit to racial equity and addressing implicit bias in regular practice by conducting a cultural-responsive practices assessment in combination with a continuous quality improvement plan to improve practices and address biases.

3. Conduct a well-check visit with each child's family, the goal being to view the child's experiences through a family lens (such as what children see at home or the rituals they experience during meals). This is also an opportunity to determine if there are changes or anticipated changes in the child's routine. This allows teachers to view children's behavior differently, recognizing, for example, that a child painting on his shirt is exploring an activity engaged in with his family at home. The teacher is then able to engage the student in a conversation about what he was trying to do and connect behaviors to other learning activities, rather than respond to what is perceived to be disobedient behavior.

4. Engage and communicate with parents to identify and affirm the child's strengths, while also teaching them the skills and behaviors required to engage in learning. This includes educators' valuing the wealth of knowledge that families have regardless of their economic and racial background. For example,

educators can ask parents if there are ways they want to contribute to classroom learning, such as being classroom helpers or readers.

5. Examine all aspects of the early learning experience, from greetings, meal time, the language of instruction, curriculum, assessments and more, to determine if the strengths of all children are captured. For example, do the assessments only examine children's receptive language skills, and not their expressive or interpersonal skills.

6. Use data to determine whether subgroups of children are not being effectively supported, especially Black children and other historically marginalized children.

We will employ Teach Like a Champion 2.0 will enable us to develop the school's culture and provide a framework for our teachers to effectively manage students in the classroom during instruction. Simultaneously, we will monitor our budget and focus on the mission of TSOS which "is to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and and 1:1 technology as tools to accomplish our SMART goals".

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

TSOS's Board of Directors is hard at work cultivating relationships within the community. In cultivating relationships with stakeholders we have started receiving funds and funding commitments. We have established relationships with the City of Concord, the BCDI, local day cares, local churches, the Boys and Girls Club, Barber-Scotia Alumni Association, the Logan Community

During Phase 3 of Covid, we performed 3 surveys of K-2 parents within City of Concord and Cabarrus County at local Food Lion Stores. We distributed over 100 Fact Sheets and collected 110 Parent Surveys (both documents were in English and Spanish). We did emphasis, verbally, that our opening was dependent upon approval of our charter by the State Board of Education. The resulting Parental Survey percentages are as follows:

Question 1: 88% would definitely enroll their children in TSOS.

Question 2: 33% Kindergarten ; 33% of First Grade; 36% Second Grade

Question 3: 65%Transportation; 25% Lunch; 10% Volunteer Hours

Evidence :

The School of Stars - Spanish Parent ...	The School of Stars Parent Survey En...	Fact Sheet-English(4).pdf
The School of Stars Fact Sheet Spanis...		

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

Evidence :

Letter of Support.pdf	Barber-Scotia College Letter for Supp...	TSOS - OMITT Letter of Support (1).pdf
Logan Community Association Letter...	pullin.pdf	

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.New Professional Opportunities for teachers, including the opportunity to be responsible for learning the program at the school site.

Teachers will have new professional opportunities through learning the EL and Envisions curricula as well as Teach Like a Champion 2.0. They will be directly responsible for achieving our SMART goals.

2. Holding schools accountable for meeting measurable student achievement results:

TSOS will embrace Common Core and the North Carolina Accountability Model. Based upon our mission, vision and budget, systems will be created and implemented to ensure that the North Carolina Accountability Model works effectively and efficiently within the school. Assessment data will be used to modify student instruction and provide interventions to meet the academic needs of our students. Professional Learning Communities (that includes BCDI) will conduct "data sessions" bi-weekly to discuss various items that include classroom management, hallway behavior, student data, parental involvement, fundraising, interactions with Barber-Scotia College, upcoming events and the financial performance of the school. These actions will support classroom learning and imbue trust and confidence in school leadership. TSOS will also have a "data room" where student performance data will be displayed to provide an instant visual regarding student performance in every classroom.

3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.

TSOS will provide an expanded choice in curricula that is currently not offered by any schools in Cabarrus County. We will also have a strong partnership with BCDI that specifically focuses on literacy and parent/family involvement on a daily basis. Furthermore, we will use Teach Like a Champion 2.0 to develop our school and classroom culture. TSOS will provide direct educational attention to our most needy students. Finally, we will be located on a college campus where we will have access to their resources such as a gymnasium, swimming pool, dance studio, tennis courts and their faculty/staff.

4. Improving Student Learning:

We believe that our students will progress on a steady basis based upon our utilization of the EL literacy curriculum. The EL Curriculum is centered around ten principals which are the primacy of self discovery, having wonderful ideas, responsibility for learning, empathy and caring for others, success and failure,

collaboration and competition, diversity and inclusion, natural world, service and compassion, solitude and reflection. These principals are interwoven throughout each lesson. It will consist of slides for each lesson for skills block, modules which is reading and labs. Students will be provided with activity books, decodable and other needed materials provide by the curriculum. The curriculum comes with built in standards that are aligned with the NCSOS for each lesson, lesson plans for teachers, benchmark assessments that are aligned with state testing (MAP) , and scope and sequence that shows the teachers where to move their students next with materials for each progression.

By partnering with BCDI, the Board of Directors believes that our student learning in literacy will improve. BCDI will be located in our school and they will access to administration, faculty, staff parents and teachers. These various relationships will work to serve the learning needs of our students and provide academic support on a continuous bases to our teachers ad parents. Based upon our mission and budget, we are committed to partnering with BCDI to help TSOS reach the SMART goals established for our students' academic performance.

5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students:

At TSOS, students will be provided with various option for students. In collaboration with BCDI and Barber-Scotia College after-school tutoring will be provided to at-risk and gifted students. The EL curriculum is designed with differentiation and provides individualized instruction. Assessments are built into the curriculum and provide formal assessment of the at-risk or gifted student. Hence, teachers can consistently monitor the growth of at-risk or gifted students.

6. Encourage the use of different and innovative teaching methods:

The partnership with BCDI and implementation of Teach Like A Champion 2.0, will provide different and innovative approaches to teaching, learning, implementation of curriculum, school culture and classroom management at TSOS. BCDI will focus on literacy and family participation the the educational process. Teach Like a Champion 2.0 will focus on behaviors in the classrooms. This is quite doable since we are a new school and will not be shackled by the historical cultures of surrounding traditional public and charter schools. Our teachers will strive to capture the student's imaginations by introducing them to fascinating subjects and insisting that they ask critical thinking questions based on PBL.

Simultaneously, we will monitor our budget and focus on the mission of TSOS which "is to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and and 1:1 technology as tools to accomplish our SMART goals".

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.

TSOS's SMART goals for the first 5 years of operations are as follows:

Operational Goals:

1. Meet all Federal, State and local requirements.
2. 70% licensed teachers every year.
3. 90% of students attend school every day.
4. 90% retention of students every year.
5. Submit an annual audit on time (in October) with a "No findings".
6. 90% teacher retention every year.
7. Reach our projected student enrollment every year.

Academic Goals:

1. Year 1: 70% of K-2 students (139) will increase by 40% over their initial benchmark NWEA-MAP and Growth plus Reading Fluency scores.
2. Year 2: 75% of 3rd grade students will increase by 50% over their BOG assessment scores.
3. Year 3: 75% of 4th grade students will increase by 50% over their BOG assessment scores.
4. Year 4: 75% of 5th grade students will increase by 50% over their BOG assessment scores.
5. Year 5: TSOS will achieve and maintain a NC Report Card Score of B.

Finance Goals:

1. Submit the Annual Audit on time with "no findings" each fiscal year.

2. Retain 90-days of school operational expenses in the bank.
3. Develop financial relationships with local banks for lines of credit.
4. Submit applications for NC Access Grant, Title I Grant, Title II Grant, Title IV.
5. Partner with Barber-Scotia College to create an annual fundraiser.

Governance Goals:

1. 100% of Board members will meet on a monthly basis.
2. A parent organization will be established during the first year of operation and maintained during the existence of the school.
3. The parent of a student will sit on the Board of Directors.
4. The Board will be knowledgeable and conversant with the EL and Envisions Curricula, as well as BCDI and Teach Like a Champion 2.0 classroom management style.
5. The Executive Director will submit and present monthly reports to the Board of Directors including, but not limited to: personnel and HR topics, finances, and the budget (using our submitted budget as a guide) academics (to include the EL and Envision curricula, as well as NCBCDI program) and school operations.

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

TSOS Board of Directors will repeat the mission at monthly meetings. During these meetings, the Executive Director will report on financial matters (using our proposed budget as the guiding document), testing dates and data, professional development activities, implementation of the EL and Envisions curricula, BCDI literacy and Family programs, TLAC Plug and Play training, enrollment goals and retention, attendance, AP/AR, ADM, behaviors, parental concerns faculty/staff concerns, as well as the requirements of the NC Performance Framework.

We believe that this approach will ensure the governing board knows TSOS is properly working within the budget and remaining true to the mission statement which is "to improve the literacy and math skills of K-5 students in Cabarrus County by using curriculum and 1:1 technology as tools to accomplish our SMART goals".

The Board of Directors, school leadership, faculty and staff will focus on the mission of TSOS which "is to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals".



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

The EL Curriculum-Language Arts

TSOS is invested in the critical thinking, academic growth and character development of each student located in Cabarrus County.

Our mission is, “to improve the literacy and math skills of K-5 students in Cabarrus County by using curricular and 1:1 technology as tools to accomplish our Smart Goals “. The vision of TSOS is to provide the students in the community with a solid foundation in literacy and mathematics. Our school name, TSOS, will be the DNA of the school. Every student will be constantly be reminded that they are a star, and that they are very special people with talents and gifts to share with the world. With this statement in the forefront TSOS will adopt the EL curriculum to foster critical thinking skills, promote academic growth from grade level to grade level, and help develop social-emotional character in each student.

According to research conducted within the Cabarrus County, there seems to be a gap in knowledge/vocabulary and the ability to apply that knowledge throughout many disciplines. TSOS believes that the most effective way to improve literacy is to teach them, as early as possible, the knowledge and vocabulary they need to understand both written texts and the world around them? (Wexler, 2019).

TSOS has decided to adopt curriculum that is innovative and researched-based to serve our students, created by teachers for students and teachers, the EL Curriculum. This curriculum is a systematic language arts program that is designed to address the needs of students from poverty, diverse ethnic groups, and students with deficits in reading beginning K-5. It has a systemic phonics systems and reading block included with visuals for students and teachers.



The EL Curriculum is centered around ten principals which are the primacy of self discovery, having wonderful ideas, responsibility for learning, empathy and caring for others, success and failure, collaboration and competition, diversity and inclusion, natural world, service and compassion, solitude and reflection. These principals are interwoven throughout each lesson. It will consist of slides for each lesson for skills block, modules which is reading and labs. Students will be provided with activity books, decodable and other needed materials provide by the curriculum.

The curriculum comes with built in standards that are aligned with the NCSOS for each lesson, lesson plans for teachers, benchmark assessments that are aligned with state testing (MAP) and scope and sequence that shows the teachers where to move their students next with materials for each progression.

Teachers will be trained on the how to provide students with instruction that is needed.

The EL Curriculum-Language Arts-Instructional Methods

Teachers will have a skills block where this time is focused on specific reading skills to be a successful reader. This will be delivered through using learning targets, poems, chants, songs, alphabet cards with a story for each letter, activities with materials and decodable books for practicing listening comprehension , vocabulary, writing, fluency, and word work all aligned with NCSOS.

Slides are provided for each whole group lesson, and after the whole group lesson students will be in differentiated group time to work on skills related to fluency, word work, AIR (accountable independent reading), writing and small group work with the teacher. Module block is a time where students apply real world application centered around informational text and non- fiction text based on upon themes. Within each lesson there are slides used for visuals, student work books for written response, applying critical thinking skills, research based topics, speaking/ listening skills and group collaboration. These lesson are aligned with the NCSCOS. Teacher will deliver instruction by using slides, language dives, read-alouds, poems, learning targets, unit questions and picturing for building vocabulary and prior knowledge.

In skills and module blocks teachers will use a combination of total physical response, online interactive skills, hands on materials for students, collaborative learning practices, and repletion among skills and modules.

The subjects science and social studies will be interwoven into the model lessons. In these subject areas the skills that students have acquired through their skills and modules blocks will be transferred and practice in science and social studies.

Based on module themes, science and social will be an extension of this. Literacy-rich text will be used by teachers to supplement themes learned in modules. Student will began to see a connection in the content knowledge that they are gaining during this time of exploration. It will also be time for them to further deeper their critical thinking skills, academic growth and character development. Module lessons will be the time for student to gain background knowledge.

The EL Curriculum-Language Arts-Assessments Strategies

The EL curriculum comes with assessments that teachers use and tells them when they should be administered. It has benchmark assessments which are given beginning, middle, and end of the year. The benchmark assessments will tell you which micro phase each student will be learning on and comes with differentiated instructional practices and activities to meet these needs.

Cycle assessment are given up to a certain point that has been taught. This will give the teacher and student information setting personal reading goals.

Daily assessments or snapshots/exit tickers are given to track understanding or daily learning target. The curriculum comes with assessment conversion charts for teachers and assessment materials. All of the assessments are aligned with state test, which for TSOS will be NWEA MAP.

Map test is aligned with the NCSCOS and the NCSOS is aligned with and embedded with the EL Curriculum.

Meeting the Needs of Targeted of Target Student Population



TSOS have conducted extensive research around the population of students that will be entering the school. With this research it found that most of the students that will be enrolled or we will serve have a significant achievement gap in literacy and math.

The EI curriculum is designed to close these achievement gaps. It does so by offering sections in teacher lesson plans entitled , “ meeting the student needs”, universal design of learning, “ multiple means of representation(MMR), multiple means of action and expression (MMAE), and multiple means of engagement (MME). It also provides teachers with scaffolds for all differentiated learners. The materials, books and workbooks are differentiated meeting all the need of different learners from labels, drawing pictures and writing sentences about a given topic. The EI Curriculum offers slides, language dives for making connections with vocabulary, vocabulary cards, hands on learning, oral comprehension, graphic organizers for organizing thought and time for collaboration. The vocabulary words are translated in Spanish. Students are also given total physical response with body to gain a deeper meaning of content. Content is learned lesson learning targets, poems, songs, and chants. In the classroom the their will be a mix of English Language Learners, Talented and gifted, exceptional children, and diverse backgrounds with different languages.

Envisions Math - Instructional Methods

Math instruction at TSOS will focus on the processing of math conceptually using Envisions Math and will include a combination of math strategies, conceptual understanding, personalized, adaptive learning, hands-on manipulation and problem solving skills . This program is an online comprehensive program with slides for students to follow. Following direct instruction in all grades, students will break into differentiated, flexible learning groups based on a student’s readiness and needs. Some groups will meet with the teacher, or assistant, remediation of skills they have proven weaknesses on assessments. Other students may gather in groups to work collaboratively on real-world problems and applications learned during the whole group lesson. This differentiated, enriched instruction will create equipped students time to engage in open-ended activities that promote critical thinking, creativity, problem solving, and meta-cognitive skills to prepare with 21 st century learning to be productive citizens. The math lessons will include problem solving activity, guided practice and independent practice.

Envisions Math-Assessments Strategies

The Envisions comes with assessments that are built into the curriculum.

The assessments are found at the end of each topic along with performance tasks. It has benchmark assessments which are given beginning, middle, and end of the year. The benchmark assessments will tell you each student will be learn Cycle assessment are given up to a certain point that has been taught, information setting personal math goals. Daily assessments or snapshots/exit tickets are given to track understanding or daily learning target.

All of the assessments are aligned with state test, which for SOS will be NWEA-MAP. Map test is aligned with the NCSCOS and the NCSOS is aligned with and embedded within Envisions

Envisions Math - Meeting the Needs of Targeted of Student Population

TSOS has conducted research around the population of students that will be entering the school. With this research it found that most of the students that will be enrolled or we will serve have a significant achievement gap in literacy and math. Envisions is designed to close these achievement gaps within math. It does so by offering sections in teacher manuals that says" language support, English Language Learners, differentiation for reading, emerging, developing, and expanding learners. The materials, books and workbooks will be differentiated meeting all the need of different learners from labels, drawing pictures and writing numbers in each topic.

Envisions offers slides, math vocabulary, vocabulary cards, hands on learning, oral comprehension, and time for collaboration. Students are also given total physical response with body to gain a deeper meaning of content. Content is learned lesson learning targets, and application of real world application. In the classroom, there will be a mix of English Language Learners, Talented and gifted, exceptional children, and diverse backgrounds with different languages.

Technology

Technology will be used to enhance language arts and math. Each student in grades K-5 will have one to one technology; K-2 will use IPADS and 3-5 will use Chromebooks The technology will have apps that the students can self access for reinforcing skills needs for each subject area. The apps used will be aligned

with standards for each subject area allowing more practice acclimating students for testing online. The more expose to use of technology the more the students will be comfortable with using it a tool for enhancing learning.

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.

The learning environment within TSOS will be heterogeneously grouped.

Year 1: TSOS will open with 198 students with grades K-2. (66 students in each grade level) There will be 3 classes per grade level. Kindergarten will have 3 classrooms each with 22 students having 1 teacher and 1 part-time teacher assistant per class. In total, Kindergarten will have 3 teachers and 3 part-time teacher assistants. First grade will have 3 classrooms with 22 students in each classrooms. In first grade, there will be 3 teachers and 3 part-time teacher assistants. Second grade will have 3 classrooms with 3 teachers and no part-time teacher assistants.

Year 2: TSOS will add 3rd grade with an additional 66 students; The K-3 total enrollment will be 264 students.

Year 3: TSOS will add 4th grade with an additional 66 students; K-4 total student enrollment will be 332.

Year 4: TSOS will add 5th grade with an additional 66 students and K-5 will total enrollment will be 398 students.

Year 5: TSOS ' student enrollment will remain remain at 398 students.

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

TSOS' mission statement states that we seek to" improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART Goals".



The curriculum that will serve our population of students aligns with our mission by serving a diverse population, providing resources for differentiated instruction, providing tools for scaffolding the lessons for all learners, and providing flexible ways of teaching through using Teaching Like a Champion strategies for teachers.

The EL Curriculum will provide students with project-based learning that help foster their critical thinking skills to be productive citizens. It will also provide multiple opportunities for students to excel academically through content based topics for exploration. Scintilla Charter Academy, located in Valdosta GA, has a diverse population of students that is very similar to TSOS. Research was conducted by Mathematica Policy Research, during the use of the EL Curriculum in their school. The research found that by using the EL Curriculum and a systematic plan for instruction, MAP (measurement of academic progress) scores grew in reading for Kindergarten and 1 st grade.

This plan utilized by Scintilla Charter Academy consisted of the EL Curriculum providing professional development for one year for the school based on their reading goals, phasing in new teaching practices such as addressing learning target before each lesson has begun, providing detailed lesson plans and explicit guidance during planning, instructional coaches facilitation of grade level meetings and collaboration with synthesis of lesson plans, standard and data. Scores from Fall 2016 to Spring 2017 had a RIT score of 21.3%, 4.3 % over better than previous scores. This placed the school in the 93rd percentile for reading for Kindergarten. 1 st and 2nd beat the projections for 2.2% and. 6% RI score with placed them in the 79th percentile for 1st grade and 58 th percentile for 2nd grade. 3rd -5 h grade saw a 15% increase, which surpassed the growth of the district and the state. TSOS will follow this same plan for success as we collaborate with Learn Zillion and use the EL Curriculum for our students.

The EL Curriculum has been successful in closing the achievement by using the comprehensive model for a content-based curriculum that begins in Kindergarten-5th grade. By exposing students to a systematic phonics curriculum, it gives them the skills that they can use to understand content-based materials centered around series of topics. It exposes students to back ground knowledge that they need to be successful when preparing for EOG's.

The EL Curriculum does this by:

(1) Building the skills to read such as decoding, build vocabulary, knowledge building, fluency and syntax, sentence structure;



- (2) Building knowledge through content rich text;
- 3) Reading, writing, and speaking grounded in evidence from literacy and informational text;
- (4) Providing regular practice with complex text and it's academic language.

With content- based literacy, "reading to learn" builds a strong foundational base. Students will began to build knowledge of the world through exposure to multiple text on a topic with some structured support offered, guided reading and some independently which will build students literacy skills. This will be monitored or assessed by using MAP, cycle assessments, exits or snapshots, and benchmark assessments given there times a year.

All of these things will be aligned with NC Common Core Standards. By using this method of instruction, research shows a significant growth in reading from Kindergarten-5th grade. Students testing below grade level will receive documented interventions using the North Carolina Multi-tiered System of Support (MTSS) process. MAP scores will provide personalized learning paths for each student as well as benchmark assessments.

Envisions Math curriculum has shown:

Lessons start with Problem-Based Learning, where students must think critically about a real-world math problem, evaluate options, collaborate, and present solutions. In the classroom the teachers will incorporate the instructional method of using activation of prior knowledge, Do, We Do, and You Do and provide exit tickets for checking of understanding of the lesson. Within each math lesson, a visual learning component will be used for teaching the lesson and incorporating use of technology.

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

Closing the achievement gap and cultivation of productive citizens is very important to TSOS. Staff at TSOS will be trained on a variety of researched-based instructional strategies and have a variety of methods for closing the achievement gap among sub-groups. We, as a school, will recruit and retain teachers who are willing to make a commitment towards closing the achievement gap by recruiting staff who demonstrate a strong instructional practice, knowledge of teaching with cultural relevance, teaching the whole child, build relationships with children and have the ability to make strong parent connections. TSOS will recruit

staff that exude the passion it takes for teaching all students no matter race, ethnicity, cultural or economic background. We will be committed to offer professional development and methods for its staff that will increase student achievement by implementing the follow instructional practices:

1. Project-Based Learning and Direct Instruction: Project-based Learning (PBL) is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge. Through using PBL, students will gain an intrinsic motivation for learning new material while sparking their interest for learning. This way of learning is innovative way of capturing the attention of all learners whether they are audio, visual, kinesthetic learners. Teachers will act as the facilitator of learning by guiding and providing students with critical thinking skills that will help them be successful. During PBL, teachers will master the ability to monitor students' learning, correct student misunderstandings through questioning, and assess whether an objective or standard has been successfully met. This will also allow the teacher to set up individual pathways for student mastery of standards.

2. Culturally Relevant Instruction with Equity: Habits of character are embedded in every lesson and taught in the context of students' work. Students may read about people (real or fictional) who embody certain habits and conduct mathematical aspects of the world around them. They practice aspects of character as they work independently, collaborate with peers of diverse backgrounds, and care for one another and their classroom. They reflect upon habits of character individually as they evaluate their work, set goals for themselves, and contribute to the evaluation of the classwork. Students seek patterns in the world around them, construct their identities, and build cultural bridges. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire curriculum rests. From this foundation of equity comes what a curriculum should address the Dimensions of Student Achievement.

3. Differentiated, Student-Centered Instruction: Students will enter the classroom with varying degrees of readiness, teachers will have to develop instructional plans, strategies and systemic methods to offer more support and also accelerate learning for those advanced students, so that all students experience success, are challenged, and students continue to show growth. Students will all be working towards mastery of the same NC Common Core standards by using individualized growth plans, but through a variety of data points teachers will have to meet students where they are

to ensure success.



There will be a variety of ways to this provided through the curriculum used. With some standards, it may be as simple as differentiation will look different in every capacity, for some it could be a more structured graphic organizer is used for assessing student work and organizing thoughts, for other students they will need draw a picture on the same standard and label work.

Students are different and their work for them should match their diverse learning styles to achieve mastery. With others, it will require one on one knowledge building before learning the grade-level task or planning for enrichment activity that challenges students to go deeper with application. While empowering teachers, the task will be difficult at times, but TSOS will remain committed to retaining, recruiting, hiring, and offering professional development to a group of educators who exhibits the dedication of being change agents in education.

Staff will need to be open to critical feedback, coaching, eager to hone their own teaching practice, able and willing to learn from their peers, all to improve the outcome of their students' lives and increase student achievement.

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

TSOS will be using a comprehensive curriculum for ELA and math that builds on skills as students move to each grade level. Whole group grade level instruction will be given to each class and then filter into small group strategy groups and then more intensive. With the intensive, group this where instruction becomes more individualized for each student.

Teachers will monitor intensive students throughout the school year and will make a group decision if a student will need to be retained. During whole group lesson teachers will use a variety of instructional strategies and method for delivering differentiated instruction and using blooms taxonomy for adding rigor. The standards that are posted will also consist of sub-standards for providing differentiation among learners.

Teachers will ensure all assessments are aligned to these standards in rigor and depth, which will be consistent in each grade level and approved by the Executive Director and teachers will track student progress towards mastery across all standards in a school-wide data system.

In addition to the data tracking system, teachers will keep a student portfolio of assessments, work samples, and anecdotal observations that provide evidence of mastery and growth. Students who have not demonstrated mastery on standards that have been taught will be given multiple opportunities in a variety of ways to practice and access the knowledge and skill and will be monitored through our MTSS plan for more support. Teachers will use the data that they have gathered, at least 3 different data points, from student assessments and observation to group and instruct students based on their individual needs during small grouping, differentiated and strategy groups in literacy and math blocks.

Project-based learning will be another instructional practice that will be used within the curriculum. With this type of learning, it lends itself to equity among all students. Students will have an opportunity to gain hands on experiences, spark creativity, provide collaboration among peers, display students proficiency in a way that fits them, and activate inquiry and critical thinking skills. These are all skills that are needed to prepare student from grade level to grade level and college/ career readiness.

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

TSOS will align with Cabarrus County school calendar to accommodate families that are in both systems. To have sufficient learning time, TSOS will operate on a 7.50 hour school day with 6.50 hours dedicated to instruction to allow time for through instruction of the EL and Envisions curricula.

Teacher will have 18 professional development days for learning and implementing the EL and Envisions curricula as well as Teach Like a Champion 2.0. Every six-weeks, teachers will have built in data talks with team and administration aligned with school data wall to see how students are progressing academically.

Before every nine weeks is completed, teachers will have a professional workday for preparing report cards analyzing data. This will be between 6-8 days. Each quarter following progress reports, teachers will have a day of scheduled conferences with parents and students to update families on their child's progress towards their goal, communicate major accomplishments and growth, and discuss priority areas for improvement.

This allows for 1,150.5 hours of instruction in 177 school days.

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.

The school day at TSOS will be 7.5 hours long:

Start Time: 8:00 a.m.

Dismissal Time: 3:25 p.m.

Instructional hour/minutes in a day for core subjects are as follows:

Literacy-120 minutes

Math-90 minutes

Science and Social Studies 45 minutes (The EL curriculum incorporates Science and Social Studies through modules and labs which we will combine).

Our daily schedule will be optimal for student learning because it addresses gaps in literacy and math by permitting teachers to analyze student data, and align curriculum with standards. This schedule also prioritizes extended literacy and math blocks, as well as provide times for remediation/acceleration in Core Subjects.

TSOS will operate on a rotational basis for Specials. When students arrive at Specials, each teacher will be allotted a daily 45-minute planning time. During this planning time teachers will meet with teacher assistants and discuss student data, as well as alignment of NCSOS in preparation for continued daily/weekly instruction.

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

Typical Day for a Teacher

Teachers will arrive at school as early as 6:00 a.m. but not required to arrive until by 7:50 and students will arrive at between 8:00 and 8:25.



Students will be provided a healthy, balanced breakfast, get materials prepared for the day, and quietly work on their morning work, which will include a few problems that review from the week or previous day. Morning work will consist of goal setting and literacy, math, science/social studies.

Between 8:25 -8:30 the students will participate in the school news done over the intercom or through the school news channel. During this time, the Executive Director and student leaders will guide students through a recitation of the pledge, school, expectation and values, student and teacher shout-outs. When announcements are over morning meeting will take place in every classroom helping to developing social/emotional skills, the classroom rules, role play, highlight positive student behaviors and class wide behaviors to work on, and review daily schedule and announcements. Students will have opportunities to share their ideas, practice active listening skills, and discuss any issues on their minds that might hinder their learning.

Students will then begin the reading block, during which they will receive instruction in 3 components, skills, modules and labs. During the skills block students will have 10-15 minutes of whole group instruction. Skills block will be centered around a systematic phonics program that includes vocabulary (sight words), knowledge building, syntax, fluency and decoding.

After whole group instruction, students be in a rotation where they are in differentiated and strategy groups with the teachers, including writing, fluency, word work and accuracy independent reading (AIR). In the groups, students will be working on their individualized growth plan. They will have a 10-minute brain break time to help with refocusing.

Students will then transition into the module block. The module block will be 60 minutes in length. During this time students will be involved in topics that are theme-based and PBL incorporated during this time. Each module lesson will consist of content-based vocabulary development, high quality fiction and non-fiction texts, writing, speaking and listening. Each grade will be a progression skills learned in during skills block and module lessons. Content will used across all disciplines and vocabulary will be used and built upon in each grade level.



Each grade levels' day will vary to ensure that all teachers receive a 45-minute planning and students attend Specials. Depending on the schedule for that grade level, it will determine what time they have Specials and a 25-minute lunch. Spanish, PE, Art and Swimming will always include the same amount of time engaged in each subject, which is 45 minutes.

Each grade level will have a PLC day and their schedule will be modified and the students will have double Specials. The Specials teachers will dismiss students to allow uninterrupted planning for teachers.

After literacy block will follow 30 minutes of lab time. Labs will build on the knowledge and skills learned during skills block and module lessons. This will also be a time for offering more intensive support for all Tier 2 and 3 groups.

Teachers will use Envisions platform while teaching math. It will consist of online visual for teacher and students to incorporate with the math lesson. 90-minutes of math will follow where students will start with a Do Now that will serve as a check-in with previously learned skills. The lesson will consist of Do Now, I Do , We Do, You Do/Independent practice followed by and Exit Ticket.

The students who do not meet grade level standards will have differentiated group (small group instruction) for that day. The rest of the students will be in centers where they are practicing their skills independently while the teacher assistant monitors learning and offers feedback.

Science or social studies which will rotated every two weeks will consist of 45-minutes of in-depth study, inquiry-based learning and application to build an understanding of the world around them.

Outdoor recess will be 30 minutes per grade level. During recess, it will be considered "free play" and not structured by the teacher to provide students time to socialize while the teacher and assistant monitor student behavior. Each grade level's schedule will reflect all the components mentioned, transitions and blocks of time.

The components of the day are the same but may be at different times for that grade level.

At 3:15 -3:20 it will be time for the students to pack up. At 3:25, it is time to go home.

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

TSOS will be setting the foundation for our students to study high school courses such as English, Math, Science, Biology, Environmental Science, History and Civics.

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

N/A

We will not have graduation requirements.

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

N/A

We will not have graduation requirements.

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

Evidence :


El Skills Block Scope and Sequence Fo...

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/A.

We are not a High School.

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 :



TSOS split-year-calendar-2022-2023-l...

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.

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Evidence :



The SOS grade level schedules K-5.pdf



TSOS Weekly schedule K-5.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

Students in K-5 will complete MAP assessments in reading and math for BOY, MOY, and EOY. These assessments will be used as part of the tracking process to identify students who are at risk. Students will also complete pre-assessments, quarterly assessments, benchmark assessments, and weekly check in assessments. SOS will use assessment data to track student proficiency in reading, writing, and math. Grade levels will meet every 4 weeks to review student progress. Teachers will refer students to the MTSS team who continue to score in the lowest 20% compared to their same age peers.

TSOS will use a multi-tier systematic system (MTSS) approach to identify students who are consistently performing below grade level that may require supplemental or intensive instruction due to deficits in academics or behavior. MTSS plans will be monitored through the ECATS system. SOS will implement an MTSS Team comprised of but not limited to the School Counselor, EC teacher Executive Director parent of the student (who will attend for their child's meeting only), general education teacher of the student, ESL Teacher (f needed). The team will meet to discuss student referrals to Tier 2, Tier 3 and/ or referral for special education evaluation. The team will meet as needed based on the timeline of referrals.

Grade levels will hold data meetings to discuss student progress and refer students who are making limited progress to the MTSS team every 4 weeks. The tiers will be defined as follows:

TIER 1: Tier 1 will utilize (insert curriculum) that aligns with common core.

Tier 1 instruction will also include the following:

- Implementing instructional practices that support all learners
- Maximizing student growth by using differentiation strategies such as
 - adding depth and complexity to the curriculum
 - scaffolding lessons,
 - pre-assessing students to form flexible groupings,
 - employing questioning strategies,
 - previewing, reviewing, re-teaching, and frontloading.
- Providing structures and systems for creating a positive school/classroom climate as well as explicit and integrated instruction of social-emotional skills
- Collaboration among teachers (e.g., general classroom teachers, director of curriculum, EC teachers, ESL teachers etc.) to ensure that all students needs are met.
- Providing sufficient time and language attentive instruction for our EL and bilingual learners which includes strategies such as use of visuals, repetition, use of home language (when possible), and grouping strategies.

TIER 2: Tier 2 will include strategic intervention for the 10-20% of students who need additional time, intensity or type of instruction in order to achieve grade level proficiency. Parents will be notified via letter once a student has been referred to tier 2. Parents will be invited to participate in the MTSS team process and attend their student's meeting. Tier 2 intervention will last approx. 4-6 weeks.

Tier 2 intervention will include the following:

- In addition to Core instruction (Tier1), teachers provide supports that include intensifying evidence-based core strategies or use other evidence-based instructional strategies and/or programs.
- Providing Tier 2 interventions to ELLs and bilingual learners in the language of their instruction, differentiated to meet the students' language proficiency.
- Using data to provide more time and intensity of instruction and support (e.g., preview, review, frontload academic or other content, and provide more opportunities to learn) while regularly monitoring student(s) progress bi-weekly.

TIER 3: Tier 3 will utilize targeted interventions by increasing time and intensity of instruction and/or behavioral supports. Tier 3 intervention focuses on a more narrow set of academic and behavioral skills. Parents will be notified via letter once a student has been referred to Tier 3. Parents will be invited to continue to participate in the MTSS team process. Students entering Tier 3 will also have their hearing and vision screened. Vision will be screened by the school nurse. Hearing will be screened by the contracted speech pathologist. Tier 3 intervention will last approx. 4-6 weeks.

Tier 3 will include the following:

- Increasing time and instructional intensity on a narrowly focused set of skills for academics and/or behavior
- Integrating Tier 3 instruction and supports Core (Tier 1) classroom instruction.
- Using data in collaboration with a team to regularly monitoring student progress (weekly)
- Collaborating among all adults involved in the student's learning (parents, classroom teacher, ESL teacher, counselor etc.).

Referral For Special Education Evaluation

If a student continues to make limited or no progress despite intensive support of the MTSS process and a learning disability is suspected, the MTSS process may make a referral for special education evaluation. Once a referral for evaluation has been made, the EC Team will hold an initial evaluation meeting within 10 school days.

a

Research Based Interventions for MTSS

Below is a list of Research Intervention Programs SOS will consider utilizing:

Reading

Sound Partners is a phonics-based tutoring program that provides supplemental reading instruction to elementary school students grades K–3 with below-average reading skills. Instruction emphasizes letter-sound correspondences, phoneme blending, decoding and encoding phonetically regular words, and reading irregular high-frequency words. It includes oral reading to practice applying phonics skills in text. The program consists of a set of scripted lessons in alphabetic and phonics skills and uses Bob Books beginning reading series as one of the primary texts for oral reading practice.

Reading Mastery is designed to provide systematic reading instruction to students in grades K–6. Reading Mastery can be used as an intervention program for struggling readers, as a supplement to a school's core reading program, or as a stand-alone reading program, and is available in three versions. During the implementation of Reading Mastery, students are grouped with other students at a similar reading level, based on program placement tests. The program includes a continuous monitoring component.

Writing

Handwriting Without Tears helps children develop their writing skills through explicit, multisensory, play-based instruction. Children move, touch, feel, and manipulate real objects as they learn habits and skills essential for writing. Research supports multisensory teaching to address children's diverse learning styles: visual, tactile, auditory, and kinesthetic.

Step Up to Writing instructional strategies and writing lessons help students understand the importance of each step in the writing process. Beginning writers explicitly learn and practice each phase of the process. Common expectations and language for writing across every grade level builds confidence as students grow into more advanced writers and the process becomes fluid and automatic.

Math

Do The Math builds capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions.

Whole Number Foundations Level K is a Tier 2, small-group intervention designed to accelerate the mathematics achievement of kindergarten students who face difficulties developing proficiency with whole number concepts and skills.

Social Emotional

WhyTry is an evidence-based social and emotional learning (SEL) program. Why Try teaches life skills critical to the future success of every student or adult.

Or

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

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.

One of our founding board members Ms. Jacqueline Long has a Masters Degree in Special Education from Grand Canyon University. She holds a North Carolina Cross Categorical teaching license in Special Education K-12.

Jacqueline has 14 years of experience in Special Education and three (3) years of teaching experience in elementary and middle schools. She also has successfully designed and facilitated EC programs as well as conducted a successful EC audit from the North Carolina Department of Public Instruction in her first year as an EC Compliance Facilitator/Teacher.

Evidence :



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. Methods for identifying EL students (and avoiding misidentification).

The process of identification of ELs is required, in accordance with Title III federal regulations. During enrollment, parent(s)/legal guardian must complete a Home Language Survey (HLS). This survey is part of the enrollment form consisting of three questions regarding the languages(s) spoken by the child and family. [The questions are: 1) What is the first language the child learned to speak? 2) What language does the child speak most often? 3) What language is most often spoken in the home?] If the parent/legal guardian indicates any language other than English on the survey, the child is considered (by legal terminology) a Language Minority Student. The child will have to complete an initial language proficiency assessment (assessment tool TBD). Based on the results of this assessment, the child is determined to be

either an English learner (EL) or Never Identified as an English learner (NI-EL). A child who is considered NI-EL does not qualify for English as a Second Language (ESL) services. Once a child is identified as an EL, they will participate in an annual language assessment (assessment tool TBD) to monitor language growth until they exit EL status. The family/Guardian is provided with assessment results to inform them if their child qualified to receive services or not. Once a child is identified as an EL, the family may decline a type of service (i.e. pull-out) their child will still have to take the language proficiency assessment annually until the child receives a qualifying score to exit the program.

b. Specific instruction programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.

TSOS will employ the following instruction programs, practices and strategies to ensure academic success and equitable access to the core academic program for ELs.

i. Instruction programs:

1. SIOP program
2. EL Education
3. WIDA consortium - CanDo Descriptors, English Language Proficiency (ELD) standards
4. Imagine Learning – literacy program

ii. Practices and Strategies:

1. Provide three service models: push-in to the classroom to provide instruction to small group; pull-out model to provide instruction outside the classroom to meet the individual needs of learners; the newcomer group (also a pull out group) learners arriving from another country spend up to 60 minutes

for rigorous English instruction embedded with their native language. Provide differentiated small group instruction based on foundational skill needs.

2. Provide amplified text, chunking, scaffolds to activate prior knowledge, visuals, wait-to-response, create a literacy

rich environment (label everything in classroom), provide additional practices and differentiated support for all learners,

provide differentiated small group instruction.

3. Co-teaching, collaboration with teachers, appropriate scheduling, classroom modifications, accommodations.

c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from the EL services.

i. For Monitoring and Evaluating

1. WIDA consortium

a. W-APT: Kindergarten language proficiency assessment

b. WIDA Screener: 1 st -12 th grade language proficiency assessment

c. ACCESS 2.0 Test: annual language proficiency assessment of the four domains: Listening, Speaking, Reading, Writing

2. Database: ELlevation

a. Interfaces with PowerSchool

b. Maintains demographics, level of service, class

modification, accommodations, testing results, goals,
notes for each EL

c. Creates Parent Notification Letter (PNL) after initial
language assessment, reports, create and print EL Plan

d. Means for providing qualified staffing for EL students. The following criteria will
be used to identify qualified staff to work with EL students:

i. Minimum education:

1. Bachelor's degree in education with appropriate subject area
2. Must have ESL certification or credentials to attain NC
certification

ii. Desirable

1. Specialization in specific subject area at a Master's level

iii. Licensing/Certification requirements:

1. NC certification or credentials to attain NC certification
required
2. Must meet all minimum NC state requirements for certification

iv. Knowledge / Skills / Abilities

1. Working knowledge of effective professional development
including coaching, mentoring, etc.
2. Extensive knowledge of curriculum, instructional methods and
teaching strategies.
3. Extensive knowledge of laws, policies, and procedures, and
effective teaching practices



4. Working knowledge of technology and instructional applications.
5. Knowledge of Every Student Succeeds Act (ESSA).
6. Knowledge of principles and methods for curriculum and training design, teaching, and instruction for individuals and groups, and the measurement of training effects.
7. Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
8. Knowledge of relevant equipment, policies and procedures, and strategies to promote effective safety and security operations for the protection of the students, data, property, and the classroom/school.
9. Ability to recognize, honor, and celebrate successes.
10. Ability to meet schedules and timelines.
11. Ability to work confidentially and with discretion.
12. Ability to work well with others
13. Ability to advocate for learners and their families
14. Ability to inspire trust. Possess high levels of self-confidence and optimism. Models high standards of integrity and ethical behavior.
15. Acknowledges and respects diverse perspectives.
16. Commitment to a “student first” philosophy in all decisions.
17. Ability to develop creative ways to solve a problem.

v. Essential Duties:

1. Establish and maintain Language Individualized Education Plan (LIEP) schedule and service delivery for multilingual learners.
2. Works in partnership with principal and classroom teachers incorporate learner objectives, academic abilities, establish curriculum and diverse learning needs of multilingual learners.
3. Participates on the school MTSS team to ensure appropriate instruction decisions are made to maximize support and achievement for multilingual learners.
4. Recommends appropriate instructional strategies and accommodations for students and classroom teachers.
5. Supports schedule conferences between classroom teachers, parents, and parent liaisons as needed.
6. Helps staff understand EL policy and procedures through formal and/or informal training.
7. Facilitates and/or supports communications between school and home to ensure parent engagement.
8. Maintains a current North Carolina Professional Educator's License in the appropriate area
9. Communicates effectively orally and in writing
10. Possesses a broad knowledge regarding curriculum content and English language teaching strategies with specific content knowledge at multiple levels of instruction.
11. Researches innovative EL programs and research/evidence- based strategies for multilingual learners.
12. Utilizes data to improve instruction.
13. Fosters strong school-home relations for families of multilingual learners.
14. Creates a culture of effectiveness, by setting high standards and expectations for all multilingual learners.
15. Maintain accurate, complete, and correct records as required by law, policy, school procedures, and administrative regulation.
16. Employ a variety of teaching methods to meet student needs. Implementation of these methods may require the adaptation of development of materials.

17. Design and deliver instruction that demonstrates a clear alignment with Second Language Acquisition principles as

well as social cultural aspect of multilingual learners.

18. Recommend rigorous and culturally relevant instructional strategies and accommodations for students and classroom

teachers.

19. Adapts teaching methods and instructional materials to meet multilingual learner's varying needs and interests, including students with disabilities and different English proficiency levels.

20. Participates in school management and shares responsibility for total school program.

21. Attends staff meetings, planning meetings for instructional area and professional development as offered.

22. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge.

23. Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of multilingual learners.

24. May coordinate and lead class field trips

25. Performs related duties as assigned.

Summary:

The EL teacher provides support to the instructional process, serves as the EL instructional leader responsible for implementing LIEP for all identified ELs. The EL teacher develops lesson plans, delivers group and individual instruction within established curriculum guidelines; collaborates with teachers, specialists, and leadership to address instructional needs. The EL teacher provides leadership in the design, revision, and implementation of the curriculum with fidelity, adheres to federal, state, and local requirements to maintain compliance. Responsibilities include highly focused, rigorous, and innovative EL instruction and high-quality training to expand and/or enhance existing academic integrated content/language instruction for teachers. The EL teacher develops professional developments for staff ongoing basis

relevant topics working with ELs.

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.

TSOS will support parents and students to identify gifted and talented students. We will provide instruction that nurtures and fully grows that excellence in our gifted students.

- In the Fall, every 2nd grade students will be given the Cognitive Abilities Test.
- Students scoring 97% composite score on the CogAt will be identified as AIG in Math and Reading.
- Students scoring 90% – 96% on the CogAt will given the ITBS (Iowa Test of Basic Skills) and must score 95% on this ITBS Reading Total, Math Total, or Core Total, identifying the student as AIG Reading only, or AIG Math only.
- Students who transfer from other schools who have been identified as AIG identified at their previous school will be considered for our AIG program.
- In addition, students who score above 95% on NC End Of Grade testing, who have not previously been identified as AIG, will also be considered as AIG candidates for their next year at TSOS.
- In monitoring and evaluating students, parents will receive notification of the services for which their student qualifies and will receive. Students who are who gifted will be placed on an Education Plan (EP). The teacher, parent and student will be critical in developing the develop the student's goals which will align with the North Carolina Standard Course of Study.
- TSOS will monitor and evaluate gifted student data through data from formative assessments, portfolios and anecdotal evidence.

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.

TSOS will identify students using the following process:

Upon registration, parents or guardians will be required to complete an enrollment packet. The packet will include the following questions:

1. Does the student have an IEP?
2. Does the student have a 504 Plan?
3. Has the student been diagnosed with any medical, health or learning disabilities that may impact their learning?

If the parent or guardian answers yes to any of these questions, they will be required to provide copies of any diagnosis, IEP, or 504 plan prior to the student's start date. The parent or guardian will also be asked to sign a release of records. This release of records will be submitted to the previous school of attendance to obtain copies of the 504 Plan or IEP including but not limited to the most recent IEP, Consent for Services, Initial evaluations and any recent evaluations conducted by the previous school. Documentation including 504 plans and IEPs will be reviewed by administration and the EC Director before the child's start date. Administration and the EC Director will meet with the parent or guardian to discuss the needs of the child and how they will be supported in the program.

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.

Enrollment

State issued Child Find brochures and posters will be displayed in the main office. Information on Child find law will be available in both English and Spanish. TSOS' registrar will review each student's cumulative folder from their previous school of attendance.

Parents will be required to answer the following questions as part of the enrollment packet:

- Does the student have an IEP?
- Does the student have a 504 Plan?
- Has the student been diagnosed with any medical, health or learning disability that may impact their learning?

ELL Students

Incoming kindergartners who speak a second language will be WIDA screened at the beginning of the school year to assess their language. Students who are new to the country or students that speak a second language and do not have a WIDA score on file will be screened within their first 15 days of school. ELL students will also complete ACCESS testing yearly to assess their language acquisition. ACCESS and WIDA scores will be used in the decision making process when referring a student for MTSS and special education evaluation.

Evaluations

All special education evaluations will be conducted by a school psychologist through Charter School Therapy Services. If a student is an ELL student or language is a suspected issue, evaluations will be conducted in the student's native language, with the use of an interpreter and/or using nonverbal evaluations and scales.

Research Based Interventions

Only approved research based interventions may be used during the MTSS process. Teachers must log their data through the ECATS MTSS system and interventions will be monitored by the MTSS team to ensure fidelity.

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 schoolsb. Record Confidentiality (on site)c. Record Compliance (on site)

a. Requesting Records from Previous schools

Upon enrollment, the parent or guardian will also be asked to sign a release of records. This release of records will be submitted to the previous school of attendance to obtain copies of the 504 Plan or IEP including but not limited to the most recent IEP, Consent for Services, Initial evaluations and any recent evaluations conducted by the previous school.

b. Record Confidentiality (on site)

Records will be kept in a locked file room located in the main office. The room will be locked at all times. EC files will be kept in a separate file folder within the student's cumulative file marked EC/504.

c. Record Compliance (on site) The EC Director will oversee all record compliance. Prior to the start of the school year the EC Director will review EC/ 504 files for all new incoming students. The checklist will be used to make sure the file contains all completed and relevant documents including the content for services form, eligibility determination, most recent evaluations, and IEPs or 504 plans.

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.

TSOS will offer inclusion and resource services for special education students in the general education diploma track. The EC teacher will provide support and services through inclusion in the general education classroom and pull out services to address deficits in the EC resource room. The IEP will use evaluation results gathered from the initial evaluation in order to determine the student's Least Restrictive Environment (LRE) and service delivery time. LRE will be determined based on the unique needs of the student and supports or services the student requires in order to access the curriculum.

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?

TSOS will use Charter School Therapy Services to provide related services to special education students including but not limited to Speech/ Language, School Psychology, Occupational Therapy, and Physical Therapy. These service providers will work alongside the EC teacher and general education teachers in the

general education classroom and resource room to provide support. Transportation as a related service will be provided by TSOS using either our buses or Lyft, Uber, etc.

TSOS will use an inclusion resource model for services and support. All EC students will receive inclusion support inside the general education classroom from the EC teacher and/or the EC assistant. The EC teacher will provide differentiated instruction to all EC students. This may include but not be limited to: scaffolding curriculum, parallel teaching, and small group instruction. The EC teacher will attend grade level PLC meetings and participate in the development of lesson plans. All lesson plans will include how content will be differentiated to EC students in order to meet their needs. The EC teacher will ensure implementation of classroom accommodations in the total school environment. EC students requiring specially

designed instruction in a small group setting will also receive resource room support. The EC teacher will utilize research based intervention programs to target specific skill deficits and needs of EC students. Below is a list of research based intervention programs:

Below is a list of Research Intervention Programs TSOS will consider utilizing:

Reading

Orton Gillingham: Is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. It also was the first approach to use multi-sensory teaching strategies to teach reading, which is considered extremely effective for teaching students with dyslexia.

Reading Mastery: Is designed to provide systematic reading instruction to students in grades K-6. Reading Mastery can be used as an intervention program for struggling readers, as a supplement to a school's core reading program, or as a stand-alone reading program, and is available in three versions. During the implementation of Reading Mastery, students are grouped with other students at a similar reading level, based on program placement tests. The program includes a continuous monitoring component.

Scholastic Text Talks: This program ties vocabulary instruction closely to comprehension. Explicit and engaging teacher-led TALK focuses students on thinking about and using vocabulary.

Neahaus Colors and Shapes 1 & 2 This program ties the importance of oral language and listening comprehension to skilled reading comprehension. Students develop oral language and comprehension, and the elements of narrative and expository text that support comprehension.

Neahaus Developing Metacognitive Skills program teaches metacognitive skills for critical reading of narrative and expository texts. Students learn activities that increase oral language, strategies for increasing vocabulary and background knowledge, summarization activities, and questioning techniques. The program progress monitoring for fluency, vocabulary, and comprehension.

Writing

Handwriting Without Tears helps children develop their writing skills through explicit, multisensory, play-based instruction. Children move, touch, feel, and manipulate real objects as they learn habits and skills essential for writing. Research supports multisensory teaching to address children's diverse learning styles: visual, tactile, auditory, and kinesthetic.

Step Up to Writing instructional strategies and writing lessons help students understand the importance of each step in the writing process. Beginning writers explicitly learn and practice each phase of the process. Common expectations and language for writing across every grade level builds confidence as students grow into more advanced writers and the process becomes fluid and automatic.

Neahaus Multisensory Grammar program makes the abstract concept of grammar concrete, by teaching strategies for increasing students' sentence complexity when writing, and the application of parts of speech to the construction and revision of written paragraphs.

Math

Do The Math builds capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions.

Number Worlds provides instruction for students who are one to two grade levels behind their peers in mathematics. Daily lesson activities emphasize using communication, logic, reasoning, modeling, tools, precision, structure, and patterns to solve problems.

Social Emotional

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a classroom curriculum, Second Step's holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.

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).

The EC teacher will be responsible for monitoring the implementation of IEPs in the total school environment. The EC teacher will use the ECATS system to monitor service delivery minutes and accommodations to ensure that each student is receiving the appropriate services and accommodations outlined in their IEP. Each month, the EC teacher will hold a PLC meeting to review student progress and IEP implementation. Prior to an annual IEP meeting the EC teacher will also review draft IEPs to make sure that goals and services have been updated and are appropriate to meet the students current needs.

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

TSOS will use the ECATS system to maintain and monitor IEP plans. The ECATS progress monitoring system will be used to monitor the student's progress towards IEP goals. Parents will be notified of their student's IEP progress through quarterly progress reports. IEP progress reports will be sent home with the student's report card.

The EC Teacher will meet with general education teachers and assistants at the beginning of each school year to review the IEP and classroom accommodations for each student. The EC teacher will be responsible for providing the general education teacher with any materials, adaptive equipment, or assistive technology defined in the IEP plan. The EC teacher will provide training to the classroom teacher on how to implement materials, adaptive equipment, assistive technology and classroom accommodations. An accommodation log will be given to each classroom teacher to document the use of classroom accommodations.

EC teachers will attend grade level PLC and data meetings for the grades they support to discuss the students on their caseloads progress.

General Education teachers will be included in the annual IEP meeting. Prior to the annual IEP meeting the general education teacher will be required to submit up to date information on the student's progress in the general education classroom.

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

TSOS will use Charter School Therapy Services to provide related services to special education students including but not limited to Speech/ Language, School Psychology, Occupational Therapy, and Physical Therapy.

In order to ensure qualified staff for the special education population, TSOS will provide yearly professional development to the EC team. Professional development will include training on all research based interventions the school shall implement. All EC teachers will be required to be certified in Orton Gillingham during their first year of employment. TSOS will employ the following positions and requirements:

EC Director: Must meet all minimum State requirements for certification in Special Education and at least three years of experience as an exceptional children's teacher and at least two years experience as a compliance facilitator, MTSS coordinator, and 504 coordinator.

- Demonstrates an appreciation for diversity among students, colleagues, and parents.
- Participates in faculty and professional meetings, educational conferences and teacher training workshops as required by the position.
- Collaborates with other educators to create the complete educational environment possible for students.
- Keeps attendance and grade records as required by school.
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior.

- Establishes clear objectives for all academic and prosocial skills lessons, communicates these goals to students, and designs instruction to support students in the acquisition of these skills.
- Meets and instructs assigned classes in the locations and at the times designated.
- Follows established school procedures for crisis or emergency situations.
- Develops and maintains Individual Education Plans (IEPs) for students: modifies curriculum/instruction to meet the academic and behavioral/emotional needs of students as documented on IEPs.
- Develops and maintains 504 plans to meet the academic and behavioral/emotional needs of students.
- Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required; meets with parents to discuss student progress and problems.
- Administers and interprets individual educational testing using various testing materials.
- Utilizes data to ascertain progress towards academic and behavioral/emotional goals.
- Employs a variety of research based instructional techniques and technology, to meet needs and address the strengths of the individuals or student groups involved.
- Structures a proactive classroom setting suitable to manage the emotional/behavioral deficits of the students and appropriate for their maturity and interests.
- Instructs students in positive behavioral skills which meet school behavioral skills which meet school behavioral expectations in all settings.
- Designs and implements environmental modifications and management procedures which proactively address student behavioral expectations across all settings.
- Utilizes functional behavioral assessment (FBA) and analysis to identify the function of inappropriate student behavior.
- Develops behavioral intervention plans (BIPs) and IEP goals and objectives based upon the function of the inappropriate behavior, and /or manifestations designing instructional strategies for appropriate replacement behavior.
- Utilizes appropriate positive intervention strategies to deescalate student behavioral excesses.

EC Teacher: Must meet all minimum State requirements for certification in Special Education and at least two years of experience as an exceptional children's teacher.

- Demonstrates an appreciation for diversity among students, colleagues, and parents.
 - Participates in faculty and professional meetings, educational conferences and teacher training workshops as required by the position.
 - Collaborates with other educators to create the complete educational environment possible for students.
 - Keeps attendance and grade records as required by school.
 - Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior.
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 - Meets and instructs assigned classes in the locations and at the times designated.
 - Follows established school procedures for crisis or emergency situations.
 - Develops and maintains Individual Education Plans (IEPs) for students: modifies curriculum/instruction to meet the academic and behavioral/emotional needs of students as documented on IEPs.
 - Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
 - Assesses the accomplishments of students on a regular basis and provides progress reports as required; meets with parents to discuss student progress and problems.
 - Administers and interprets individual educational testing using various testing materials.
 - Utilizes data to ascertain progress towards academic and behavioral/emotional goals.

- Employs a variety of research based instructional techniques and technology, to meet needs and address the strengths of the individuals or student groups involved.
- Structures a proactive classroom setting suitable to manage the emotional/behavioral deficits of the students and appropriate for their maturity and interests.
- Instructs students in positive behavioral skills which meet school behavioral skills which meet school behavioral expectations in all settings.
- Designs and implements environmental modifications and management procedures which proactively address student behavioral expectations across all settings.
- Utilizes functional behavioral assessment (FBA) and analysis to identify the function of inappropriate student behavior.
- Develops behavioral intervention plans (BIPs) and IEP goals and objectives based upon the function of the inappropriate behavior, and /or manifestations designing instructional strategies for appropriate replacement behavior.
- Utilizes appropriate positive intervention strategies to deescalate student behavioral excesses.

EC Assistant: Associates degree with a concentration in Education with one year of experience working with exceptional children.

- Assists in the instruction of individual EC students or groups of EC students in all curricular areas as directed by the teacher.
- Collects data to document individual student progress on IEP goals.
- Plans and works with the teacher in devising instructional strategies.
- Operates and cares for equipment and materials for both classroom and individual students.
- Assists and supervises during emergency drills, assemblies, play periods, field trips and to other designated places.
- Acts as a bus monitor when special needs of an EC student(s) are identified by the IEP team.
- Alerts the teacher to any problem or special information about an individual student.
- Participates in in-service training programs for professional growth.

- Assists in checking materials and portfolios, correcting papers, supervising, and testing as directed by the teacher.
- Assists in keeping bulletin boards and other learning centers current.
- Assists in school routines and transitions.
- Assists with student attendance procedures, record keeping, collecting money, ordering materials and other duties as assigned.
- Provides physical assistance to students as needed in the areas of self-help, clothing, toileting (including accidents and catheterization).
- Provides physical assistance to therapists and teachers as needed in duties related to occupational and physical therapy and mainstreaming classes.
- Provides physical assistance as needed to students by writing assignments under the direction of the teacher.
- Provides physical assistance as needed to students by lifting, positioning and by pushing wheelchairs.

9.4. Student Performance Standards

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

For grade levels K-2 grades will be based on the following:

NY = Not Yet

D = Developing

P = Progressing

M = Mastery

E = Exemplary

TSOS' student performance standards for 3rd-5th grades will be based upon a 10-point grading scale and calculated as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

60 or below

TSOS' SMART goals will be based on growth and mastery of Common Core standards and the North Carolina Standard Course of Study. Students and their families will receive regular reports that show their goals, academic strengths, and areas of weakness.

TSOS will follow these SMART goals for our students:

1. Year 1: 70% of K-2 students (143) will increase by 40% over their initial benchmark NWEA-MAP and Growth plus Reading Fluency scores.
2. Year 2: 75% of 3rd grade students will increase by 50% over their BOG assessment scores.
3. Year 3: 75% of 4th grade students will increase by 50% over their BOG assessment scores.
4. Year 4: 75% of 5th grade students will increase by 50% over their BOG assessment scores.
5. Year 5: TSOS will achieve and maintain a NC Report Card Score of B.

With high expectations and rigorous, individualized instruction, the students at TSOS can achieve the highest possible performance standards. These measurable, ambitious goals will be based on growth and mastery of Common Core standards and clearly communicated with students and families at the beginning of each quarter. Students and parents will regularly be given goal reports that highlight progress towards their goals, areas of strength, and in what areas the student still needs improvement along with ideas to help see continued progress at home.

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.

Within the EL curriculum there are lesson check-ins at the end of every lesson. Next there are cycle assessments which are aligned to the benchmark assessments. The benchmark assessments are given BOY, MOY and EOY. These benchmark assessments give the teacher microphase information of student progression. The microphases will demonstrate the strengths and weakness of the student. Based upon this data, EL then provides differentiated activities to meet the student's needs.



EL module lessons include reading, writing, language standards and speaking and listening. Performance tasks are used to assess the writing, listening, reading as well as speaking and listening standards. These standards and provide data related to the students' strengths and weakness prior to taking Unit assessments. Unit assessment are typically given every 10-12 lessons). This data provides an idea of how each student is progressing toward the above-stated standards.

Envisions provides a daily review which TSOS will use as a pre-and post assessment for every lesson. These daily reviews will be used to drive instruction and assess the strengths and weaknesses of students within the lesson. Next, topic lessons and performance will be given to students after every lesson (which is approximately 6 lessons). Benchmark assessments will be given BOY, MOY and EOY. All data collected will used to to drive instruction and meet the requirements of state and federal tests.

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.

At TSOS, students will be promoted if the meet grade-level standards. Students will also be evaluated in the areas of attendance, social skills, maturity and character. Our ELL students below grade level due to language deficiencies with less than 2 years of ESL instruction will be promoted unless a strong case can be made for the benefits of retention.

At the beginning of the 3rd quarter, students who are in danger of being retained will be presented to the Executive Director. The Executive Director will then have a meeting the parents, EC teacher and School Counselor and classroom teacher to discuss the student's participation in the intervention process throughout the year. During this meeting we will discuss the student's classwork, assessments, 504s (if applicable), IEPs (if applicable) portfolios, NWEA-MAP data, End-of-Grade Data (if applicable), past retentions (if applicable), intervention documents and any other pertinent information that will provide information regarding student performance. Our EC students who have sufficiently met their goals will be promoted regardless of their achievement on grade level assignments and standardized tests.

Based upon the information presented and discussed, in the presence of the parent, the Executive Director will provide the parent with written decision regarding either promotion or retention of the student. TSOS will be guided by Read to Achieve legislation and will retain any 3rd graders who do not meet the criteria for promotion.

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.



Our exit standards for graduating all students will be based on TSOS's promotion standards. Students in the previous grade should meet attendance and academic requirements. They will be able to complete classroom work and assessments from the previous grade. Students who are at-risk of dropping out will receive tutoring, interventions and accommodations as discussed and planned between the Executive Director, teachers, parents and students on a regular basis throughout the academic year.

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

Our first priority is to ensure the safety of our students and staff. We believe that creating a culture that is safe and orderly school permits students to participate productively in the classroom. Trust and acceptance will be the foundation of establishing a culture where students feel empowered to take ownership of their academic pursuits. At TSOS, students will be encouraged to help develop class rules and allow them to feel empowered to become critical thinkers while holding themselves accountable for following the routines and procedures that they collaboratively helped to establish. This will be a significant part of our ethos as student by-in will be a function of student lead accountability and social development.

Moreover, TSOS will use Teach Like A Champion 2.0 in developing a strong and positive academic environment in every classroom. Strategically, we will begin the school using the 5 Principles of Classroom Culture. The will include Threshold (meeting students at the classroom door and setting expectations before they enter the classroom); Strong Start (the teacher will design and establish an efficient routine for students to enter the classroom and begin class); Star/S/ant (teach students the key baseline behaviors for learning such as sitting up in class and tracking the speaker); Engineering Efficiency (teach students simple fast procedures for executing key classroom tasks, the practice them to turn the procedure into a routine); from Procedure to Routine (turn procedures into routines by setting clear and consistent expectations), and Do it Again (give students more practice; encouraging them to do it better while striving for academic excellence).

TSOS will also implement Teach Like A Champion 2.0's Behavioral Expectations within our new school culture. This will include topics such as Radar/Be Seen Looking (prevention of nonproductive behavior by developing the teacher's ability to see it when it happens and subtly reminding students that the teaching is looking); Make Compliance Visible (ensure that students follow through on requests by asking for actions the teacher can observe); Least Invasive Intervention (maximizing teaching time and minimizing "drama" by using the most subtle and least invasive tactic possible to correct off-task behavior); Firm Calm Finesse (teachers will establish an environment of purpose and respect by maintaining poise); Art of the Consequence (ensure that consequences , when needed, are more effective by making them quick,

incremental, consistent and depersonalized; Strong Voice (teachers will affirm their authority by using intentional verbal and nonverbal habits, especially at the moments when they most need student to follow through); What To Do (teacher will use specific, concrete, sequential and observable directions to make sure they are clear to students).

Finally, TSOS will work on Building Character and Trust as espoused by Teach Like A Champion 2.0. We will begin with Positive Framing (motivate and inspire students by using a positive tone to deliver constructive feedback); Precise Praise (teachers will develop a positive reinforcement strategy and differentiate between acknowledgement and praise); Warm/Strict (teachers will be both warm and strict at the same time to send a message of high expectations, caring and respect); Emotional consistency (teachers will manage their emotions to consistently promote learning and achievement); and the Joy Factor (celebrate the work of learning through out the school year).

We believe that this approach will promote positive academic environment and reinforce our student 's intellectual and social development while remaining true to our mission and vision.

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.

We will begin school one week prior to Cabarrus County Schools. This will allow us time to begin development and implementation of our culture for students and parents.

Teachers staff and administration will be trained one week prior to students entering school. We will adopt the

A.C.T.I.O.N Values behavioral system as espoused by Success Charter Schools Academy. Values begin with adults then filter to children. The entire school will live by and respect for others. We will teach proper behavior, model it, expect it and reward it. **A.C.T.I.O.N**. Values will be in our DNA. New parents and students to our school will be acculturated prior to enrollment.

Our **A.C.T.I.O.N** Values are defined as follows:

Agency: Take responsibility for one's own actions.

Curiosity: Always ask questions.

Try and Try: Always try your best.

Integrity: Be honest and trustworthy.

Others: Be a nice and thoughtful member of one's community.

No shortcuts: Never look for the easy way out.

Comments :

We will adopt the **A.C.T.I.O.N** Values as espoused by Success Charter Schools Academy of New York City.

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.

TSOS will use the following to assist with effective discipline:

Diversity:

We will talk to our students about individual and community responsibility. We will teach them to do what is right and kind, to be open and honest and to treat others as they wish to be treated. Students will be taught to respect every school community member regardless of race, color, gender, religion, disability or sexual orientation (including LGBTQ status).

Academic Integrity:



During school hours, we will talk to students about cheating and increase the frequency of this as they are promoted from grade level to grade level. We will discuss why it is wrong, what it looks like and what types of behaviors constitute cheating. The penalties for cheating will be explored and the logic behind them. Students who are caught cheating will receive an automatic three-day suspension. This will hopefully dissuade any student from cheating while enrolled at TSOS.

Behavioral System:

We will use Teach Like a Champion 2.0 as our behavioral management system. The purpose of our behavioral system is to teach students how to follow teacher's instructions, actively listen during instruction and to show respect to adults and other students. Two weeks before school starts, faculty and staff will be trained on Teach Like a Champion 2.0. The week before school begins, students will be introduced to Teach Like a Champion 2.0 system and its importance to the TSOS community, primarily because we want them to take ownership of their individual conduct.

A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.

Our classrooms will use the "Stoplight color-coded Management System". Students will begin each day on green. If students get off-track or are not following directions, they will get multiple reminders and redirection from teachers before their colors move to yellow. If the behaviors continue, their colors will move to red. Yellow stipulates that a student may be required to "cool down", talk with another teacher, go to a buddy classroom for at least five minutes or speak to the parent on the telephone. If a student moves to red, the teacher will call the parent(that day) and have a conversation about how the day went for this student. This is a critical step because it tells the student that "red" behavior will not be tolerated, in any shape, form or fashion at TSOS. Parents will be encouraged to call, text or schedule a meeting with their student's teacher at any time to discuss either positive or negative behavior. In 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.

In the case of a child with an IEP our EC teacher, Executive Director, classroom teacher and School Counselor will review the student's file to make a determination (within 10 days) to determine if that specific behavior was a function of the disability. If the result is positive (meaning that the behavior was a function of the disability the student will not be suspended or expelled. The EC teacher create a Behavioral Intervention Plan for that student.

If the result is “no”, then the student will receive the same consequences given to the rest of the student population at the school.

In the case of a long-term suspension or expulsion, our parents will be given a written notice with documentation of the event. The notification will inform them that they can, while following our protocol, contest our decision with legal representation.

Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Code of Conduct:

The Executive Director can supplement the Code of Conduct with additional rules as appropriate. In addition, the consequences for violations of the Code of Conduct are subject to the discretion of the Executive Director and may be supplemented or adjusted accordingly. A student’s prior conduct and their disciplinary history may be factors in determining the appropriate consequence for an infraction.

The Code of Conduct will be enforced at all times. Students must adhere to the Code of Conduct when at school, on school grounds, participating in a school-sponsored activity, using technology or social media, and on the way to or from school or a school-sponsored activity. Serious misconduct outside of school may be considered a school disciplinary offense when the misconduct or the scholar’s continued presence at the school has or would have a significant detrimental effect on the school or has created or would create a risk of substantial disruption to the educational process.

Level 1: Infractions

- Engaging in minor disruptive or disrespectful behavior (including inappropriate noise level at any time).
- Failing to follow directions.
- Arriving late to school/class or violating the school's attendance policy.
- Violating the Dress Code.
- Littering on school grounds or causing minor damage to school property.

- Going to an area within the school building (e.g., other classrooms, the Main Office, stairwells) without permission or at undesignated times.
- Inappropriate noise levels in the lunchroom, gym or classroom during arrival or dismissal.
- Being unprepared for class (which includes, but is not limited to, failing to complete homework).
- Wearing clothing or other items that are unsafe or disruptive to the educational process.

Level 1: Possible School Responses, Interventions and Consequences:

- Verbal or non-verbal warning by- Possible School Responses, Interventions, & Cons
- Reminders of appropriate behavior and task at hand
- Loss of privileges.
- Other in-school disciplinary action.
- Detention.
- Other consequences or interventions deemed appropriate by school.

Level 2: Infractions:

- Committing repeat Level 1 Infractions.
- Using school equipment (e.g., computers, tablets, phones) without permission, improperly, or in an unsafe manner.
- Possession of a cell phone on campus during the school day. Cell phones are not permitted on the school campus by students. If there is the need for communication between the student and a parent, this will be coordinated through the Executive Director.
- Verbally or physically disrespecting a fellow student, whether in person or through the use of the Internet, social media, or other technology, by teasing, name-calling, being rude, mocking, taunting, or engaging in similar behavior.
- Verbally or physically disrespecting faculty, staff, other School of Stars community members, or other adults whether in person or through the use of the Internet, social media, or other technology, by being disrespectful or rude, disobeying instructions, refusing to accept a consequence, or engaging in similar

behavior.

- Consistently arriving late to school or class, or violating the school's attendance policy.
- Disrupting class or educational process in any way at any time (which includes, but is not limited to, making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.).
- Leaving class, school-related activity, or school premises without the school's authorization.
- Posting, viewing, or distributing inappropriate or offensive materials.

Level 2 Possible School Responses, Interventions and Consequences:

- Conversation with the Executive Director.
- Meeting between SOS staff, scholar and a parent or guardian
- A verbal apology to the School community.
- Nonparticipation in a school activity (which may include, but is not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips).
- Detention.
- Suspension.
- Other consequences or interventions deemed appropriate by the Executive Director.

Level 3 Infractions:

- Committing repeat Level 2 Infractions.
- Seriously disrespecting a fellow student, faculty, staff, or other TSOS community member, whether in person, in writing, or through the Internet, social media, or other technology, by using profanity, making racial slurs, engaging in sexual harassment, or using any foul or discriminatory language or gestures.
- Exhibiting blatant and repeated disrespect for school policies, community, or culture.
- Violating the Technology, Internet Safety, and Social Media Acceptable Use Policy.
- Forgery.

- Lying or providing false or misleading information to school personnel.
- Engaging in academic dishonesty (which includes, but is not limited to, cheating, plagiarizing, copying another's work, or colluding or engaging in fraudulent collaboration).
- Tampering with school records, documents, or materials. This includes report cards, progress reports, etc.
- Falsely activating a fire alarm or other disaster alarm.
- Making threats of any kind, whether in person or through the use of the Internet, social media, or any other technology.
- Vandalizing or misusing school property or property belonging to any member of TSOS community (which includes, but is not limited to, writing on desks, writing on school books, damaging property).
- Stealing or knowingly possessing property belonging to another person without proper authorization.
- Throwing, slamming, or pushing classroom materials, doors, furniture, or other objects.
- Engaging in physically aggressive behavior (which includes, but is not limited to, play fighting or horseplay).
- Repeatedly failing to attend class, school, or any school activity or event or repeatedly violating the school's attendance policy, including missing mandatory academic intervention.

Level 3: Possible School Responses, Interventions and Consequences:

- A conversation with the Executive Director.
- A meeting between TSOS staff, the scholar, and a parent or guardian.
- A verbal apology to TSOS community.
- Nonparticipation in a school activity (which may include, but is not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips).
- Detention.
- Suspension.
- Expulsion.
- Other consequences or interventions deemed appropriate by the Executive Director.

Level 4 Infractions:

- Committing repeat Level 3 Infractions.
 - Committing an infraction after repeated suspensions or other disciplinary actions.
 - Engaging in gang-related behavior (which includes, but is not limited to, wearing gang apparel, making gestures, or signs).
 - Destroying or attempting to destroy school property or property belonging to any member of the SOS community.
 - Engaging or attempting to engage in inappropriate, unsafe, or unwanted physical contact, including, but not limited to, sexual harassment, sexual misconduct, and physical or sexual assault.
 - Engaging or attempting to engage in stalking, intimidation, bullying, discrimination, harassment, coercion, or extortion of any member of the Success Academy community.
 - Using social media, technology, or any web-based tool to impersonate, create false profiles/personalities, accessing systems without authorization (hack), or engage in similar deceitful behavior on any platform or school-issued or personal device.
 - Defaming members of the SOS community, scholars, or staff
 - Threatening violence or harm (including by claiming to possess a weapon).
 - Engaging in behavior that creates a substantial risk of or results in injury/assault against any member of the Success Academy community.
 - Gambling.
 - Possessing, selling, sharing, or using alcohol, tobacco products (including cigarettes, e-cigarettes, and vaping), or illegal or controlled substances.
 - Participating in an incident of group violence.
- Possessing anything that could be considered as a dangerous object.
- Engaging in any criminal or illegal activity.

Level 4: Possible School Responses, Interventions and Consequences:

- A meeting between TSOS staff, the scholar, and parent or guardian
- Nonparticipation in a school activity (which may include, but is not limited to, communal lunch, enrichment or extracurricular activities, sports, school events, or trips).
- Suspension.
- Expulsion.
- Other consequences or interventions deemed appropriate by the Executive Director.

Detention:

A student who violates the Code of Conduct may be given detention for one or more days at the school's discretion. Detention must be served the day it is issued, in its entirety. Failure to serve detention, in whole or in part, may result in a suspension.

Suspensions and Expulsions:

Suspensions

A student who violates the Code of Conduct may be suspended from school for one or more days. Short-term suspension refers to the removal of a student from the school for disciplinary reasons for a period of five days or less.

Examples of a one-day suspension include, but are not limited to:

- Refusing to respect teachers, staff, a member of the school's leadership.
- Intentionally cursing.
- Hitting another scholar.

Examples that may warrant a three-day suspension include, but are not limited to:

- Repeating conduct that warranted a one-day suspension.
- Cheating.
- Physical violence toward a teacher or staff member.
- Theft or vandalism.
- Inappropriate use of technology of social media.

Examples that may warrant a five-day suspension include, but are not limited to:

- Repeating conduct that warranted a three-day suspension.
- The physical assault of staff members or school safety agents.
- Inappropriate sexual conduct.
- Use or possession of drugs or weapons.

If a student is suspended, the parent will be notified by a member of the school's staff via phone, by email, or in person. The parent will receive a suspension letter within 24 hours of the school's determination of the length of the suspension. The parent must make arrangements with the school for alternate instruction for the student during their suspension. Parents are required to meet with the school's leadership on the first day a suspended student returns to school. These meetings are the most important part of any suspension; they are discussions about the future and preventing the incident from ever happening again.

Comments :

We will adopt the Code of Conduct as espoused by Success Charter Schools Academy of New York City. We have attempted to contact them on several occasions, but have not been successful

9.6. Certify

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

Yes

No

Comments :

We tried to contact Success Academy Charter School during the preparation of this application, but were unable to either make contact or receive an answer after leaving numerous voicemail messages at the main office number in New York. We will continue to reach out to them after submission of this application.

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.

The School of Stars at Barber-Scotia College

Q64. Mailing Address

10624 Parrish Street

Apartment 203

Matthews, NC 28105

Q65. Street Address

10624 Parrish Street

Apartment 203

Q66. City/State/Zip

Matthews, North Carolina 28105

Q67. Phone (xxx-xxx-xxxx)

980-439-1459

Q68. Fax: (xxx-xxx-xxxx)

Not Applicable

Q69. Name of Registered Agent and Address

Dr. Jonathan Pullin

10624 Parrish Street

Apartment 203

Matthews, NC 28105

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

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

N/A

TSOS does not have any Federal Documentation.

Q72. Federal Tax ID:

TSOS has applied for 501(c)3 Tax Status.

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

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

Resources :



Evidence :

Initial Members of the Nonprofit Org...

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

Our Board of Directors is composed of diverse individuals with a wide range of experience and expertise. Those include current and former educators, two retired bankers, (one who is also a real estate real estate professional), an elected official (from Cabarrus County), a retired fireman from Cabarrus County and President of the Logan Community, two persons who are very familiar with the local Hispanic community and several educators. These individuals were chosen to ensure effective governance and meaningful oversight of school performance, operations and finances. The Board of Directors will be the school's advocate in their respective communities and embrace TSOS's mission, vision and budget.

Their functions include fundraising, participation in recruitment, ensuring fiscal solvency, attendance at board meetings, recording of minutes, review of the school's website (posting of pertinent information), creation and approval of job descriptions and rubrics for all faculty and staff, grievance policy

development and management, as well as overall management to the school's operations. They will be the driving force behind the writing and implementation of strategic plans, management of school business as well as policies and procedures for TSOS.

The Board will recruit, hire and supervise the Executive Director. They will support the Executive Director by developing policies and procedures, developing strategic plans and reaching our SMART goals. They will also provide guidance in hiring/firing decisions, the budget and local business connections. The Executive Director will provide monthly reports to Board to keep them informed about the overall direction of the school regarding the mission and vision of TSOS.

We have identified Dr. Jonathan Pullin as our Executive Director. The Board of Directors will provide oversight in the following areas of his daily responsibilities including the foll: facilities management; establishment and maintenance of local business relationships,; maintaining community partnerships; fundraising, engagement with Barber-Scotia College; compliance with our charter application and by-laws; compliance with charter school law and policies, recruitment and retention of student and marketing to the local media.

The Board will ensure that the Executive Director will be focused on the mission, vision and budget.

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

TSOS will have between 7 and 11 members. A quorum, for meeting purpose, will be 9 members. Positions within the Board of Directors include a Chair, Vice Chair, Treasurer and Secretary which will comprise the Executive Committee. The remaining members will be Directors. The Executive Director position was voted on by the founding board members and received unanimous election. Once chartered Board members will work on or lead a committee during their tenure. Committees include Marketing, Finance, Governance, Facilities and Community Engagement. The Board of Diectors will continually seek a balance of skill sets that ensures the success of our budget, mission and vision.

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.

School Leadership and Performance Management:

Dr. Pullin: He has formal training is in Curriculum and Instruction with a broad focus on implementing strategic instructional strategies for diverse learners. Dr. Pullin has successfully opened two charter schools in North Carolina and guided them through them through the RTO process.

Administration and Performance Management:

Dr. Pullin: He has over 20 years experience as an Environmental Scientist/Engineer working in corporate America and in private practice. He has served in five charter schools in North Carolina in various teaching and leadership positions including Dean of STEM, Middle School and High School Science Instructor, SIT team member and teacher mentor. He is a former college professor where he has taught courses chemistry, environmental chemistry, environmental engineering, physics and environmental science. Most recently, he was hired as the Founding Principal of Essie Mae Kiser Foxx Charter School and Pocosin Innovative Charter School. He has won numerous awards and accolades from the education and business communities including the Bank of America, Wells Fargo, the Optimist Club of Huntersville, Rotary Club of Salisbury, 100 Black Men of Charlotte, Leadership Charlotte, Duke University Superfund Research Center, Johnson C. Smith University, Who's Who in Executives and Business, Barber-Scotia College, UNC-Asheville, Gillings School of Global Public Health at UNC-Chapel Hill, Urban League of Centralina and Garden-Webb University School of Education. At present he is the middle school and high school science instructor at UpROAR Leadership Academy in Charlotte. While at UpROAR he has won the Employee of the Month Award.

Governance:

Mrs. Rose Edwards: As Executive Director of a nonprofit for over 10 years, I oversee all facets of the organization. My responsibilities include, but are not limited to, strategic planning, talent acquisition and development, financial stability and performance management. Our organization collaborates with numerous business and community partners to broaden the scope of services we can avail to the community at large. Core values and determination drives our mission, and are the building blocks of our foundation. Deliverables of inclusion, diversity and a culture of excellence has moved our organization forward in meeting our goals.

Mr. Ron Fisher: His governance experience includes the following working with the following non-profit organizations:

1. President of the Board of Managers-McCrorey YMCA 1993-19982.
2. Board member -Urban League 1990-1998
3. Founding Board Member and VP of 100 Black Men of Charlotte 1990-1999
4. Community-in-Schools-Board Member 1998-2002
5. Hoodie House-Board Member 2016-Present
6. Dell Curry Foundation-President 2006-2010

Curriculum/Instruction/Assessment:

Mrs. Fredette: Mrs. Fredette's passion for teaching, reflecting on her teaching, and using data to drive instruction has given children learning a second language opportunities to quickly acquire the English language using listening, speaking, reading, and writing skills. She researches best practices and developmentally appropriate activities to engage children during lessons from the curriculum used by the school district. Mrs. Fredette uses her knowledge of curriculum

content and English language teaching strategies with specific content at multiple levels of instruction. She implements and interprets language proficiency assessment to develop Language Instruction Education Plans (LIEP) for directly served students. She collaborates with teachers to implement teaching strategies that promote student mastery of individual language goals.



Ms. Maria Barnes: Ms. Barnes has been an educator for 19 years and getting ready to embark on year 20. During this time curriculum, assessment, and instruction have all been a part of helping to achieve student growth. All three of these components work together for student achievement within education. The curricula that TSOS will use can be seen as a road map or guide, guiding teachers, showing them what it is they are teaching and what students should learn by the end of the school year. North Carolina has adopted a set of standards that are imbedded within the curricula for an even clearer sequence of teaching and learning. Assessment will be used for evaluating how the teacher is teaching and assess what the students are learning. Assessment will also be used for assessment of standards learned but also informs the teacher on if a realignment is needed for instruction. Instruction will be used to determine how the teacher is delivering or teaching the standards/curriculum to a diverse population of students. Once the curriculum is reviewed, it will tell the teacher what to teach, the teacher should then align their instruction with researched based best practices on how to teach the curricula for reaching diverse population of students, and the assessment will used for evaluation of what was taught through instruction. One the assessment is used, it will be an indicator if students are learning the curricula/standards at the rate that they should, analyzing bias's while teaching, and gives the teacher feedback on if readjustment should happen for mastery. "Alignment of instructional practices in the classroom requires that teachers understand and deliver instruction in a manner that includes standards, curriculum, and assessment in their daily lessons." (Carter, 2007).

Mrs. Norris: Mrs. Norris' experience in curriculum/instruction and assessment is with implementing the Creative Curriculum for Preschool and using Teaching Strategies Gold as an assessment tool. She collected assessment information as children are engaged in daily activities and rated their progress in developmental and content areas using Teaching Strategies Gold. She would progress monitor my students daily to effectively detect children's growth and development over time. Students skills and behaviors in the areas of development are also assessed by Teaching Strategies Gold linking curriculum and assessment. Effectively assessing students will assist in the early identification of children with developmental delays, other disabilities, and unique needs. Assessing her students can inform her on how she can best support the individual and dynamic needs of her students to contribute to better outcomes for children of all economic, cultural, language. Opportunities to individualize instruction are increased when she progresses her students daily and differentiate instruction.

Parent/Community Engagement:

Mrs. Fredette: For the past 15 years, Mrs. Fredette has been actively involved in parent outreach programs for Cabarrus County Schools and Cabarrus Partnership for Children. She has developed family engagement meetings on various topics based on family needs surveys. She has provided interpreter services for Spanish speaking families attending workshops or for parent teacher conferences as needed. Mrs. Fredette maintains contact with families by providing families with her information: email address

and personal cell phone number. Her ability to establish trust and build strong relationships with families over the past 15 years is evident by her dedication to maintain contact with families ensuring families' situations continue to improve in their lives. Mrs. Fredette has connected families with the resources that help them meet the needs of their family.

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.

Operational Success: We believe that our Founding Board of Directors, is composed of diverse individuals with a wide range of experience and expertise, will ensure the operation success of TSOS. Those include current and retired educator, retired bankers, a licensed real estate professional, a retired fireman, two elected politicians (from Cabarrus County), a former Charter School Principal, a current ELL teacher, a current EC Teacher, the President of the local community where TSOS will be located, and the President of Barber-Scotia College (in a non-voting Ex Officio capacity). TSOS Board of Directors will govern the school with a primary focus on our mission, vision and budget.

Educational Success: The Executive Director, with oversight from the Board of Directors, will be responsible for achieving the following SMART goals and these will ensure the educational success of TSOS:

1. Year 1: 70% of K-2 students (139) will increase by 40% over their initial benchmark NWEA-MAP scores.
2. Year 2: 75% of 3rd grade students will increase by 50% over their BOG assessment scores.
3. Year 3: 75% of 4th grade students will increase by 50% over their BOG assessment scores.
4. Year 4: 75% of 3rd grade students will increase by 50% over their BOG assessment scores.
5. Year 5: TSOS will achieve and maintain a NC Report Card Score of B.

Evaluate the success of the school and school leader: The Board of Directors will hire, supervise and evaluate the Executive Director. They will develop compensation packages for the organization, create organizational goals and objectives, seek and develop community partnerships, take the lead in fundraising, hold monthly meetings and manage the organization as stipulated by the Bylaws and Articles of Incorporation.

The Founding Board of Directors have decided that the current Founding Chair will serve as the Executive Director of the school. This means that another Board member will immediately step in and become Chair of the Board of Directors after TSOS has been granted a charter. The Executive Director will then become an employee of the school with no voting power, and will serve at the pleasure of the Board of Directors.

The Board of Directors will be responsible for the management of the Executive Director. The Executive Director will be evaluated by the Chair of the Board of Directors and another Director in November and March on an annual basis using the New Leader's Principal Evaluation Rubric which includes following critical domains: Shared Vision/School Culture, Family Engagement, Learning & Teaching, Talent Management, Strategic Planning & Systems, Personal Leadership/Growth, and Strategic Planning & Systems. The Executive Director will manage the day-to-day finances and operations of TSOS. The Executive Director will hire and supervise all other employees. The Executive Director will attend every monthly and "called" board meeting. Board meeting agendas will be developed and approved jointly by the Board Chair and the Executive Director. During these meetings the Executive Director will report on items such as academic progress, finance, daily operations, community relations, staffing, parental concerns or issues, facilities, discussions with Barber-Scotia College, and any other items requested by the board or deemed appropriate by the School Director.

Key Stakeholders and Parents: The Executive Director will organize and lead a Parent Teacher Organization. The Community, at large, will be asked to participate in fundraising events, providing resources for students and the school, invited to various school celebrations and included on our expansion plans. The Board of Directors will also ensure that a parent will always occupy a seat on the Board.

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?

The Founding board members were recruited to serve TSOS because of their commitment to the community, support of the charter school movement and belief "choice" in education.

Dr. Pullin contacted Messrs Bates and Fisher because of their financial backgrounds and understanding of real estate. Mr. Bates agreed to serve as the Treasurer of TSOS. Mr. Fisher agreed to negotiate any real estate transactions on behalf of TSOS. These retired bankers, from Wells Fargeo have extensive experience in the banking industry and will provide balance to the educational professionals on the Board.

Dr. Pullin contacted Mrs. Rose Jones who is well known in the non-profit and vocational educational community. She is a small business owner and is experienced in grant writing and in developing community partnerships. agreed to serve as the Secretary of TSOS.

Dr. Pullin reached out to Ms. Long since he had worked with her at Essie Mae Kiser Foxx Charter School. She had the experience in EC and would be a valuable Board member.



While attending a ceremony, in which Dr. Pullin was the recipient of an educational service award from the President of Barber-Scotia College, Dr. Pullin was approached by Mr. Norris about TSOS and its mission in the Cabarrus County Community. The conversation lasted over several days and she committed to serve on the Founding Board of Directors as Vice-Chair. Mrs. Norris then reached into her network of educators and introduced Dr. Pullin to Ms. Barnes and Dr. Govant-Hunt. Dr. Pullin then had separate and lengthy conversations with these individuals, they agreed to serve.

Ms. Barnes reached out to Ms. Fredette and Ms. Factor with whom she has worked with for more than 10 years to become members of our founding team and provide critical consultation in the areas of ELL and EC. They agreed to join the team.

While at church, Dr. Pullin began discussing the idea of TSOS with City Council Woman Small. She lives in the Logan community where the school will be located and was immediately supportive of the idea, considering that she retired from teaching after 43 years of service.

City Council Woman Small then reached out to Mr. A.J. Clark who is President of the Logan Community and a retired fireman. Dr. Pullin spoke with him about the mission and vision and vision of TSOS and he also offered to serve on the Founding Board of Directors.

Dr. Douglass, who is President of Barber-Scotia College agreed to serve in an Ex-Officio capacity (non-voting) to provide advice and guidance as it relates to TSOS's interaction with his organization.

Board members will serve a staggered terms. This is key in the alignment and retention of historical knowledge of the organization as it expands grade levels. The Governance Committee will be responsible for identifying the skill sets needed for the board to operate successfully. If a position becomes vacant, The Governance Board committee will obtain resumes from potential candidates. An interview process will occur that includes the entire Board of Directors meeting with the candidate, a meeting with the Executive Director and tour of the school facility. The Board of Directors and Executive Director will discuss the candidate and formally vote to either elect or reject the candidate separately within two months of vacancy.

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

City Councilwoman Small, who lives in Concord, has been in office for 13 years, is retired school teacher (43 years) and is active on the City Council for more that 20 years. She is CO-Chairwoman of the City's Task Force for Barber-Scotia College.

Dr. Govant-Hunt works with local daycare providers in Cabarrus County and has been influential in the Pre-K Cabarrus County Pre-K world for more that 15 years.

Mr. A.J. Clark, who lives in Concord, is a President of the Logan Community, a retired fireman and serves on the Mayor's Task Force for Barber-Scotia College.

Dr. Pullin is a 10 year resident of Cabarrus County and recently moved to Mecklenburg County. He has been active in the Cabarrus County Library system and Price Memorial AME Zion Church.

Mrs. Norris, who lives in Concord, works with several organizations in Cabarrus County that focus on literacy and family planning. She has been a resident of Cabarrus County for more that 10 years.

Q80. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.
The Board of Directors shall meet at least 11 times annually at such times and dates as designated by the Chair of the Board. Discussions will be focused on the mission, vision and budget. Moreover, the Executive Director will present any specific information requested by the Board, notwithstanding his regular monthly report. The annual meeting of the Board shall be held each year in July or at such other time as the Board may fix, for the purpose of electing directors and officers and for the transaction of other business.

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.

As a function of understanding our budget, Acadia NorthStar will provide the board with training on the importance of ADM, effective budgets and fiduciary responsibilities in the Fall of 2022. Recurring training will occur periodically during the school year from Acadia NorthStar during selected Board Meetings.

Thomas Middlebrooks, our attorney, will provide board training on charter school law, how to operate as a Board of Directors of a charter school and provide training as requested. This will occur in the Fall of 2022 and during the school year.



Ms. Barnes will provide training to the Board on our curricula (EL and Envisions) in the Fall of 2022; since she has current experience with them. Her training will be critical in helping the Board of Directors to understand the data being collected in the classroom and how it applied to meeting our SMART goals.

Dr. Govan-Hunt will provide the Board of Directors training on the implementation and operation of the BCDI. Her training will be in the Fall of 2020 and continuing through out the school year. This is very important since it will enable the Board to understand and monitor the success of the literacy program and family participation phase of her organization.

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

There are no existing relationships that actual or perceived conflicts of interest among board members at this time. The by-laws and address expectations for ethical behavior including the Conflict of Interest Policy.

Board members will sign a statement which indicates that they have read our Conflict of Interest Policy and will disclose any actual or perceived conflicts of interest at that time.

A Board member conflict of interest shall exist in instances, including but not limited to, when a Board member has a financial interest or if the Board member is serving as an officer, general partner, trustee, or director of the organization or business that is being considered to do business with the school.

If a real or perceived conflict of interest does arise, it is the responsibility of the affected board member to bring the issue to the full Board of Directors. The affected Board member can talk with the full Board of Directors, in a called meeting, about the possible conflict. They will then leave the meeting. The affected Board member will not be able to vote on the transaction involving the possible conflict of interest.

If the Board member does not disclose their interest in a possible conflict of interest, the Board will provide the member an opportunity to explain the alleged failure to disclose and it is up to the members of the Board to determine if this would be cause for removal from the Board of Directors.

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

The Board of Directors will serve as a governing board of TSOS.

The Board will focus on developing and voting on policies and procedures that the entire school. In the event that there is a need for a new or amended policy or procedure, it will be brought to the appropriate committee for discussion. After the new or amended policy or procedure will be written by the

governance committee and presented at the next board meeting for discussion. After any and all revisions, the policy and/or procedure will be presented at the next board meeting for adoption where a majority vote is required for passage. Policies and procedures will be reviewed at the annual retreat.

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.

TSOS will have a Parent/Teacher organization (PTO) that is approved by the Board of Directors. It will consist of parents, the Executive Director and a teacher. The PTO will help plan and support sporting activities, social events, fundraising activities and participation in community service events. The PTO will work collaboratively with the principal and give monthly reports to the Board of Directors.

The Executive Director will organize and lead a School Advisory Committee. The Community, at large, will be asked to participate in fundraising events, providing resources for students and the school, invited to various school celebrations and included on our expansion plans. The Board of Directors will also ensure that a parent will always occupy a seat on the Board.

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

The grievance process for parents and staff members will be as follows:

1. Whenever a student, parent or staff member believes that he or she has been adversely affected by a decision of a school employee, the student or parent or staff member may file a grievance.
2. A grievance must be filed as soon as possible but no later than 5 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 5 day period that claims a violation, misapplication or misinterpretation of state or federal law, the Executive Director or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations.
3. A student or parent or employee who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or SOS policy or procedure that the parent or guardian or staff member believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.



4. If the Executive Director is the employee whose decision or action is at issue, the grievance must submit the grievance to the Chair of the Board in order for the principal to address the issue within the formal process.
5. If the grievant wants to initiate a formal grievance regarding a decision by the Executive Director that directly and specifically affects the grievant, the general process described in this policy will be used, except that the grievance will be submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.
6. The Executive Director shall schedule and hold a meeting with the student and/or parent or staff member within 5 school days after the grievance has been filed with the Executive Director.
7. The Executive Director shall conduct any investigation of the facts necessary before rendering a decision.
8. The Executive Director shall provide a written response to the written grievance within five days of the meeting. The response will include the Executive Director's decision regarding resolution of the grievance and the basis for the decision. In responding, the Executive Director will not disclose information about other students or employees that is considered confidential by law.
9. If the grievant is dissatisfied with the Executive Director's decision, the grievant may appeal the decision to the Governance Committee. The appeal must be made in writing within 5 days of receiving the Executive Director's decision.
10. The Governance Committee will review the written documents and may schedule and hold a conference with the grievant, Executive Director and any other individuals the Governance Committee determines to be appropriate within 5 school days after receiving the appeal
11. The Governance Committee shall provide a written response within 5 days after reviewing the appeal. In responding, the Governance Committee will not disclose information about other students or employees that is considered confidential by law.

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 :


TSOS Organization Chart.pdf

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 :



TSOS - G Bates - Resume.pdf



TSOS - G Bates - Questionnaire 1.pdf



TSOS - G Bates - Questionnaire 2.pdf



TSOS - G Bates - Questionnaire 3.pdf



TSOS - G Bates - Questionnaire 4.pdf



TSOS - R Jones-Edwards - Questionnai...



AJ Clark Questionnaire.pdf



TSOS - M Barnes Resume.pdf



TSOS - M Barnes -Questionnaire.pdf



Barnes Signature for Questionnaire.p...



TSOS - R Fisher - Questionnaire.pdf



TSOS - O Fredette - Resume (1).pdf



TSCS - O Fredette - Questionnaire - B...



Aavis J. Clark.pdf



Small Questionnaire.pdf



Small resume.pdf



TSOS - R Jones-Edwards - Resume.pdf



TSOS - J Pullin- Questionnaire.pdf



TSOS - R Norris - Questionnaire.pdf



TSOS - R Norris - Questionnaire.pdf



TSOS - J Long - Questionnaire.PDF



TSOS - J Long - Resume.pdf



TSOS - Board Member Information Fo...



TSOS - M Pullin - Resume.pdf



TSOS - M Pullin - Questionnaire.pdf

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

Resources :



Evidence :

TSOS - J Pullin - Background.pdf	TSOS - M Pullin - Background.pdf	TSOS - J Long - Background.PDF
TSOS - R Jones-Edwards - Background...	Norris.pdf	Small Background screening.pdf
Clark Background Receipt.pdf	Fredette Background.pdf	TSOS - R Fisher - Background.pdf
TSOS - G Bates - Background.pdf	Dr Govan-Hunt Background Check ...	

Q89. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or MunicipalityThe 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 :

Bylaws of TSOS_.pdf

Q90. Attach Appendix K Articles of Incorporation or Municipal CharterIf 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 :



Articles of Incorporation.pdf

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 staffing chart is located below.

Resources :



Evidence :



undefined - Sheet1.pdf

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

The Board of Directors will use social media, LinkedIn, teachers-teachers.com, and other online job recruiter websites to recruit high-performing teachers and teacher assistants. We will also recruit from UNC-Charlotte, Johnson C. Smith University, Rowan-Cabarrus Community College, Pfeiffer University, Gardner-Webb University and Central Piedmont Community College to recruit high-performing employees.

TSOS will seek to retain 90% of our teachers annually by creating a supportive and collaborative environment. We will provide effective professional development, dedicated planning and autonomy regards to instruction and classroom management within the Teach Like a Champion 2.0 framework.

The teacher assistants will be trained the Executive Director. They respected as professionals with weekly observation and feedback as provided by their classroom teacher(s).

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

Dr. Jonathan Pullin has the experience and knowledge to design, launch and manage a high performing charter school.

He was the Founding Principal of two charter schools; Essie Mae Kiser Foxx and Pocosin Innovative Charter. In both of these organizations, he oversaw the opening of the doors, recruitment and enrollment, hiring faculty and staff, the day-to-day operations, interactions with the OCS, working with the Boards of Directors, marketing, developing community relations, fundraising, implementing and managing the curriculum, managing testing and managing vendor contracts.

Dr. Pullin is aware of working with EPIC Center, MCNC, the Performance Framework and the RTO process. Dr. Pullin is familiar with NCEES, the NC Teacher Working Conditions Survey. Finally, he is familiar with managing the following aspects of a new school, to include but not limited to: meals, transportation, security, immunizations, facilities (leases and renovations), moving into a facility, obtaining an Educational Certificate of Occupancy, staffing issues, publicity and public perception as the organization begins to take shape during the RTO process.

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

Evidence :


Resume for Pullin - 2019 (1).pdf

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

As the only employee of the Board of Directors, the Executive Director will be hired and managed by the Board of Directors.

The remaining faculty and staff are employees of the Executive Director.

The Executive Director will recruit, interview, hire and evaluate all faculty and staff employed at TSOS. Upon recommendation by the Executive Director, the Board of Directors will approve all hires, position changes, terminations, staff policies and staff procedures.

Employees will be encouraged to attend and speak at board meetings.

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

TSOS will employ faculty and staff that believe in our mission which is to "improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals".

Hence, we will pay the Executive Director and teachers regionally competitive salaries. The Executive Director will be paid \$85,000 and starting salaries for Core Classroom teachers will be \$43,000. Annually, our budget provides annual increases of \$1,000 for the Executive Director and teachers. Teacher assistants (who are part-time) will make a salary of \$16,000.

Full-time staff will have access to a health insurance package and retirement savings plan upon their hire.

Executive Director: \$85,000 with \$1,000 increases each year

Assistant Principal: \$70,000 with \$1,000 increases each year

Director of Curriculum: \$68,000 with \$1,000 increases each year

Financial Officer: \$37,000 with \$1,000 increases each year

Clerical: \$25,000 with \$1,000 increases each year

Food Service Staff: \$30,000 with \$1,000 increases each year

Custodians: \$25,000 with \$1,000 increases each year

Transportation Staff: \$13, 725 (part-time)

School Guidance Counselor: \$46,000 with \$1,000 increases each year

Electives/Specialty Teachers: \$25,000 (part-time)



Exceptional Teacher(s): \$50,000 with \$1,000 increases each year

Core Classroom Teachers: \$43,000 with \$1,000 increases each year

Teacher Assistants: \$16,000 (part-time)

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

The grievance process for parents and staff members will be as follows:

1. Whenever a student, parent or staff member believes that he or she has been adversely affected by a decision of a school employee, the student or parent or staff member may file a grievance.
2. A grievance must be filed as soon as possible but no later than 5 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 5 day period that claims a violation, misapplication or misinterpretation of state or federal law, the Executive Director or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations.
3. A student or parent or employee who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or SOS policy or procedure that the parent or guardian or staff member believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired.
4. If the Executive Director is the employee whose decision or action is at issue, the grievance must submit the grievance to the Chair of the Board in order for the principal to address the issue within the formal process.
5. If the grievant wants to initiate a formal grievance regarding a decision by the Executive Director that directly and specifically affects the grievant, the general process described in this policy will be used, except that the grievance will be submitted to the assistant superintendent of human resources, who shall forward the grievance to the board chairperson.
6. The Executive Director shall schedule and hold a meeting with the student and/or parent or staff member within 5 school days after the grievance has been filed with the Executive Director.
7. The Executive Director shall conduct any investigation of the facts necessary before rendering a decision.
8. The Executive Director shall provide a written response to the written grievance within five days of the meeting. The response will include the Executive Director's decision regarding resolution of the grievance and the basis for the decision. In responding, the Executive Director will not disclose information about other students or employees that is considered confidential by law.
9. If the grievant is dissatisfied with the Executive Director's decision, the grievant may appeal the decision to the Governance Committee. The appeal must be made in writing within 5 days of receiving the Executive Director's decision.

10. The Governance Committee will review the written documents and may schedule and hold a conference with the grievant, Executive Director and any other individuals the Governance Committee determines to be appropriate within 5 school days after receiving the appeal

11. The Governance Committee shall provide a written response within 5 days after reviewing the appeal. In responding, the Governance Committee will not disclose information about other students or employees that is considered confidential by law.

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

SEE BUDGET

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

TSOS will hire qualified staffing for students with disabilities, EL EC, AIG. These teachers will be required to meet the following minimum qualifications: Bachelor's Degree, Special Education certification (as appropriated) and license for either EC, AIG or ESOL. Qualified staff will also have a minimum of one year experience serving our targeted population.

Services, including but not limited to speech therapy, occupational therapy, and psychological services will be contracted out to local professional firms to support our students.

A school counselor will be employed part time (27.5 hours a week) year 1 and then full-time in years 2-5. This will provide additional behavioral support for any student along with our EC teacher and contracted services.

TSOS also plans to have 4 part-time teacher assistants in per grade level in Kindergarten through 5 to provide more individualized support and differentiated instruction to all of our students. The teachers assistants will be dedicated to a specific grade level and "float" between specific teachers.

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).

The Executive Director will possess a terminal degree (EDD or PhD) in education, 2 years experience as a school leader, 3 years classroom experience, a NC Principal Certification and a NC School Administration license.



At least 50% of our teachers will be licensed by the state of North Carolina. They must possess a Bachelor's degree and have at least 1 year of teaching experience. Teachers know and teach their specific grade level curriculum, keep their classroom safe and clean, be a team player and work with other staff members to successfully implement the mission of the school in the targeted community.

Teacher Assistants (T/As) will help teachers to teach academic lessons, enforce classroom and school rules using Teach Like A Champion 2.0. They will have at least a GED and 1 year of experience. T/As will help teachers with parent communications, cleaning of the classroom, decoration of the hallway(s) and classroom, record keeping, calculating grades and putting attendance in Powerschool on a daily basis. T/As will direct students during lunch and on field trips. They will have at least a GED and 2 years of previous classroom experience.

EC Teachers will have at least a Bachelor's degree with appropriate license. They will be responsible for developing, implementing and maintaining IEPs and 504 Plans. EC Teachers will collaborate with other teachers and administration, as well as parents to remain in compliance with all state and federal laws. The EC teacher will work to ensure that accommodations for students will be met. Furthermore, they will monitor student's progress, maintain accurate and detailed EC records in compliance with NC and federal guidelines.

Clerical staff will collect student data and for Powerschool, purchasing, invoicing, payroll, and inventory. Clerical staff will also work with Acadia North Star in preparation for our annual audit that is due in October. Either twelve months related experience and training, an Associates degree in either Business or Accounting; or equivalent combination of education and experience.

School Counselor: Must possess a master's degree in either social work or school counseling. They will either work with individual students and/or small groups on various topics as suggested by the teacher. The social worker/Counselor will provide Professional Development to all of our teachers and administrative staff to ensure that we better understand our targeted population and their home situations.

Contracted Personnel: Personnel like speech therapist, psychologist, physical therapist, and occupational therapist will be contracted on an as needed basis to provide preventive, assessment, and remediation services to meet students needs; must have state license and degrees in related fields as well as at least 2 years of experience.

The Executive Director will handle operations related to recruitment, hiring, training, benefits, and employee relations; must have a Bachelors degree in Business or other similar degree and previous work experience in human resources.

Custodians: Custodian(s) will be responsible for routine cleaning and building maintenance (interior and exterior) and report to the Executive. Responsibilities will include, but not limited to landscaping (e.g., planting flowers and bushes), picking up trash and cleaning classrooms, offices and the exterior of the building; replacing light bulbs and fixtures in the school, mopping and waxing floors, vacuuming carpets, cleaning restrooms, keeping and inventory of supplies that will be monitored by the Executive Director. The custodian(s) must have one year of custodial experience or any equivalent combination of experience and/or education.

10.4. Staff Evaluations and Professional Development

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

Once TSOS is chartered, the Board of Directors has agreed to contract with Acadia NorthStar for Information Services to ensure that all teachers meet appropriate license requirements,.

The School Director will also be responsible for scheduling professional development opportunities for teachers and staff based on evaluation, student achievement data, and teacher input.

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.

The Executive Director and senior teacher will mentor support all teachers in bi-weekly PLCs. The Executive Director will focus on the mission, vision and budget of TSOS, while the senior teacher will focus on the curricula. The senior teacher will discuss curriculum implementation, observation and feedback as it relates to instruction, achievement of individual student goals, data, instructional strategies, and targeted outcomes. Teachers will participate in the NC Teacher Evaluation Process to assess the teacher's performance in relation to the NC Professional Teaching Standards.

Teachers with less than 3 years of teaching experience will participate in a Beginning Teacher Support Program. This program will help ensure that beginning teachers meet the teacher certification and licence requirements of federal and state law. As a part of this support program, beginning teachers will have a formal orientation, mentor support, as well as formative and summative evaluations.

As TSOS grows, the Executive Director, and/or the senior teacher will ask one teacher per grade level to become a Mentor. The Mentor will provide professional development regarding the curricula which is aligned to the NC Standard Course of Study. The Mentor will provide teachers, on their grade level with curriculum coaching, observation, feedback, assistance in navigating the curricula.

This approach aligns with our budget, such that in Year 1 there will be 9 teachers K-2. and thereafter 3 new teachers per grade-level (3rd, 4th and 5th) as depicted below:

Year 1: K-2: 9 Teachers.

Year 2: Grade 3: 3 New Teachers

Year 3: Grade 4: 3 New Teachers

Year 4: Grade 5: 3 New Teachers

Year 5: No New Teachers

It is our hope that this approach will enable us to retain 90% of our teachers at TSOS.

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 core components of our professional development include the following:

1. Learning the EL curriculum.
2. Learning the Envisions curriculum.
3. Learning Teach to Like a Champion 2.0 (5 Principles of Classroom Culture and High Behavioral Expectations)

Professional development will be conducted internally and externally (using virtual technology). According to TSOS' academic school calendar, 18 professional development workdays have been included for the components mentioned above. Professional development will be both individualized and uniform, based upon school and teacher needs. We will seek guidance and training for Teach Like a Champion 2.0 from established charter schools in North Carolina who have successfully implemented this strategy into their school culture. Specifically we will seek guidance as administrators, teachers and in dealing with parents.

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.

During the induction period of August 15-19, 2022, teachers will be prepared in the following curriculum, instructional and behavioral methods.

August 15th-16th: The EL Curriculum

August 17th: Envisions Curriculum

August 18th: TLCA 2.0 and TSOS School Culture:

August 19th: Overall discussion of how all these parts and how fit together in the creation of TSOS.

This will continue through out the entire school year using designated teacher workdays for Professional Development.

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.

TSOS has scheduled 18 teacher workdays/professional development throughout the school year.

Our school calendar, daily schedule and staffing structure accommodate this plan because the professional development days were strategically placed in the calendar to improve instruction for all teaching staff.

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)).

We will create brochures, pamphlets, and press releases for distribution in various areas of Cabarrus County. Board members and supporters will wear our uniquely designed t-shirts as they canvas Cabarrus County while inviting residents to attend to informational sessions at Barber-Scotia College and other

locations.

We will set up booths and speak at churches in the targeted area and ask families to host events in their homes. Our primary areas for recruitment include, but are not limited to: the Logan Community, the City of Kannapolis, Silver Hill Community, SideTown, ShankleTown, Underwood Community, Gibson Village, Forest Park, Harrisburg, Midland and Mt. Pleasant which are areas specific to the racial/ethnic and demographic composition of the district in which TSOS will be located.

We have been invited to participate in local BCDI events to distribute Surveys and discuss TSOS with potential students and parents. These events have been very successful. To-date, we have collected more than 200 signatures of parents who are interested in enrollment for the 2022-2023 academic year.

The President of Barber-Scotia College has offered to allow us to use the College's resources to recruit potential students and parents. This includes the swimming pool, gymnasium, Coffee-Tea House, tennis courts and dance studio for various fields for celebratory events.

The President and Executive Director will also jointly draft documents that will promote the growth and development of each educational institution to the community. This will be critical as each organizational attempts to place a positive light on enrolling into our perspective institutions.

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

TSOS will keep parents and the community informed about the school and its progress primarily through word of mouth and the local media. We will participate in community events, visit preschools, churches, and other nonprofit organizations that serve youth in the area such as the Cabarrus County Boys and Girls Club and YMCA. At these events, we collect emails and send out regular emails with information on updates and progress.

We will develop a website as a primary source of information for materials, social media pages, email blasts, and media outlets.

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.

1) June 2020 - December 2020: Fact Sheet and Parent Interest Survey will be created and distributed throughout the community. This will be done via email using a list of parents of school-age children through out Cabarrus County and specifically within a 10-mile radius of Barber-Scotia College.

2) June 2020 - December 2020: The Board of Directors will outline, define and seek partnerships with various community organizations and explore how they can assist in marketing TSOS. An email list will be generated from our interest surveys, community events, and in-person visits throughout the community.

3) December 2020 - March 2021: We will be laser-focused on local media coverage about TSOS. Such efforts will include, but not limited to, television stations, newspaper articles, radio stations. will outline and define the partnerships with each organization and how they may assist in marketing efforts. The Board of Directors will market in the following cities: Concord, Kannapolis -(Forest Park), Harrisburg, Midland and Mt. Pleasant.

4) March 2021 - August 2021: Board members and the Executive Director will either visit or conduct ZOOM meetings with preschools, churches and afterschool programs. We will reach out to the following churches in Cabarrus County: Bethel Baptist - Kannapolis, NC; Marable Memorial AME - Kannapolis, NC; New Life Baptist Church - Concord, NC; Oak Grove Baptist - Concord, NC; Price Memorial AME - Concord, NC; Rock Hill AME - Concord, NC; Zion Hill AME - Concord, NC and First Missionary Baptist Church - Concord, NC. Brochures about the school will be distributed and left at these locations for distribution. We will attend and participate in community-wide events. We will also, in collaboration with Barber-Scotia College hold school information fairs on the campus to promote the opening of the school.

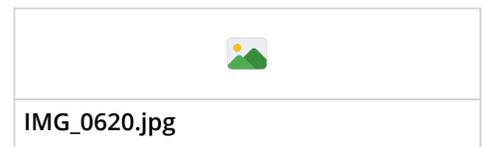
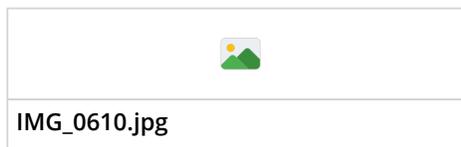
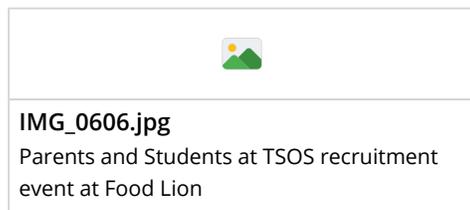
5) December 2021 - April 2022: The Board of Directors and Executive Director will host monthly ZOOM information sessions at Barber-Scotia College, churches, public libraries and community centers. TSOS will host several open house events to invite the community into our space so that they can visualize our mission and for the community.



6) March 2022 - August 2022: During this time, the School of Stars will distribute magnets and tee shirts to promote the school in the targeted communities.

7) July 2022 - August 2022: The school will conduct many orientation sessions that will include, but not be limited to the following: meeting teachers, visiting classrooms, taking their child diagnostic assessments (language, hearing and vision) that will be given by a qualified firm. Meetings will also be held for parents, introducing them to Teach Like A Champion 2.0 and the culture of the school (in the hallways and classrooms). Furthermore, during time parents will be introduced to our curricula, BCDI and the expectations of administration and teachers in their participation in the education of students.

Evidence :



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.

Our target areas are populated with students who live in poverty, are academically low-achieving, students with disabilities, English learners and other students who are at-risk of academic failure. The Board of Directors and Executive Director will market potential parents and students while live in the Logan Community, the City of Kannapolis, Silver Hill Community, SideTown, ShankleTown, Underwood Community, Gibson Village, Forest Park, Harrisburg, Midland and Mt. Pleasant Concord by holding either in-person or ZOOM informational sessions in each community and using local media outlets. Our written materials will be in English and Spanish to attract and recruit ELL families. We will market that the school is a free public charter school and there is no cost to attend. We will emphasize free transportation, free and reduced lunch, our partnership with BCDI.

We will continue to market at various Food Lion stores and other grocery stores throughout Cabarrus County because this appears to be a successful marketing activity.

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

We will market Read Charlotte, Charlotte Bilingual Preschool and the local Latino Coalition.

We will develop partnerships with the local Food Lion stores, YMCA, Boys and Girls Club, 4H Club, NAACP, AAU clubs, fraternities and sororities.

We have received support from the Executive Director of the local Boys and Girls Club .

Board member A.J. Clark is President of the Logan Community and sits on the Mayor's Task Force for Barber-Scotia College.

Board member City Councilwoman Ella Mae Small is on the Board of the Boys and Girls Club.

Board member Dr. Govant-Hunt is Director to the BCDI-Charlotte Chapter and will setup a satellite office within TSOS.

Board Member Norris is a sorority member and is a member of the 2nd largest church in Cabarrus 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.

Word-of-mouth and our website will be the source of information for parents and the community members. Our website will be updated on a weekly basis. We will also regular media blasts, send emails and implement a phone bank to remain in constant contact with prospective parents. There Executive Director will directly call parents and speak to students who have been enrolled.

We will distribute yard signs, knock on doors, create a radio commercial and a television commercial. These will communicate the importance of enrollment to the community. Also, we will seek interviews of the Executive Director to explain our mission, vision and the need for the TSOS.

Our website will have the application and enrollment information, a list of the board members and staff. We will maintain our Facebook, Twitter, accounts.



The Executive Director will schedule either ZOOM meetings or presentations in various communities, churches, preschool and day care programs.

In early July, 2022 parents and community members will be invited to attend Meet the Principal Night. This event will give families to meet the Executive Director, the Board of Directors, as well as faculty and staff with the idea of beginning to develop school relationships.

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.

TSOS will be a community school. Hence, parent and community participation in the school will key to our initial success and long-term sustainability. This will require parents to support students at home by helping them homework and providing study time on a nightly basis.

We have family nights and community events on a monthly basis that will be developed, implemented and managed by the PTO.

Parents will be invited to act as volunteers on field trips, to assist classroom teachers, to help in the Office, to help with lawn maintenance, to serve on the PTO, to provide supplies for classrooms, to act as ambassadors for TSOS and verbally spreading a positive word about the school, and to take the lead in developing and managing the Fall and Spring festivals.

TSOS will engage parents in Parent University via the Executive Director and the PTO. This will be an effort to educate parents in the areas of healthy living practices such as exercises, eating and sleeping. A licensed nutritionist from the local community will provide this service to our parents. Parent University will also include a cultural exchange between the various nationalities represented at The School of Stars. This will include cultural displays supported by food and non-alcoholic drinks.

Every administrator and teacher will be required to contact parents and introduce prior to the start of school. The purpose is to get the parents comfortable with the faculty and staff of the school and to discuss our culture and curricula. Teachers on a weekly basis, will be required to contact parents (either by phone or email) on a weekly basis and provide critical information regarding classwork, homework, behaviors and academic performance of the student.

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.

TSOS will offer Parent University to parents and the community. In this program, participants will be encouraged to perform native dances and recite their favorite poetry as well as rap. Parent University is a key component in the life of TSOS where community leaders will be invited to speak and discuss topics that are relative to Concord and surrounding communities.

BCDI- Charlotte will communicate and engage with families in Cabarrus County using our Family Empowerment Program model. The Family Empowerment Program (FEP) builds the capacity of parents as leaders of their families, equipping them to build the capacity of their children as learners and effectively advocate for them from birth. BCDI-Charlotte will use this self-discovery curriculum for parents to improve their effectiveness as the primary positive influence in the lives of their children. This program affirms parents as their children's first teachers.

FEP stands on four guiding principles: (1) parents want what is best for their children, (2) parents know best what they need to strengthen their parenting skills, (3) parents learn best when they are involved in selecting the topics and activities and (4) with information, resources, and support, parents will make the best choices for their children. The program FEP will reach families using practices that are aligned with current research and best practices and that are interwoven with cultural activities.

This trauma-informed, holistic approach uses a two-generation model to build capacity in parents and their children by using a strengths-based lens that honors both cultural and linguistic strengths of families.

Family units will work through the following topics: reflections, health & wellness, child growth and development, positive guidance, literacy and numeracy, and transitions into early care & education programs and school. These topics will be explored through a series of classes, training, connections to community resources, and other supports that build capacity which will increase social and economic

10.7. Admissions Policy

Q114. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including: a. 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. b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences. c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers. d.



Explanation of the purpose of any pre-admission activities (if any) for students or parents.e. Clear policies and procedures for student withdrawals and transfers.

Tentative dates for the open enrollment application period, enrollment deadlines and procedures:

TSOS will schedule open enrollment for a minimum of 30 days between the months of January and February of 2022. We will advertise on the radio, in local newspapers, magazines, our website, social media outlets, churches, community organizations, etc. Enrollment applications will be available on our website and hard copies will be available at the school; we will also mail applications when either requested or deemed necessary. Enrollment applications received after March 1, 2022 will be added to the end of our wait list in the order in which they were received. According to (G.S. 115C390.5 through G.S. 115C390.11), TSOS can refuse admission to any student who has been expelled or suspended from the public school until the period of suspension and expulsion has expired.

Upon acceptance, students accepted will receive notification via mail and /or text message. They will be asked to respond with in one week as to whether they either accept or reject the invitation to enroll. After the offer to enroll is accepted they will receive a registration packet in the mail . They must attend our Orientation and take placement tests for student placement and teacher information. We will accomodate families who have special circumstances and may need additional help during the Orientation process. When positions are declined, TSOS will make an enrollment offer to the next student on our wait list.

Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences:

TSOS will not discriminate against any student based on race, ethnicity, gender, religion, national origin, creed, intellectual or physical ability, or measures of achievement in the lottery. We will use our website to list each lottery applicant's number and grade level. Parents and students do not have to be present to win the lottery. When the lottery is complete we will send an acceptance letter of those students. A denial letter will be sent to those students who were not accepted into the School of Stars. Five business days will be allotted to accept admission into the School of Stars. If formal acceptance is not completed within Five business days, that specific seat will be offered to the next student on our wait list.

Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers:

If a parent wishes to withdraw, re-enroll or transfer a student, for any reason, they are asked to provide advanced notice so that administration. We will then gather school records to send to the next school as soon as possible after getting a request from the new school. Exiting and transfer families will be asked to complete an Exit Interview with the Executive Director or another designated administrator. A family can reapply to be re-enrolled but they must a new application and participate in the lottery process.

Explanation of the purpose of any pre-admission activities (if any) for students or parents:

Prior to the beginning of school, parents and students will be required to attend the Meet the Principal Session to meet our staff, check applications for completeness and for the students to take diagnostic assessments (language, hearing and vision). by a qualified firm. We will also have other sessions to accommodate families that could not make the original Meet the Principal Session. If required, the Executive Director and grade level teacher will go to the home of the parent and assist with completion and acceptance of any school paperwork.

Clear policies and procedures for student withdrawals and transfers:

If a student wishes to transfer to another school will first have to be withdrawn from the school,using the procedure outlined above: Please see the above information.

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. **If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:**

1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization

of the weighted or limited lottery

N/A

TSOS is not requesting to use a weighted lottery.

Q117. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

N/A

Q118. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

N/A

Q119. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q120. Explanation (optional):

11. Operations

Q121. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q122. Explanation (optional):

11.1. Transportation Plan

Q123. 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

a. To ensure a focus on our mission, vision and budget TSOS will provide own transportation services to students by leasing buses. The Executive Director will be responsible for daily oversight of our transportation services.

When providing transportation we will consider the distance a student's home is from the school, economic status as well as any special circumstances to include but not limited to: homelessness or McKinney Vento status. To determine the location of the cluster bus stops, we will upload family addresses and utilize an online mapping program to determine the cluster bus stop locations for our students. These vehicles will also be used to support our extracurricular activities, field trips, etc. In general, our buses will pick-up and drop off students from designated hub locations where student density is high. We are looking to transport 50 students during Years 1-2 using 2 buses to collect students from Cabarrus County. In Year 3, we will lease another bus and add a part-time driver to transport approximately 75 students. In Years 4-5 lease another bus and part-time driver to transport approximately 100 students. Our buses will seat 39 students on each bus. Three (3) students will be placed on one seat if, they are from the same household or parents specifically grant permission for specific students to sit together. Otherwise, there will be only one student per seat on the buses for a total of 39 students per bus.



b. TSOS will transport students with special needs. If any student with special transportation needs or an IEP that specifically states the child requires transportation in order to access education. If a student(s) has special transportation needs or an IEP that says transportation to and from school is required, the school will provide transportation to that student by paying for private transportation (e.g., Uber, Lyft, taxi). Such costs are incorporated into our transportation budget.

c. TSOS will consult with NCDOT to ensure that we comply with state and federal laws and regulations related to transportation services. The Board of Directors will ensure compliance with state and federal laws and regulations related to transportation services by requiring the Executive Director to collaborate with Eagle Bus Service.

Transportation will be part of the Executive Director's monthly report to the Board of Directors to ensure that he is following TSOS' mission statement which is to "improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals".

11.2. School Lunch Plan

Q124. 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.

TSOS contacted Ms. Patricia Pitts, MS, RDN, LDN to help us with our 2020 Proposed Year 1 Lunch Menu for The School of Stars at Barber-Scotia College. Attached are her recommendations Breakfast and Lunch for Year 1. We will contract her out to ensure that we will provide health meals to all of our students.

TSOS has visited Costco and Sams Club and will purchase Corporate Cards to purchase food in bulk on a regular basis according to the menu provided by Ms. Pitts.. We have received verbal commitments from three (3) large churches located in Cabarrus County, Barber-Scotia College Alumni Association, Delta Sigma Theta Sorority, the Logan Community Association and private citizens to support our meal program by purchasing various foods that will be stored on campus. Barber-Scotia College has agreed to allow us use of their five(5) industrial sized refrigerators for the storage of milk and food.

Also, during Year 1, TSOS will apply to participate in the Special Milk Program with NCDPI.

Our estimated cost per classroom is: \$2.50 per meal x 22 students per classroom x per day x 177 days

In Years 2-5, TSOS will participate in the National School Lunch Program. We will also participate in the Community Eligibility Provision to provide a free meal all of our students. The application for free/reduced lunch will be located on our website, as well as hard copies n the TSOS office. During the Orientation process, assistance will be provided to parents/families to complete any forms or in the collection of information.

The Direct Certification process for free lunch will be used to establish eligibility. Hence, if the family receives benefits through the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Supplemental Nutrition for Women and Children (WIC), or FDPIR they will be automatically eligible. Parents/families will be required to report any food allergies or religious food restrictions in the enrollment packet and we will strive to meet those dietary needs. If students are homeless, enrolled in Head Start, migrant, or in foster care they automatically qualify.

Evidence :


PEP The School of Stars at Barber-Sco...


breakfastmealpattern (5).pdf

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

Q125. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

See below.

Resources :



Q126. 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

Evidence :

The School of Stars Charter Proposal ...

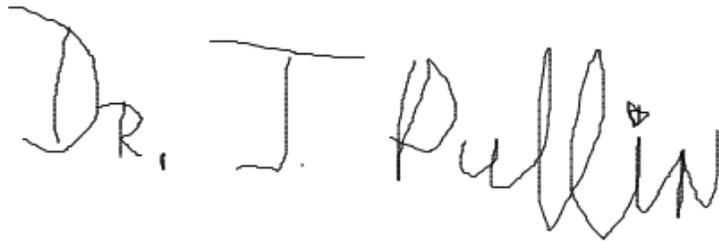
11.4. Health and Safety Requirements

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

Q127.
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



Q128. **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).

TSOS's Start-up Plan:

1) March 2020 - December 2020: Fact Sheet and Parental Interest Survey will be created and distributed throughout the Cabarrus County community. This will be done in person at various Food Lion stores within a 10-mile radius of Barber-Scotia College. Development of website for TSOS and send email blasts to prospective parents. Distribute flyers.

2) March 2020 -July 2020 - Executive Director will develop and strengthen relationships with Barber-Scotia College. He will seek to obtain a long-term easing arrangement with the college. Update website. Distribute flyers.

3) July 2020 - SOS to submit application to OCS.

4) July 2020 - December 2020: The Board of Directors will outline, define and seek partnerships with various community organizations and explore how they can assist in marketing The School of Stars at Barber Scotia College. An email list will be generated from our Parent Interest Surveys, community events, and in-person visits throughout the community. Host Zoom events.

5) January 2020 - March 2021: The Board of Directors will be laser-focused on local media coverage about TSOS. Such efforts will include, but not limited to, television stations, newspaper articles, radio stations. will outline and define the partnerships with each organization and how they may assist in marketing

efforts. The Board of Directors will also market in the following surrounding cities: Concord, Kannapolis - (Forest Park), Harrisburg, Midland and Mt. Pleasant. Distribute flyers. Host Zoom events.

6) March 2021 - August 2021: Board members and Executive Director will personally visit preschools, churches and after school programs. We will reach out to the following churches in Cabarrus County: Bethel Baptist - Kannapolis, NC; Marable Memorial AME - Kannapolis, NC; New Life Baptist Church - Concord, NC; Oak Grove Baptist - Concord, NC; Price Memorial AME - Concord, NC; Rock Hill AME - Concord, NC; Zion Hill AME - Concord, NC and First Missionary Baptist Church - Concord, NC. Brochures about the school will be distributed and left at these locations for distribution. We will attend and participate in community-wide events. We will also, in collaboration with Barber-Scotia College hold school information fairs on the campus to promote the opening of the school. Distribute flyers. Host Zoom events.

7) November 2021 - April 2022: The Board of Directors and Executive Director will host monthly information sessions and distribute flyers at Barber-Scotia College, churches, public libraries and community centers. TSOS will host several open house events to invite the community into the school so that they can visualize our mission and for the community. Distribute flyers. Host Zoom events.

8) May 2022 - July 2022: During this time, the School of Stars will distribute magnets and tee shirts to promote the school in the targeted communities. Distribute flyers. Host Zoom events. Run ads in local newspapers.

9) July 2022 - August 2022: The school will conduct an Orientation day that will include, but not be limited to the following: meeting teachers, visiting classrooms, taking their child diagnostic assessments (language, hearing and vision) that will be given by a qualified firm. Meetings will also be held for parents, introducing them to Teach Like A Champion 2.0 and the culture of the school (in the hallways and classrooms). Furthermore, during time parents will be introduced to our curricula and the expectations of administration and teachers in their participation in the education of students. Run ads in local newspapers.

10) August 2020 - School Opens

Q129. 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.

TSOS anticipates 3 primary challenges: Enrollment during the first year, management of the budget and retention of students and staff.

Enrollment: The Board of Directors will be laser-focused on meeting our 1st year enrollment of 198 students. TSOS will invest major time and effort during the RTO year to ensure we meet those numbers. For instance, our partnership with BCDI is a natural link into our kindergarten. Also we will share our curricula with day cares to prepare students for admittance into TSOS. Also, our partnership with the Boys and Girls Club and Home Schools will help us with enrolling K-2 students.

Budget: Our Year 1 budget is tight. Hence, TSOS will seek support from local, regional and national organizations. The Board of Directors will focus on the budget and hold the Executive Director responsible daily management of the school's budget. The budgetary priorities of TSOS will be clearly defined and discussed routinely between the Executive Director and Board of Directors during monthly meetings. In order to implement our mission and each our vision, TSOS must be aggressive in obtaining monetary support.

Recruitment and Retention: TSOS has a monumental tasks in raising the socioeconomic and intellectual status of the black and brown students in Cabarrus County. We must attract and retain our students in order to ensure that they gain the academic skills, prowess and exposure (being on a college campus) to be successful in life. Recruitment and retention will be top priorities for TSOS and we will monitor those areas on consistent basis during monthly board meetings.

11.5. Facility

Q130. **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

TSOS has negotiated a signed 5-year lease with Barber-Scotia College. We will be located in the Student Union (which is 25,000 square feet) and the basement of the SAG Memorial Library-Lilly Lab (which is 10,000 square feet). These facilities were recently inspected by the Fire Marshal and Barber-Scotia was given a Certificate of Occupancy, but not an Educational Certificate of Occupancy.

See the attached Commercial Lease Agreement and Addendum.

Hence, TSOS has met (virtually) with the City of Concord Planning Department and Cabarrus County and they advised us how seeking the Educational Certificate of Occupancy. The City Planning Department and Cabarrus County are very familiar with the structures and indicated that once TSOS is chartered we should begin the process of obtaining the Educational Certificate of Occupancy.

According to the City of Concord and Cabarrus County, inspections by the Fire Marshal, Health Department, Transportation, Planning, Electrical Systems, Stormwater, Engineering and City Arborist, as well as Cabarrus County can begin as early as June, 2021 and should be concluded by December 2021 because they are intimately familiar with the structures on the campus.

Evidence :



Q131. 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 Student Union has 25,000 square feet and the SAG Memorial Library-Lilly Lab has 10,000 square feet.

Short-Term Plans:

In Year 1, TSOS will open with 198 students. Kindergarten (3 classrooms with 66 students each) and 1st grade (3 classrooms with 66 students) and 2nd grade (3 classrooms with 66 students each).

A total of 122 students will be located in the Student Union (25,000 square feet). Kindergarten and 1st grade levels will be located in the Student Union. The 6 (six) rooms will be 1,000 square feet each; for a total of 6,000 square feet. An area 500 square feet will be designed for each of the following: EC, BCDI tutoring and family rooms, sick room, art room and a library.; for a total of 3,000. A total of 9,000 square feet of the 25,000 square feet will be used during Year 1.

The 2nd Grade classes will be located in the SAG Memorial Library-Lilly Lab (10,000 square feet). Each class room will be 1,000 square feet; for a total of 3,000 square feet). An area 500 square feet will be designed for each of the following: EC, BCDI, sick room, art room and a library; for a total of 2,500 square feet. A total of 5,500 square feet of the 10,000 square feet will be used during Year 1.

Long -term Plans:

In Years 2-5, TSOS will expand the number of classrooms within the Student Union as follows:

Year 2: Add 3rd Grade: Add 66 students with 3 classrooms. Approximately 1,000 square feet per class room (3,000 square feet)

Year 3: Add 4th Grade: Add 66 students with 3 classrooms. Approximately 1,000 square feet per class room (3,000 square feet).

Year 4: Add 5th Grade: Add 66 students with 3 classrooms. Approximately 1,000 square feet per class room. (3,000 square feet)

Year 5: Remain at Year 4 enrollment.

Other spaces, that will be located in the both buildings include the copy room, main office, satellite offices, supply rooms, storage closets, teacher work room and art room.

Comments :

View of Student Union on the Campus of Barber-Scotia College.



Q132. 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

TSOS has access and will use to the following per our leasing agreement with Barber-Scotia College:

1. Dance Studio
2. Gymnasium
3. Athletic fields
4. Church
5. Swimming Pool
6. Library
7. Science Labs, if required

Barber-Scotia has indicated that if TSOS needs additional space(s), we will have the ability to access them.

Comments :

SAG Memorial Library-Lilly Lab building on campus of Barber-Scotia College.



Q133. 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

The facilities that will be leased the TSOS are owned and operated by Barber-Scotia College.

The Student Union cost per square foot is 0.83 cents.

SAG Memorial Library-Lilly Lab (10,000 square feet). cost per square foot is \$10 per square foot.

TSOS has negotiated with Barber-Scotia College an annual lease fee of \$30,000 per year for the Student Union and \$12,000 per year for the SAG Memorial Library-Lilly Lab during Year 1, with annual increases each year 2-5.

Comments :

View of Gymnasium at Barber-Scotia College.



Q134. 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 of Directors has secured a 5 year lease for 2 facilities located on the campus of Barber-Scotia College; The Mabel Parker Student Union(Student Union) and SAG Memorial Library-Lilly Lab

Moreover, TSOS will have access to all facilities owned and operated by Barber-Scotia college.

Q135. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Mr. Ron Fisher: Mr. Fisher has have previous experience as a commercial real estate portfolio manager at Wells Fargo. He has performed over 500 commercial property inspections, processed more than 500 commercial construction drawings, and signed over 500 signed AIA inspection documents Mr, Fisher has also disbursed construction loans and managed loan closings for commercial real estate transactions. Finally, he has negotiated commercial contracts and leases for commercial properties through North Carolina.

Mr. A.J. Clark: Mr. Clark's professional experiences encompasses over 20 years in the Professional Services arena; these include the Public and Private Sectors. He has worked as a Project Manager for the City of Concord and the City of Kannapolis. He was also responsible (as Project Manager) for the Construction, Interior Renovations, Development and Remodeling of 26 Homes and 1 Office Building, as well as the upfit of three (3) Churches in Cabarrus County. Mr. Clark's professional experiences also includes Surveying and Site Grading Project Management responsibilities in construction projects.

12. Financial Plan

Q136. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

Q137. Explanation (optional):

12.1. Charter School Budget

Q138. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Q139. 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

Resources :



Evidence :



TSOS BUDGET WORKER MASTER 2020...

12.2. Budget Narrative

Q140. How was the student enrollment number projected?

TSOS based our enrollment projections on the positive responses received on our Parent Surveys. As of the submission of this application we have received over 110 completed Parent Surveys from parents with student in grade levels K-2. This represents 55% of our first year enrollment! We completed our surveys in only three (3) weeks.

We also have the support of BCDI which has direct contact with the Directors of local day cares, parents/families of all Pre-K and Kindergarten organizations within Cabarrus County.



Finally, we the support of large churches, the Boys and Girls Club, the YMCA and major organizations within the City of Concord and Cabarrus County such as the Logan Community, NAACP and fraternities/sororities.

Q141. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

In Cabarrus County many African American and Hispanic populations are economically disadvantaged. Parent/families have spoken with of Board of Directors and indicated that thier children are being left behind in getting a strong educational foundation. During completion of our Parent Information Surveys, parents expressed their desire for TSOS to open now. As we have discussed our mission, vision and budget with parents/families they are excited about the potential opening of TSOS in the City of Concord and Cabarrus County. Parents/families are excited about the opportunity for their students to be on a college campus with access to professors, free transportation, free meals, the swimming pool, tennis courts, a dance studio and the sports fields.

Q142. Provide the break-even point of student enrollment

Our break even point is 160 students.

Realizing that most new Charter Schools enroll approximately 75% of their projected enrollment, TSOS is prepared to adjust our budget to accommodate this possibility (148 students).

Q143. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

TSOS's finances are based on cash flow projections provided by Acadia NorthStar.

If there are anticipated enrollment projections are not met, TSOS will cut or reduce allocated costs for staff, operation costs, negotiate our lease by reducing from 2 building to 1 building, reduce transportation, lunch, technology, classroom instructional materials, furniture and office equipment.

Also, the Executive Director will teach classes in order to provide educational services to our students.

TSOS plans to apply for additional funds from various state, federal and private foundations.

Q144. 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.

The TSOS budget solely relies on revenue from the state, county, and federal funds.

No in-kind donations or grants have been committed to TSOS or its Board of Directors.

Q145. Provide the student to teacher ratio that the budget is built on

The TSOS budget is predicated on a student to teacher ratio of 22:1 for students in K-5.

Q146. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully

Mr. Ron Fisher has a \$1.1 million budget for Wells Fargo, with a staff of 24. He has prepared budgets for a number of nonprofits up to \$1 million. Currently as a commercial loan officer, he examines operating budgets, up to \$10 million, of clients to determine their qualifications for financing.

Mrs. Rose Jones has over 20 years of experience handling various budgets with the highest responsibility being. Her fiscal responsibilities over that time has ranged from \$300,000 up to \$1 million. Her experience includes managing shortfalls with the budget. When a shortage was anticipated or realized, she took the following measures:

- identify the root cause and possible remedies (i.e., cost reduction, move money from a non-essential line item, etc.)
- create and implement a Plan of Action
- Monitor and adjust income and expenses as needed

Mr. George Bates has more than 35 years of experience in banking. His experience in the non-profit sector includes managing a budget of \$500,000.00 and obtaining unsecured lines of credit with various large banks.

Q147. 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

TSOS understands that one or more high needs students with disabilities could have an impact on our budget. Hence, we have budgeted, in Year 1, \$47,500 for contracted Speech/OT/Psych/EC contingency services. In addition, we will apply for PRC 029 funds, Special State Reserve Funds. and seek



reimbursements from Medicare and/or Private Insurance for services that can be reimbursed for our high needs students with disabilities.

Q148. 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.

Based upon the experience of our Executive Director, TSOS has selected to Acadia Northstar as our financial management firm. TSOS intends contract Acadia NorthStar for financial management services during the RTO process and Year 1 and intends to continue this relationship during on initial 5 Year charter. They will assist us with student accounting, payroll, accounting, budgeting and provide us with a list various vendors (with whom they have experience) for our consideration who can provide additional services that we will need to successfully operate TSOS, especially during Year 1.

The Executive Director and/or Board of Directors will invite Acadia Northstar to participate in Board meetings when we need further either financial consultation or a better understanding of our budget activities.

Q149. 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

TSOS will contract student accounting, financial services, IT services and EC support. When seeking additional services that are equal to or exceed \$5,000, the Executive Director will provide the Board of Directors with three (3) solicited proposals. After discussion and analysis of each proposal, the Board of Directors will vote and select a proposal to provide the requested services.

If there is an emergency that impacts school operations, the Executive Director must find a vendor to resolve the issue(s) then contact the Board Chair and seek their approval before moving forward with repairs.

Q150. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

Our mission is "to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals".

The budget aligns with our mission because we will improve the literacy and math skills of K-5 students through our use of the EL curriculum, Envisions curriculum, small student to teacher ratios and 1:1 technology. As a function of our mission, TSOS will partner with the BCDI which focuses on literacy and family participation in the education of children.

Furthermore, we will provide adequate transportation to parents/families and offer free meals to students. Transportation is an area in which parents/families specifically discussed with the Executive Director as a need in the Logan Community.

Our facilities will provide adequate buildings and space for classrooms and amenities as offered by Barber-Scotia College. Parents/families will be secure in knowing that Barber-Scotia College is committed to partnering with TSOS and that well be located on their campus for a minimum of 5 years.

Q151. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

TSOS seeks to have an annual 1% carry over of the budget. The Executive Director and Board of Directors will manage the budget efficiently and seek to cut costs in order to remain solvent; especially during Year 1.

During RTO, we will embark on a fundraising campaign (in collaboration with Barber-Scotia College, write grants, solicit financial support from local foundations and philanthropists.

Q152. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

TSOS will seek to obtain line of revolving credit to support our mission.

We do not have a financing structure.

We have a 5 year lease with Barber-Scotia College to occupy the Student Union and -----buildings at fixed costs.

Q153. 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.

TSOS will seek furniture, teaching supplies and instructional materials, Smart boards, filing cabinets, office supplies, desks, copiers and tables from closing schools, Barber-Scotia College, Livingstone College and Johnson C. Smith University. Also, we will contact the LEA and surrounding schools to obtain assets on which our core operation depend.

12.3. Financial Compliance

Q154. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

The Executive Director in coordination with Acadia North Star will provide timely and accurate information to the school's Board of Directors. TSOS will consult with Acadia North Star, our auditor and attorney to develop internal controls that include segregation of duties, safeguard assets and keep accurate and adequate records.

The Board of Directors will rely on Acadia North Star and the Executive Director to provide accurate monthly financial reports that reflect the income and expenses of TSOS. The Board of Directors will use these financial reports to adjust the annual budget, execute strategic planning and complete budget forecasting.

Q155. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

There are no known possible related party transactions.

Q156. 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

TSOS has not selected a firm to conduct an audit. Below are several firms we will contact:

Potter and Company, CPA

434 Copperfield Blvd, NE

Suite A

Phone: 704-786-8184

Fax: 704-786-4447

Faulkner & Thompson, CPA

P.O. Box 2457

Rock Hill, SC 29732

Phone: 803-324-3160

Fax: 803-324-2767

Belinda Johnson, CPA

3515 Monroe Road

Charlotte, NC 28205

Phone: 704-333-2733

Fax: 704-333-2748

13. Other Forms

Q157. 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

Comments :

N/A

TSOS' Board of Directors has not selected either an Attorney or Auditing Firm (an approved CPA) We will wait until we are Chartered to have interviews of 3 firms from each profession then make have a vote and select our Attorney and Auditing firm.

Resources :



Evidence :


Attorney and Audiit Form.pdf

Q158. 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

Resources :



Evidence :


Contracting Certification Form .pdf

14. Third-party Application Preparation

Q159. Was this application prepared with the assistance of a third-party person or group?

- Yes
 No

Q160. Give the name of the third-party person or group:

N/A

TSOS did not use a third party to complete this application.

Q161. Fees provided to the third-party person or group:

N/A

TSOS did not use a third party to complete this application.

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.

Q162. ***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

16. Signature page

Q163. [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 :

Planning Year.pdf

Q164. [Complete](#)

I have finished the application

* Q165. [Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.](#)

Hiring:

Since the Executive Director s the only employee of the Board of Directors, the remaining employees will be the responsibility of the Executive Director. Initially, the Executive Director will screen the applications and submit a list of serious candidates to the Board of Directors for comments and questions.

The Executive Director will the call selected candidates, with a parent present, to ask questions about the application. These selected applicants will be required to teach a 30-minute lesson, based on topics provided by the Executive Director. This will occur on campus

The Executive Director will evaluate each candidate regarding their teaching experience, previous lesson plans, experience in working with parents and their EVASS scores (if applicable).

Finally, the selected applicants will undergo a criminal background check and citizenship review.

If these come back positive, the Executive Director will ask Board of Directors to hire..

Dismissal:

The following are reasons that an employee could be considered for dismissal.

1. A violation of any employee policy in the TSOS Employee Handbook could be interpreted as grounds for immediate dismissal with approval. from the Board of Directors.
2. Unsatisfactory job performance that has been documented. This is only applicable if the Executive Director has at least three (3)month of remediation for that employee.
3. If that employees job performance does not improve, the I Executive Director can immediately dismiss that employee or give a two (2) weeks-notice of dismissal.
4. The Board of Directors will vote and approve all dismissal recommended by the Executive Director.

AAVIS J. CLARK

111 HIGH AVENUE SW
CONCORD, NC 28025
(704) 425-2786
aavis.clark@gmail.com

Highly motivated, team player, strong work ethic, flexible scheduling

CAREER OBJECTIVE

To utilize my leadership skills to help meet the goals and objectives of an agency or organization which provides opportunities for both professional and personal growth.

EMPLOYMENT HISTORY

First Missionary Baptist Church – Director, Building and Grounds. Concord, NC. 2007 – 2015.

- Supervised construction, remodeling, demolition and maintenance of campus buildings.
- Developed cost analysis for proposed projects.
- Conducted routine maintenance checks on equipment and buildings and performed repairs as needed.
- Ensured that all projects were in compliance with safety regulations, building codes, and safety inspections.
- Monitored custodial care of buildings and lawn care/landscaping.
- Assisted in research and compiling data to locate property for future growth.

Concord Engineering & Survey – Surveyor. Concord, NC. 2006 - 2007.

- Measured and collected data on specified areas of land due for redevelopment, using a range of equipment to produce surveys.
- Analyzed information to resolve practical planning and development problems.

Prosperity Unlimited – Project Manager. Kannapolis, NC. 2000 - 2006.

- Developed and oversaw the construction and remodeling of twenty-two (22) single-family homes totaling more than \$2,600,000.00.
- Assisted in creating a revolving capital fund of approximately \$200,000.00 for land acquisition and construction for low-to-moderate income housing.
- Ensured that all projects were in compliance with local building codes, zoning laws, and non-profit guidelines.
- Conducted inspections, assessed jobs for project estimates, and documented and maintained all project records.
- Collaborated with local and state officials, funding foundations, financial institutions, and community leaders on the status of each project.

City of Charlotte Fire Department – Fire Fighter II/EMT Certified. Charlotte, NC. 1970 - 2000.

- Assisted in the suppression of fires, including rescue, advancing lines, entry, ventilation and salvage work, extrication and emergency medical care of victims.
- Conducted fire code inspections of business establishments and prepared pre-fire plans.
- Responded to emergency and non-emergency calls, pumped out basements, inspected for gas leaks, secured vehicle accidents, inspected chimneys, checked fire hydrant flows, etc.
- Assisted in maintaining and repairing fire apparatus and equipment, and cleaning fire stations and grounds.
- Participated in training and instruction programs of advanced technical material and attended scheduled drills and classes.
- Conducted station tours for the public, schools, and provided community demonstrations and programs.
- Performed all work duties and activities in accordance with City policies and procedures.

EDUCATION AND PROFESSIONAL DEVELOPMENT

Concord High School, Concord, NC.

Certification: Housing Development Finance – The National Development Council, Greenville, SC.

=====
NORTHEAST
1820 HARRIS HOUSTON RD
CHARLOTTE, NC 28262-9191
361411-0014
(800)275-8777
07/20/2020 01:39 PM
=====

Product Qty Unit Price
Lobby Services Rev \$50.00
Total: \$50.00

Debit Card Remit'd \$50.00
Card Name:VISA
Account #:XXXXXXXXXX6007
Approval #
Transaction #:430
Receipt #:014716
Debit Card Purchase:\$50.00
Cash Back:\$0.00
AID:A000000980840 Chip
AL:US DEBIT
PIN:Verified

Preview your Mail
Track your Packages
Sign up for FREE @
www.informedelivery.com

All sales final on stamps and postage.
Refunds for guaranteed services only.
Thank you for your business.

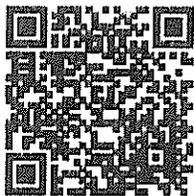
HELP US SERVE YOU BETTER

TELL US ABOUT YOUR RECENT
POSTAL EXPERIENCE

Go to:
https://postalexperience.com/Pos

840-5280-0713-007-00013-14386-01

or scan this code with
your mobile device:



or call 1-800-410-7420.

YOUR OPINION COUNTS

Receipt #: 840-52800713-7-1314386-1
Clerk: 36

Charter School Board Member Information Form

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

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

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

Background

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

The School of Stars (TSOS) at Barber-Scotia College

2. Full name: Aavis J. Clark, Jr. (AJ)

Home Address: 111 High Avenue SW, Concord NC 28025

Business Name and Address:

Telephone No.: 704-425-2786

E-mail address: aavis.clark@gmail.com

3. Brief educational and employment history.

Graduate of Concord High School, Concord, NC.

Certification: Housing Development Finance – The National Development Council, Greenville, SC.

- First Missionary Baptist Church – Director, Building and Grounds. Concord, NC. 2007 – 2015
- Concord Engineering & Survey – Surveyor. Concord, NC. 2006 – 2007
- Prosperity Unlimited – Project Manager. Kannapolis, NC. 2000 – 2006
- City of Charlotte Fire Department – Fire Fighter II/EMT Certified. Charlotte, NC. 1970 - 2000

NOTE: Full resume attached

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

No: Yes: [**X**]

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

I was recruited to serve on the board by Dr. Jonathan Pullin, Founder of The School of Stars at Barber-Scotia College.

I would like to meaningfully contribute to serving The School of Stars (TSOS) and its mission by bringing my talents and expertise to the table. For me, that includes my life experiences, my knowledge of having served on other boards, as well as my knowledge of the community and currently serving as president of the neighborhood association in which the school will reside. As a new and viable program of the community, I would serve the board and the school through its challenges, successes, and growth because it is such an important component to our neighborhood. I would also have the honor, challenge, and responsibility of understanding how everything needs to work together for the school to accomplish its goals and be a willing and active participant in helping it to do that.

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

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of TSOS, I would be responsible for ensuring the quality of the school's program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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.

Although I have not served on a charter school's board before, I have previously served on various other boards:

- The Logan Community Association, President
- Habitat for Humanity - Cabarrus
- The Logan Community Concerned Citizens, President
- Concord Historic Preservation Committee
- Township 12 Box 4, Precinct Chair

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

Based on the information I have been presented about the school, I am already excited about the prospect of serving. My previous work experience is varied but includes innovation in many areas, including effective teamwork. I would bring passion and a deep interest in the mission of the organization. I would also bring vision and leadership - the ability to see the big picture and the courage to set direction to achieve the organization's mission. I would also bring my knowledge of the community and its key players who would be beneficial in helping the school to grow. I would also bring integrity and an open mind, as well as a commitment of time and energy.

School Mission and Program

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

To improve the literacy and math skills of its students by using a creative curriculum that is both culturally relevant and responsive.

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

The school will provide students with a solid foundation in literacy and mathematics. And in partnership with its academic team, the board will encourage community involvement and create an environment of caring by "leading with love." High academic expectations for student will also be set, as well as intentional opportunities for parents and the community to be engaged.

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

A successful school is a place that students, parents, and the community trusts, and which consistently does well. It will have a well-organized environment that is conducive to learning, and which provides state-of-the-art equipment and facilities to help improve student learning. It will have strong, effective leadership who can successfully convey the school's goals and visions. It will have supportive teachers and administrators who are passionate about their work, reliable support staff and efficient service providers. It will have high expectations of its students as well as its teachers and be heavily involved in the discovery of and solutions to problems. And, to ensure both the success of its students and school, it will have ongoing screening of its students' performance and development, be transparent and communicative with the community and be well-budgeted. A well-budgeted school always produces better results for the people it is educating.

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

If the school is successful in its mission (or not, we would know it by student achievement and outcomes, student and teacher morale, financial standing, community outlook, etc. If

successful, we would need to take a look at all the variables that led to the successful implementation of these practices, applaud ourselves and continue planning to move forward, and if the outcome the board expects is not favorable or does not materialize, we would need to question why and then redevelop a different strategy. Effective use of assessment data would allow the board and school to identify problematic areas, whether in its mission, student, parental and community engagement, learning at the classroom and school levels, budgeting and resources, etc., so that administrators, teachers, the Board and whomever else is needed can generate solutions to address the problems. If performance levels are low, the school would need to develop a comprehensive plan to improve student achievement and also use assessment data to compare their students with others in the community and from across the state to better determine its success rate.

Governance

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

The most important responsibility of the board would be to work with our community to ensure and improve the achievement of its students and to establish policies and regulations by which the school would be governed. The Board would also need to advocate the school within the community, share its mission and successes, assist in fundraising including making connections with funders, hosting events and helping with sponsorships in addition to making a personal contribution on an annual basis.

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

First, we would define what success would look like, then after having established a strategic plan and measuring system, we would do a comprehensive evaluation to see if we have accomplished the goals set for the year and if we stayed within our mission and vision for the school and its charter. And, in light of the mission and goals defined in the charter and alongside the traditional measures of literacy, numeracy, and graduation, we would look at overall student achievement, outcome measures, behavior, discipline issues, program quality, and whether there was increased parental engagement, and effective teacher rapport to determine our success. We would do an assessment to see if there were any significant gains (or losses), and we would make any necessary adjustments as needed to ensure that success was evident in the years to come.

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

In addition to the above, we would set specific goals and affiliated measures of progress and success for the students and the school before the 5-year plan and then we would periodically track our progress and ultimate outcomes related to both the school environment (including school culture, connectivity, and teacher and leadership engagement and effectiveness) and student performance (including student progress and student outcomes). If indeed those items

were met, we will then know that our program is a success and then start making plans and preparations to move forward for the next five years.

We would also set improvement goals for ourselves, along with a portfolio of corresponding milestones and timelines and then we would compare our results across those of other charter schools within our county and state.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 1. Establish policies to accomplish the school's mission and ensure that policies are being followed
 2. Support the school and continually assess its performance
 3. Ensure effective organizational planning
 4. Ensure that it has adequate resources, such as financial, facilities, personnel, etc.
 5. Assure effective management of resources
 6. Determine, monitor, and strengthen the school's programs and services
 7. Enhance the school public standing
 8. Ensure legal and ethical integrity, maintaining accountability
 9. Provide support to its board as a whole and provide support and orientation for all new members who are later recruited

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?

As difficult as it may be, if a board member's actions become unethical or not in the best interest of the school, it is my obligation, along with other members of the board to address it. Not only will the details need to be investigated, we will need to take a proactive stance. Whether the board member demonstrated a blatant disregard for their responsibilities or they did so unintentionally, the remaining members of the board will have to decide what actions need to be taken to deal with the problem as evident in the by-laws. And depending on the circumstances, when appropriate or required, we may need to communicate the results to the public.

*Please include the following with your Information Form •
a one page resume

(Attached)

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

Certification

I, **Aavis J. Clark, Jr.**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **The School of Stars at Barber-Scotia College** Charter School is true and correct in every respect.

Signature



Date July 21, 2020

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



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

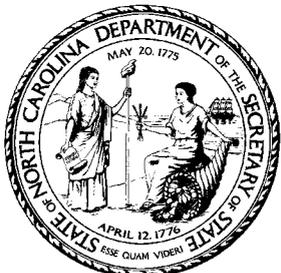
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

THE SCHOOL OF STARS AT BARBER-SCOTIA COLLEGE

the original of which was filed in this office on the 20th day of May, 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 20th day of May, 2020.

Elaine F. Marshall

Secretary of State

State of North Carolina Department of the Secretary of State
ARTICLES OF INCORPORATION NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: **The School of Stars at Barber-Scotia College**

2. XXX (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: **Dr. Jonathan J. Pullin**

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

Number and Street: **10624 Parrish Street; A-²⁰³** City: **Matthews** State:

NC Zip Code: **28105** County: **Mecklenburg**

The mailing address *if different from the street address* of the initial registered agent's office is:
Number and Street or PO Box:

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

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

Dr. Jonathan J. Pullin; 10624 Parrish Street; A-203 Matthews, NC 28105

George Bates; 8212 Shinkansen Drive, Charlotte, NC 28213

Ron Fisher; 3335 Weddington Road, Matthews, NC 28105

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

a. XXXXXXXX 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: **980-439-1459**

Number and Street: **10624 Parrish Street; A-203** City: **Matthews** State:

NC Zip Code: **28105** County: **Mecklenburg**

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)

Founding Chair; Dr. Jonathan J. Pullin; 10624 Parrish Street; A-203, Matthews, NC 28105

Treasurer; George Bates; 8212 Shinkansen Drive, Charlotte, NC 28213

Director; Ron Fisher; 3335 Weddington Road, Matthews, NC 28105

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

Privacy Redaction

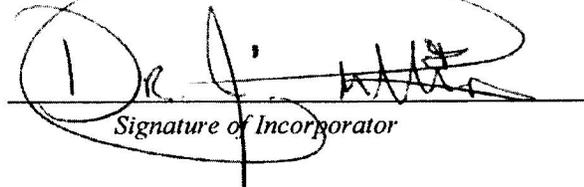
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the day of

The School of Stars at Barber-Scotia College

Incorporator Business Entity Name

A handwritten signature in black ink, appearing to read "Dr. Jonathan J. Pullin", is written over a horizontal line. The signature is enclosed in a large, hand-drawn oval.

Signature of Incorporator

Dr. Jonathan J. Pullin, Founder

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

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

BUSINESS REGISTRATION DIVISION P. O. BOX 29622 RALEIGH, NC 27626-0622 (Revised August, 2017)

Form N-01

Dissolution Provisions for The School of Stars at Barber-Scotia College

Upon termination or dissolution of the School of Stars at Barber-Scotia College, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (or described in any corresponding provision of any successor statute) which organization or organizations have a charitable purpose which, at least generally, includes a purpose similar to the terminating or dissolving corporation.

The organization to receive the assets of The School of Stars at Barber-Scotia College hereunder shall be selected by the discretion of a majority of the managing body of the The School of Stars at Barber-Scotia College and if its members cannot so agree, then the recipient organization shall be selected pursuant to a verified petition in equity filed in a court of proper jurisdiction against The School of Stars at Barber-Scotia College by one (1) or more of its managing body which verified petition shall contain such statements as reasonably indicate the applicability of this section. The court upon a finding that this section is applicable shall select the qualifying organization or organizations to receive the assets to be distributed, giving preference if practicable to organizations located within the State of North Carolina.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to this corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of North Carolina to be added to the general fund.

Charter School Required Signature Certification

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

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

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

- Name of the Selected Board Attorney:

- Date of Review:

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

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

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

- Name of the Selected Board Auditor:

- Date of Review:

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

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



COMMERCIAL LEASE AGREEMENT
(Single Tenant Facility)

(Note: This form is not intended to be used as a Sublease and SHOULD NOT be used in Sublease circumstances)

THIS COMMERCIAL LEASE AGREEMENT, including any and all addenda attached hereto ("Lease"), is by and between
The School of STARS at Barber-Scotia College

a(n) Barber-Scotia College ("Landlord"),
(individual or State of formation and type of entity)
whose address is 145 Cabarrus Avenue, W., Concord, NC 28025, and

The School of STARS @Barber-Scotia College
a(n) NC non-profit entity ("Tenant").
(individual or State of formation and type of entity)
whose address is 10624 Parrish Street, Apt 203, Matthews, NC 28105

If this box is checked, the obligations of Tenant under this Lease are secured by the guaranty of
(name(s) of guarantor(s)) attached hereto and incorporated herein by reference.

(Note: Any guaranty should be prepared by an attorney at law.)

For and in consideration of the mutual promises set forth herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

PREMISES

1. Landlord leases unto Tenant, and Tenant hereby leases and takes upon the terms and conditions which hereinafter appear, the following described property, including any improvements located thereon (herein after called the "Premises"), to wit:

(Address): 145 Cabarrus Avenue, Concord, NC 28025
Also the Mabel Parker College Union, Sag Memorial/Lilly Lab Building

All A portion of the property in Deed Reference: Book, Page No., County; consisting of approximately acres.

Plat Reference: Lot(s), Block or Section, as shown on Plat Book or Slide at Page(s), County, consisting of acres.

If this box is checked, Premises shall mean that property described on Exhibit A attached hereto and incorporated herewith by reference.

(For information purposes only, the tax parcel number of the Premises is:)

Occupancy Limitation: If this box is checked, notwithstanding any greater occupancy of the Premises which may be permitted by any law, statute, ordinance, regulation, rule (including rules enacted pursuant to any private use restrictions), as the same may be amended from time to time, Tenant shall not allow occupancy of the Premises to exceed persons per square feet in the Premises at any one time.

TERM

2. The term of this Lease shall commence on June 1, 2021, June 1, ("Lease Commencement Date"), and shall end at 11:59 p.m. (based upon the time at the locale of the Premises) on June 30, 2028, June 30, unless sooner terminated as herein provided. The first Lease Year Anniversary shall be the date twelve (12) calendar months after the first day of the first full month immediately following the Lease Commencement Date and successive Lease Year Anniversaries shall be the date twelve (12) calendar months from the previous Lease Year Anniversary.

If this box is checked, Tenant shall have the option of renewing this Lease, upon written notice given to Landlord at least 365 days prior to the end of the then expiring term of this Lease, for 1 additional term(s) of 10 years each.

North Carolina Association of REALTORS®, Inc.
Tenant Initials Landlord Initials



STANDARD FORM 592-T
Revised 7/2020
© 7/2020

If this box is checked, Tenant shall have the option of renewing this Lease, upon written notice given to Landlord at least _____ days prior to the end of the then expiring term of this Lease, for additional term(s) as specified on **Exhibit B**.

Option to Lease- If this box is checked, Tenant, upon the payment of the sum of \$ _____ (which sum is not rental or security deposit hereunder, but is consideration for this Option to Lease and is non-refundable under any circumstances) shall have a period of _____ days prior to the Lease Commencement Date ("Option Period") in which to inspect the Premises and make inquiry regarding such sign regulations, zoning regulations, utility availability, private restrictions or permits or other regulatory requirements as Tenant may deem appropriate to satisfy itself as to the use of the Premises for Tenant's intended purposes. Tenant shall conduct all such on-site inspections, examinations, inquiries and other review of the Premises in a good and workman like manner, shall repair any damage to the Premises caused by Tenant's entry and on-site inspections and shall conduct same in a manner that does not unreasonably interfere with Landlord's or any tenant's use and enjoyment of the Premises. In that respect, Tenant shall make reasonable efforts to undertake on-site inspections outside of the hours any tenant's business is open to the public and shall give prior notice to the tenant at the Premises of any entry onto the Premises for the purpose of conducting inspections. Upon Landlord's request, Tenant shall provide to Landlord evidence of general liability insurance. Tenant shall also have a right to review and inspect all contracts or other agreements affecting or related directly to the Premises and shall be entitled to review such books and records of Landlord that relate directly to the operation and maintenance of the Premises, provided, however, that Tenant shall not disclose any information regarding the Premises (or any tenant therein) unless required by law and the same shall be regarded as confidential, to any person, except to its attorneys, accountants, lenders and other professional advisors, in which case Tenant shall obtain their agreement to maintain such confidentiality. Tenant assumes all responsibility for the acts of itself, its agents or representatives in exercising its rights under this Option to Lease and agrees to indemnify and hold Seller harmless from any damages resulting therefrom. This indemnification obligation of Tenant shall survive the termination of this Option to Lease or this Lease. Tenant shall, at Tenant's expense, promptly repair any damage to the Premises caused by Tenant's entry and on-site inspections. **IF TENANT CHOOSES NOT TO LEASE THE PREMISES, FOR ANY REASON OR NO REASON, AND PROVIDES WRITTEN NOTICE TO LANDLORD THEREOF PRIOR TO THE EXPIRATION OF THE OPTION PERIOD, THEN THIS LEASE SHALL TERMINATE AND NEITHER PARTY SHALL HAVE ANY FURTHER OBLIGATIONS HEREUNDER AND LANDLORD SHALL RETURN TO TENANT ANY RENTAL OR SECURITY DEPOSIT PAID TO LANDLORD HEREUNDER.** Tenant shall be deemed to have exercised its Option to Lease and to be bound under the terms of this Lease if (i) Tenant shall occupy the Premises prior to the expiration of the Option Period, whereupon the date of occupancy shall be deemed the Lease Commencement Date, or (ii) Tenant shall not provide written notice to Landlord of its termination of this Lease prior to the expiration of the Option Period.

RENTAL

3. Beginning on August 1, 2022 ("Rent Commencement Date"), Tenant agrees to pay Landlord (or its Agent as directed by Landlord), without notice, demand, deduction or set off, an annual rental of \$ 42,000.00, payable in equal monthly installments of \$ 3,500.00, in advance on the first day of each calendar month during the term hereof. Upon execution of this Lease, Tenant shall pay to Landlord the first monthly installment of rent due hereunder. Rental for any period during the term hereof which is less than one month shall be the pro-rated portion of the monthly installment of rental due, based upon a 30 day month.

If this box is checked, the annual rental payable hereunder (and accordingly the monthly installments) shall be adjusted every _____ Lease Year Anniversary by _____ % over the amount then payable hereunder. In the event renewal of this Lease is provided for in paragraph 2 hereof and effectively exercised by Tenant, the rental adjustments provided herein shall apply to the term of the Lease so renewed, or

If this box is checked, the annual rental payable hereunder (and accordingly the monthly installments) shall be adjusted every _____ Lease Year Anniversary by the greater of: (i) _____ percent (_____ %) over the amount then payable hereunder, or, (ii) the percentage increase (but not any decrease) in the numerical index of the "Consumer Price Index for All Urban Consumers" (1982-84 = 100) published by the Bureau of Labor Statistics of the United States Department of Labor ("CPI") for the immediately preceding twelve (12) month period over the amount then payable hereunder.

If this box is checked, the annual rental payable hereunder (and accordingly the monthly installments) shall be adjusted every _____ Lease Year Anniversary by \$ _____ over the amount then payable hereunder. In the event renewal of this Lease is provided for in paragraph 2 hereof and effectively exercised by Tenant, the rental adjustments provided herein shall apply to the term of the Lease so renewed.

If this box is checked, the annual rental payable hereunder (and accordingly the monthly installments) shall be adjusted as provided on **Exhibit B**.

If this box is checked, Tenant shall pay all rental to Landlord's Agent at the following address:

The President's Office, Barber-Scotia College, 145 Cabarrus Avenue W., Concord, NC 28025

Tenant Initials

Landlord Initials

LATE CHARGES

4. If Landlord fails to receive full rental payment within 10 days after it becomes due, Tenant shall pay Landlord, as additional rental, a late charge equal to _____ percent _____ (%) of the overdue amount or \$ 50.00 whichever is greater, plus any actual bank fees incurred for dishonored payments. The parties agree that such a late charge represents a fair and reasonable estimate of the cost Landlord will incur by reason of such late payment.

SECURITY DEPOSIT

5. Upon the execution of this Lease, Tenant shall deposit with Landlord the sum of \$ _____ as a security deposit which shall be held by Landlord as security for the full and faithful performance by Tenant of each and every term, covenant and condition of this Lease. The security deposit does not represent payment of and Tenant shall not presume application of same as payment of the last monthly installment of rental due under this Lease. Landlord shall have no obligation to segregate or otherwise account for the security deposit except as provided in this paragraph 5. If any of the rental or other charges or sums payable by Tenant shall be over-due and unpaid or should payments be made by Landlord on behalf of Tenant, or should Tenant fail to perform any of the terms of this Lease, then Landlord may, at its option, appropriate and apply the security deposit, or so much thereof as may be necessary, to compensate toward the payment of the rents, charges or other sums due from Tenant, or towards any loss, damage or expense sustained by Landlord resulting from such default on the part of the Tenant; and in such event Tenant upon demand shall restore the security deposit to the amount set forth above in this paragraph 5. In the event Tenant furnishes Landlord with proof that all utility bills and other bills of Tenant related to the Premises have been paid through the date of Lease termination, and performs all of Tenant's other obligations under this Lease, the security deposit shall be returned to Tenant within sixty (60) days after the date of the expiration or sooner termination of the term of this Lease and the surrender of the Premises by Tenant in compliance with the provisions of this Lease.

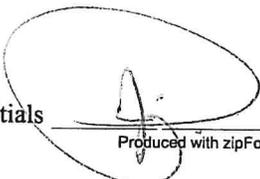
If this box is checked, Agent shall hold the security deposit in trust and shall be entitled to the interest, if any, thereon.

UTILITY BILLS/SERVICE CONTRACTS

6. Landlord and Tenant agree that utility bills and service contracts ("Service Obligations") for the Premises shall be paid by the party indicated below as to each Service Obligation. In each instance, the party undertaking responsibility for payment of a Service Obligation covenants that they will pay the applicable bills prior to delinquency. The responsibility to pay for a Service Obligation shall include all metering, hook-up fees or other miscellaneous charges associated with establishing, installing and maintaining such utility or contract in said party's name. Within thirty (30) days of the Lease Commencement Date, Tenant shall provide Landlord with a copy of any requested Tenant Service Obligation information.

Service Obligation	Landlord	Tenant	Not Applicable
Sewer/Septic	X		
Water		X	
Electric	X	X	
Gas		X	
Telephone		X	
HVAC (maintenance/service contract)	X		
Elevator (including phone line)	X		
Security System	X	X	
Fiber Optic		X	
Janitor/Cleaning		X	
Trash/Dumpster	X		
Landscaping/Maintenance	X		
Sprinkler System (including phone line)	X		
Pest Control	X	X	
Electric 3rd Flr. Student Union(1/3 bill)		X	
Electric Lilly Lab (100% of bill)		X	
Security 3rd floor only -TENANT		X	
3rd Floor Maintenance		X	
Pest Control -3rd Floor		X	

Tenant Initials



Landlord Initials



Landlord shall not be liable for injury to Tenant's business or loss of income therefrom or for damage that may be sustained by the person, merchandise or personal property of Tenant, its employees, agents, invitees or contractors or any other person in or about the Premises, caused by or resulting from fire, steam, electricity, gas, water or rain, which may leak or flow from or into any part of the Premises, or from the breakage, leakage, obstruction or other defects of any utility installations, air conditioning system or other components of the Premises, except to the extent that such damage or loss is caused by Landlord's gross negligence or willful misconduct. Landlord represents and warrants that the heating, ventilation and air conditioning system(s) and utility installations existing as of the Lease Commencement Date shall be in good order and repair. Subject to the provisions of this paragraph 6, Landlord shall not be liable in damages or otherwise for any discontinuance, failure or interruption of service to the Premises of utilities or the heating, ventilation and air conditioning system(s) and Tenant shall have no right to terminate this Lease or withhold rental because of the same.

RULES AND REGULATIONS

7. If this box is checked, the rules and regulations attached hereto ("Rules and Regulations") are made a part of this Lease. Tenant agrees to comply with all Rules and Regulations of Landlord in connection with the Premises which are in effect at the time of the execution of the Lease or which may be from time to time promulgated by Landlord in its reasonable discretion, provided notice of such new Rules and Regulations is given to Tenant in writing and the same are not in conflict with the terms and conditions of this Lease.

PERMITTED USES

8. The permitted use of the Premises shall be: The School of Stars @ Barber Scotia College ("Permitted Use"). The Premises shall be used and wholly occupied by Tenant solely for the purposes of conducting the Permitted Use, and the Premises shall not be used for any other purposes unless Tenant obtains Landlord's prior written approval of any change in use. Landlord makes no representation or warranty regarding the suitability of the Premises for or the legality (under zoning or other applicable ordinances) of the Permitted Use for the Premises, provided however, that Landlord does represent that it has no contractual obligations with other parties which will materially interfere with or prohibit the Permitted Use of Tenant at the Premises. At Tenant's sole expense, Tenant shall procure, maintain and make available for Landlord's inspection from time to time any governmental license(s) or permit(s) required for the proper and lawful conduct of Tenant's business in the Premises. Tenant shall not cause or permit any waste to occur in the Premises and shall not overload the floor, or any mechanical, electrical, plumbing or utility systems serving the Premises. Tenant shall keep the Premises, and every part thereof, in a clean and wholesome condition, free from any objectionable noises, loud music, objectionable odors or nuisances.

TAXES AND INSURANCE

(Note: The following box should only be checked if there are no boxes checked below in paragraph 9.)

If this box is checked, Tenant shall have no responsibility to reimburse Landlord for taxes or insurance.

9. Landlord shall pay all taxes (including but not limited to, ad valorem taxes, special assessments and any other governmental charges) on the Premises and shall procure and pay for such commercial general liability, broad form fire and extended and special perils insurance with respect to the Premises as Landlord in its reasonable discretion may deem appropriate. Tenant shall reimburse Landlord for all taxes and insurance as provided herein within fifteen (15) days after receipt of notice from Landlord as to the amount due. Tenant shall be solely responsible for insuring Tenant's personal and business property and for paying any taxes or governmental assessments levied thereon. Tenant shall reimburse Landlord for taxes and insurance during the term of this Lease, and any extension or renewal thereof. **If boxes are checked below, the manner of reimbursement shall be as indicated:**

Taxes

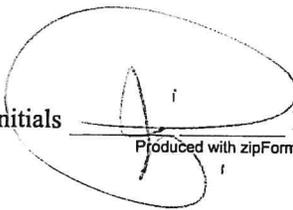
The amount by which all taxes (including but not limited to, ad valorem taxes, special assessments and any other governmental charges) on the Premises for each tax year exceed all taxes on the Premises for the tax year _____; or

All taxes (including but not limited to, ad valorem taxes, special assessments and any other governmental charges) on the Premises for each tax year.

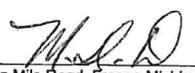
If the final Lease Year of the term fails to coincide with the tax year, then any excess for the tax year during which the term ends shall be reduced by the pro rata part of such tax year beyond the Lease term. If such taxes for the year in which the Lease terminates are not ascertainable before payment of the last month's rental, then the amount of such taxes assessed against the Premises for the previous tax year shall be used as a basis for determining the pro rata share, if any, to be paid by Tenant for that portion of the last Lease Year.

If this box is checked, Tenant shall reimburse Landlord for taxes by paying to Landlord, beginning on the Rent Commencement Date and on the first day of each calendar month during the term hereof, an amount equal to one-

Tenant Initials



Landlord Initials



twelfth (1/12) of the then current tax payments for the Premises. Upon receipt of bills, statements or other evidence of taxes due, Landlord shall pay or cause to be paid the taxes. If at any time the reimbursement payments by Tenant hereunder do not equal the amount of taxes paid by Landlord, Tenant shall upon demand pay to Landlord an amount equal to the deficiency or Landlord shall refund to Tenant any overpayment (as applicable) as documented by Landlord. Landlord shall have no obligation to segregate or otherwise account for the tax reimbursements paid hereunder except as provided in this paragraph 9.

Insurance

the excess cost of commercial general liability, broad form fire and extended and special perils insurance with respect to the Premises over the cost of the first year of the Lease term for each subsequent year during the term of this Lease; or

the cost of all commercial general liability, broad form fire and extended and special perils insurance with respect to the Premises.

If this box is checked, Tenant shall reimburse Landlord for insurance by paying to Landlord, beginning on the Rent Commencement Date and on the first day of each calendar month during the term hereof, an amount equal to one-twelfth (1/12) of the then current insurance premiums for the Premises. Upon receipt of bills, statements or other evidence of insurance premiums due, Landlord shall pay or cause to be paid the insurance premiums. If at any time the reimbursement payments by Tenant hereunder do not equal the amount of insurance premiums paid by Landlord, Tenant shall upon demand pay to Landlord an amount equal to the deficiency or Landlord shall refund to Tenant any overpayment (as applicable) as documented by Landlord. Landlord shall have no obligation to segregate or otherwise account for the insurance premium reimbursements paid here under except as provided in this paragraph 9.

Provided however, notwithstanding any provision of the foregoing, that in the event Tenant's use of the Premises results in an increase in the rate of insurance on the Premises, Tenant shall pay to Landlord, upon demand and as additional rental, the amount of any such increase.

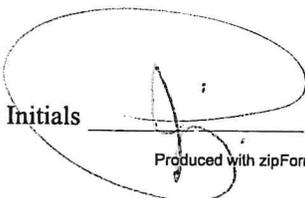
INSURANCE; WAIVER; INDEMNITY

10. (a) During the term of this Lease, Tenant shall maintain commercial general liability insurance coverage (occurrence coverage) with broad form contractual liability coverage and with coverage limits of not less than \$1,000,000 combined single limit, per occurrence, specifically including liquor liability insurance covering consumption of alcoholic beverages by customers of Tenant should Tenant choose to sell alcoholic beverages. Such policy shall insure Tenant's performance of the indemnity provisions of this Lease, but the amount of such insurance shall not limit Tenant's liability nor relieve Tenant of any obligation hereunder. All policies of insurance provided for herein shall name as "additional insureds" Landlord, Landlord's Agent, all mortgagees of Landlord and such other individuals or entities as Landlord may from time to time designate upon written notice to Tenant. Tenant shall provide to Landlord, at least thirty (30) days prior to expiration, certificates of insurance to evidence any renewal or additional insurance procured by Tenant. Tenant shall provide evidence of all insurance required under this Lease to Landlord prior to the Lease Commencement Date.

(b) Landlord (for itself and its insurer) waives any rights, including rights of subrogation, and Tenant (for itself and its insurer) waives any rights, including rights of subrogation, each may have against the other for compensation of any loss or damage occasioned to Landlord or Tenant arising from any risk generally covered by the "all risks" insurance required to be carried by Landlord and Tenant. The foregoing waivers of subrogation shall be operative only so long as available in the State of North Carolina. The foregoing waivers shall be effective whether or not the parties maintain the insurance required to be carried pursuant to this Lease.

(c) Except as otherwise provided in paragraph 10(b), Tenant indemnifies Landlord for damages proximately caused by the negligence or wrongful conduct of Tenant and Tenant's employees, agents, invitees or contractors. Except as otherwise provided in paragraph 10(b), Landlord indemnifies Tenant for damages proximately caused by the negligence or wrongful conduct of Landlord and Landlord's employees, agents, invitees or contractors. The indemnity provisions in this paragraph 10 cover personal injury and property damage and shall bind the employees, agents, invitees or contractors of Landlord and Tenant (as the case may be). The indemnity obligations in this paragraph 10 shall survive the expiration or earlier termination of this Lease.

Tenant Initials



Landlord Initials



REPAIRS BY LANDLORD

11. Landlord agrees to keep in good repair the roof, foundation, structural supports and exterior walls of the buildings located on the Premises (exclusive of all glass and exclusive of all exterior doors) and, except as may be specifically allocated to Tenant in paragraph 12 herein, Landlord agrees to be responsible for capital replacements on the Premises; provided that Landlord shall not be responsible for repairs or capital replacements rendered necessary by the negligence or intentional wrongful acts of Tenant, its employees, agents, invitees or contractors. Tenant shall promptly report in writing to Landlord any defective condition known to it which Landlord is required to repair or replace and failure to report such conditions shall make Tenant responsible to Landlord for any liability incurred by Landlord by reason of such conditions.

(Note: Should Landlord and Tenant need to further detail the allocation of responsibility hereunder, the Special Stipulations box at the end of the Lease should be checked and such allocation should be specified on an Exhibit B.)

REPAIRS BY TENANT

12. (a) Tenant accepts the Premises in their present condition and as suited for the Permitted Use and Tenant's intended purposes. Tenant, throughout the initial term of this Lease, and any extension or renewal thereof, at its expense, shall maintain in good order and repair the Premises, (except those repairs expressly required to be made by Landlord hereunder), specifically including but not limited to any building and other improvements located thereon, all light bulb and ballast replacements, plumbing fixtures and systems repairs within the Premises and water heater repairs. Tenant further agrees to care for the grounds around the building, including the mowing of grass, care of shrubs and general landscaping. Tenant shall use only licensed contractors for repairs where such license is required. Landlord shall have the right to approve the contract or as to any repairs in excess of \$ _____.

If this box is checked, Tenant, at its expense, shall maintain the heating, ventilation and air conditioning system(s) ("HVAC Systems") in good order and repair, including but not limited to replacement of parts, compressors, air handling units and heating units. Tenant shall be required to maintain a preventive maintenance contract for the HVAC Systems on terms and with a provider reasonably acceptable to Landlord, which contract shall call for at least semi-annual maintenance, inspection and repair of such HVAC Systems ("HVAC Contract"). Tenant shall provide a copy of the HVAC Contract to Landlord annually. Provided that: (i) Tenant has kept the HVAC Contract in force, and, (ii) Tenant shall have obtained Landlord's prior written approval of the contractor and the repair or replacement expenses for the HVAC Systems, then, for any calendar year, Tenant shall be responsible for the cost of repairing or replacing the HVAC Systems (or any major component thereof) up to \$ _____ per HVAC System with a maximum repair or replacement cost of \$ _____ for all HVAC Systems ("HVAC Cap") in such year. Tenant shall provide Landlord copies of all records related to the servicing, maintenance, repair, and replacement of the HVAC Systems upon the occurrence of any service, maintenance, repair, or replacement of the HVAC Systems. Landlord shall be responsible for paying the repair cost or replacement cost of such HVAC System in excess of the HVAC Cap.

If this box is checked, Landlord, at its expense, shall maintain the heating, ventilation and air conditioning system(s) ("HVAC Systems") in good order and repair, including but not limited to replacement of parts, compressors, air handling units and heating units. Provided that, Tenant shall reimburse Landlord for the cost of repairing or replacing the HVAC Systems (or any major component thereof) an amount up to \$ _____ per HVAC System with a maximum replacement cost of \$ _____ for all HVAC Systems ("HVAC Cap") in such year. Landlord shall be responsible for paying the repair cost or replacement cost of such HVAC System in excess of the HVAC Cap. Tenant shall reimburse Landlord for the amount of the HVAC Cap payable hereunder upon the written request of Landlord.

(b) Tenant, Tenant's employees, agents, invitees or contractors shall take no action which may void any manufacturers or installers warranty with relation to the Premises. Tenant shall indemnify and hold Landlord harmless from any liability, claim, demand or cause of action arising on account of Tenant's breach of the provisions of this paragraph 12.

ALTERATIONS

13. Tenant shall not make any alterations, additions, or improvements to the Premises without Landlord's prior written consent, which consent shall not be unreasonably withheld, conditioned or delayed. Landlord, in connection with Landlord's consent to same, may designate any such alterations, additions, or improvements to the Premises as subject to removal upon the expiration or earlier termination of this Lease, in which case, upon Landlord's written notice to Tenant to remove same at the expiration or earlier termination of this Lease, Tenant shall do so and restore the Premises to the condition that existed prior to such alterations, additions, or improvements being made. Tenant shall promptly remove any alterations, additions, or improvements constructed in violation of this paragraph 13 upon Landlord's written request. All approved alterations, additions, and improvements will be accomplished in a good and workmanlike manner, in conformity with all applicable laws and regulations, and by a contractor approved by Landlord, free of any liens or encumbrances. Tenant has no authority to allow, will not permit, and will indemnify Landlord and hold it harmless from, any contractors', laborers', mechanics', or materialmen's liens, or any other similar liens filed against the Premises in connection with any alterations, additions, or improvements to the Premises.

Tenant Initials

Landlord Initials

SURRENDERING THE PREMISES

14. Tenant shall schedule its move date with Landlord, in writing, in advance of the expiration or earlier termination of this Lease. Tenant agrees to return the Premises to Landlord at the expiration or earlier termination of this Lease, broom clean and in as good condition and repair as on the Lease Commencement Date, natural wear and tear, damage by storm, fire, lightning, earthquake or other casualty alone excepted. By written notice to Tenant, Landlord may require Tenant to remove any alterations, additions or improvements at the expiration or earlier termination of this Lease (whether or not made with Landlord's consent and whether or not designated via paragraph 13 as subject to removal) and to restore the Premises to its prior condition as of the Lease Commencement Date, all at Tenant's expense. All alterations, additions and improvements which Landlord has not required Tenant to remove shall become Landlord's property and shall be surrendered to Landlord upon the termination of this Lease, except that Tenant may remove any of Tenant's personal property or trade fixtures which can be removed without material damage to the Premises. Tenant shall repair, at Tenant's expense, any damage to the Premises caused by the removal of any such personal property or trade fixtures.

(Note: Should Landlord and Tenant need to further enumerate their intent/understanding as to the status of items or property as fixtures, trade fixtures, or personal property hereunder, the Special Stipulations box at the end of the Lease should be checked and such enumeration should be specified by listing same by category on an Exhibit B.)

DESTRUCTION OF OR DAMAGE TO PREMISES

15. (a) If the Premises are totally destroyed by storm, fire, lightning, earthquake or other casualty, Landlord shall have the right to terminate this Lease on written notice to Tenant within thirty (30) days after such destruction and this Lease shall terminate as of the date of such destruction and rental shall be accounted for as between Landlord and Tenant as of that date.

(b) If the Premises are damaged but not wholly destroyed by any such casualties or if the Landlord does not elect to terminate the Lease under paragraph 15(a) above, Landlord shall commence (or shall cause to be commenced) reconstruction of the Premises within one hundred twenty (120) days after such occurrence and prosecute the same diligently to completion, not to exceed two hundred seventy (270) days from the date upon which Landlord receives applicable permits and insurance proceeds. In the event Landlord shall fail to substantially complete reconstruction of the Premises within said two hundred seventy (270) day period, Tenant's sole remedy shall be to terminate this Lease.

(c) In the event of any casualty at the Premises during the last one (1) year of the Lease Term, Landlord and Tenant each shall have the option to terminate this Lease on written notice to the other of exercise thereof within sixty (60) days after such occurrence.

(d) In the event of reconstruction of the Premises, Tenant shall continue the operation of its business in the Premises during any such period to the extent reasonably practicable from the standpoint of prudent business management, and the obligation of Tenant to pay annual rental and any other sums due under this Lease shall remain in full force and effect during the period of reconstruction. The annual rental and other sums due under this Lease shall be abated proportionately with the degree to which Tenant's use of the Premises is impaired, commencing from the date of destruction and continuing during the period of such reconstruction. Tenant shall not be entitled to any compensation or damages from Landlord for loss of use of the whole or any part of the Premises, Tenant's personal property, or any inconvenience or annoyance occasioned by such damage, reconstruction or replacement.

(e) In the event of the termination of this Lease under any of the provisions of this paragraph 15, both Landlord and Tenant shall be released from any liability or obligation under this Lease arising after the date of termination, except as otherwise provided for in this Lease.

GOVERNMENTAL ORDERS

16. Tenant, at its own expense, agrees to comply with: (a) any law, statute, ordinance, regulation, rule, requirement, order, court decision or procedural requirement of any governmental or quasi-governmental authority having jurisdiction over the Premises; (b) the rules and regulations of any applicable governmental insurance authority or any similar body, relative to the Premises and Tenant's activities therein; (c) provisions of or rules enacted pursuant to any private use restrictions, as the same may be amended from time to time and (d) the Americans with Disabilities Act (42 U.S.C.S. §12101, et seq.) and the regulations and accessibility guidelines enacted pursuant thereto, as the same may be amended from time to time. Landlord and Tenant agree, however, that if in order to comply with such requirements the cost to Tenant shall exceed a sum equal to one (1) year's rent, then Tenant may terminate this Lease by giving written notice of termination to Landlord in accordance with the terms of this Lease, which termination shall become effective sixty (60) days after receipt of such notice and which notice shall eliminate the necessity of compliance with such requirements, unless, within thirty (30) days of receiving such notice, Landlord agrees in writing to be responsible for such compliance, at its own expense, and commences compliance activity, in which case Tenant's notice given hereunder shall not terminate this Lease.

CONDEMNATION

17. (a) If the entire Premises shall be appropriated or taken under the power of eminent domain by any governmental or quasi-governmental authority or under threat of and in lieu of condemnation (hereinafter, "taken" or "taking"), this Lease shall terminate as of the date of such taking, and Landlord and Tenant shall have no further liability or obligation arising under this Lease after such date, except as otherwise provided for in this Lease.

Tenant Initials 

Landlord Initials 

(b) If more than twenty-five percent (25%) of the floor area of any building of the Premises is taken, or if by reason of any taking, regardless of the amount so taken, the remainder of the Premises is not one undivided space or is rendered unusable for the Permitted Use, either Landlord or Tenant shall have the right to terminate this Lease as of the date Tenant is required to vacate the portion of the Premises taken, upon giving notice of such election within thirty (30) days after receipt by Tenant from Landlord of written notice that said Premises have been or will be so taken. In the event of such termination, both Landlord and Tenant shall be released from any liability or obligation under this Lease arising after the date of termination, except as otherwise provided for in this Lease.

(c) Landlord and Tenant, immediately after learning of any taking, shall give notice thereof to each other.

(d) If this Lease is not terminated on account of a taking as provided herein above, then Tenant shall continue to occupy that portion of the Premises not taken and the parties shall proceed as follows: (i) at Landlord's cost and expense and as soon as reasonably possible, Landlord shall restore (or shall cause to be restored) the Premises remaining to a complete unit of like quality and character as existed prior to such appropriation or taking, and (ii) the annual rent provided for in paragraph 3 and other sums due under the Lease shall be reduced on an equitable basis, taking into account the relative values of the portion taken as compared to the portion remaining. Tenant waives any statutory rights of termination that may arise because of any partial taking of the Premises.

(e) Landlord shall be entitled to the entire condemnation award for any taking of the Premises or any part thereof. Tenant's right to receive any amounts separately awarded to Tenant directly from the condemning authority for the taking of its merchandise, personal property, relocation expenses and/or interests in other than the real property taken shall not be affected in any manner by the provisions of this paragraph 17, provided Tenant's award does not reduce or affect Landlord's award and provided further, Tenant shall have no claim for the loss of its leasehold estate.

ASSIGNMENT AND SUBLETTING

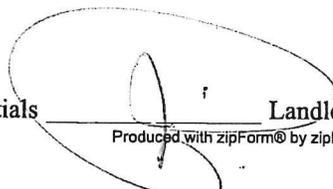
18. Tenant shall not assign this Lease or any interest hereunder or sublet the Premises or any part thereof, or permit the use of the Premises by any party other than the Tenant, without Landlord's prior written consent, which consent shall not be unreasonably withheld, conditioned or delayed. Tenant shall pay to Landlord, concurrently with any request for consent to assignment or sublet, a non-refundable fee of \$ _____ as payment to Landlord for its review and processing of the request. In addition, Tenant shall pay to Landlord any legal fees and expenses incurred by Landlord in connection with the proposed assignment or sublet, to the extent such amounts exceed \$ _____. Consent to any assignment or sublease shall not impair this provision and all later assignments or subleases shall be made likewise only on the prior written consent of Landlord. No sublease or assignment by Tenant shall relieve Tenant of any liability hereunder.

EVENTS OF DEFAULT

19. The happening of any one or more of the following events (hereinafter any one of which may be referred to as an "Event of Default") during the term of this Lease, or any renewal or extension thereof, shall constitute a breach of this Lease on the part of the Tenant: (a) Tenant fails to pay when due the rental or any other monetary obligation as provided for herein; (b) Tenant abandons or vacates the Premises; (c) Tenant fails to comply with or abide by and perform any non-monetary obligation imposed upon Tenant under this Lease within thirty (30) days after written notice of such breach; (d) Tenant is adjudicated bankrupt; (e) A permanent receiver is appointed for Tenant's property and such receiver is not removed within sixty (60) days after written notice from Landlord to Tenant to obtain such removal; (f) Tenant, either voluntarily or involuntarily, takes advantage of any debt or relief proceedings under any present or future law, whereby the rent or any part thereof is, or is proposed to be, reduced or payment thereof deferred and such proceeding is not dismissed within sixty (60) days of the filing thereof; (g) Tenant makes an assignment for benefit of creditors; or (h) Tenant's effects are levied upon or attached under process against Tenant, which is not satisfied or dissolved within thirty (30) days after written notice from Landlord to Tenant to obtain satisfaction thereof.

REMEDIES UPON DEFAULT

20. Upon the occurrence of Event of Default, Landlord may pursue any one or more of the following remedies separately or concurrently, without prejudice to any other remedy herein provided or provided by law: (a) Landlord may terminate this Lease by giving written notice to Tenant and upon such termination shall be entitled to recover from Tenant damages as may be permitted under applicable law; or (b) Landlord may terminate this Lease by giving written notice to Tenant and, upon such termination, shall be entitled to recover from the Tenant damages in an amount equal to all rental which is due and all rental which would otherwise have become due throughout the remaining term of this Lease, or any renewal or extension thereof (as if this Lease had not been terminated); or (c) Landlord, as Tenant's agent, without terminating this Lease, may enter upon and rent the Premises, in whole or in part, at the best price obtainable by reasonable effort, without advertisement and by private negotiations and for any term Landlord deems proper, with Tenant being liable to Landlord for the deficiency, if any, between Tenant's rent hereunder and the price obtained by Landlord on reletting, provided however, that Landlord shall not be considered to be under any duty by reason of this provision to take any action to mitigate damages by reason of Tenant's default and expressly shall have no duty to mitigate Tenant's damages. No termination of this Lease prior to the normal ending thereof, by lapse of time or otherwise, shall affect Landlord's right to collect rent for the period prior to termination thereof. Tenant acknowledges and understands that Landlord's acceptance of partial rental will not waive Tenant's breach of this Lease or limit Landlord's rights against Tenant hereunder or Landlord's right to evict Tenant through a summary ejectment proceeding, whether filed before or after Landlord's acceptance of any such partial rental.



EXTERIOR SIGNS

21. Tenant shall place no signs upon the outside walls, doors or roof of the Premises, except with the express written consent of the Landlord in Landlord's sole discretion. Any consent given by Landlord shall expressly not be a representation of or warranty of any legal entitlement to signage at the Premises. Any and all signs placed on the Premises by Tenant shall be maintained in compliance with governmental rules and regulations governing such signs and Tenant shall be responsible to Landlord for any damage caused by installation, use or maintenance of said signs, and all damage incident to removal thereof.

LANDLORD'S ENTRY OF PREMISES

22. Landlord may advertise the Premises "For Rent" 90 days before the termination of this Lease. Landlord may enter the Premises upon prior notice at reasonable hours to exhibit same to prospective purchasers or tenants, to make repairs required of Landlord under the terms hereof, for reasonable business purposes and otherwise as may be agreed by Landlord and Tenant. Landlord may enter the Premises at any time without prior notice, in the event of an emergency or to make emergency repairs to the Premises. Upon request of Landlord, Tenant shall provide Landlord with a functioning key to the Premises and shall replace such key if the locks to the Premises are changed.

QUIET ENJOYMENT

23. So long as Tenant observes and performs the covenants and agreements contained herein, it shall at all times during the Lease term peacefully and quietly have and enjoy possession of the Premises, subject to the terms hereof.

HOLDING OVER

24. If Tenant remains in possession of the Premises after expiration of the term hereof, Tenant shall be a tenant at sufferance and there shall be no renewal of this Lease by operation of law. In such event, commencing on the date following the date of expiration of the term, the monthly rental payable under Paragraph 3 above shall for each month, or fraction thereof during which Tenant so remains in possession of the Premises, be twice the monthly rental otherwise payable under Paragraph 3 above.

ENVIRONMENTAL LAWS

25. (a) Tenant covenants that with respect to any Hazardous Materials (as defined below) it will comply with any and all federal, state or local laws, ordinances, rules, decrees, orders, regulations or court decisions relating to hazardous substances, hazardous materials, hazardous waste, toxic substances, environmental conditions on, under or about the Premises or soil and ground water conditions, including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, the Resource Conservation and Recovery Act, the Hazardous Materials Transportation Act, any other legal requirement concerning hazardous or toxic substances, and any amendments to the foregoing (collectively, all such matters being "Hazardous Materials Requirements"). Tenant shall remove from the Premises, all Hazardous Materials that were placed on the Premises by Tenant or Tenant's employees, agents, invitees or contractors, either after their use by Tenant or upon the expiration or earlier termination of this Lease, in compliance with all Hazardous Materials Requirements.

(b) Tenant shall be responsible for obtaining all necessary permits in connection with its use, storage and disposal of Hazardous Materials, and shall develop and maintain, and where necessary file with the appropriate authorities, all reports, receipts, manifest, filings, lists and invoices covering those Hazardous Materials and Tenant shall provide Landlord with copies of all such items upon request. Tenant shall provide within five (5) days after receipt thereof, copies of all notices, orders, claims or other correspondence from any federal, state or local government or agency alleging any violation of any Hazardous Materials Requirements by Tenant, or related in any manner to Hazardous Materials. In addition, Tenant shall provide Landlord with copies of all responses to such correspondence at the time of the response.

(c) Tenant hereby indemnifies and holds harmless Landlord, its successors and assigns from and against any and all losses, liabilities, damages, injuries, penalties, fines, costs, expenses and claims of any and every kind whatsoever (including attorney's fees and costs) paid, incurred or suffered by, or asserted against Landlord as a result of any claim, demand or judicial or administrative action by any person or entity (including governmental or private entities) for, with respect to, or as a direct or indirect result of, the presence on or under or the escape, seepage, leakage, spillage, discharge, emission or release from the Premises of any Hazardous Materials caused by Tenant or Tenant's employees, agents, invitees or contractors. This indemnity shall also apply to any release of Hazardous Materials caused by a fire or other casualty to the Premises if such Hazardous Materials were stored on the Premises by Tenant, its agents, employees, invitees or successors in interest.

(d) For purposes of this Lease, "Hazardous Materials" means any chemical, compound, material, substance or other matter that: (i) is defined as a hazardous substance, hazardous material or waste, or toxic substance pursuant to any Hazardous Materials Requirements, (ii) is regulated, controlled or governed by any Hazardous Materials Requirements, (iii) is petroleum or a petroleum product, or (iv) is asbestos, formaldehyde, a radioactive material, drug, bacteria, virus, or other injurious or potentially injurious material (by itself or in combination with other materials).

(e) The warranties and indemnities contained in this paragraph 25 shall survive the termination of this Lease.

Tenant Initials [Signature] Landlord Initials [Signature]

SUBORDINATION; ATTORNMENT; ESTOPPEL

26. (a) This Lease and all of Tenant's rights hereunder are and shall be subject and subordinate to all currently existing and future mortgages affecting the Premises. Within ten (10) days after the receipt of a written request from Landlord or any Landlord mortgagee, Tenant shall confirm such subordination by executing and delivering Landlord and Landlord's mortgagee a recordable subordination agreement and such other documents as may be reasonably requested, in form and content satisfactory to Landlord and Landlord's mortgagee. Provided, however, as a condition to Tenant's obligation to execute and deliver any such subordination agreement, the applicable mortgagee must agree that mortgagee shall not unilaterally, materially alter this Lease and this Lease shall not be divested by foreclosure or other default proceedings thereunder so long as Tenant shall not be in default under the terms of this Lease beyond any applicable cure period set forth herein. Tenant acknowledges that any Landlord mortgagee has the right to subordinate at any time its interest in this Lease and the leasehold estate to that of Tenant, without Tenant's consent.

(b) If Landlord sells, transfers, or conveys its interest in the Premises or this Lease, or if the same is foreclosed judicially or nonjudicially, or otherwise acquired, by a Landlord mortgagee, upon the request of Landlord or Landlord's successor, Tenant shall attorn to said successor, provided said successor accepts the Premises subject to this Lease. Tenant shall, upon the request of Landlord or Landlord's successor, execute an attornment agreement confirming the same, in form and substance acceptable to Landlord or Landlord's successor and Landlord shall thereupon be released and discharged from all its covenants and obligations under this Lease, except those obligations that have accrued prior to such sale, transfer or conveyance; and Tenant agrees to look solely to the successor in interest of Landlord for the performance of those covenants accruing after such sale, transfer or conveyance. Such agreement shall provide, among other things, that said successor shall not be bound by (a) any prepayment of more than one (1) month's rental (except the Security Deposit) or (b) any material amendment of this Lease made after the later of the Lease Commencement Date or the date that such successor's lien or interest first arose, unless said successor shall have consented to such amendment.

(c) Within ten (10) days after request from Landlord, Tenant shall execute and deliver to Landlord an estoppel certificate (to be prepared by Landlord and delivered to Tenant) with appropriate facts then in existence concerning the status of this Lease and Tenant's occupancy, and with any exceptions thereto noted in writing by Tenant. Tenant's failure to execute and deliver the Estoppel Certificate within said ten (10) day period shall be deemed to make conclusive and binding upon Tenant in favor of Landlord and any potential mortgagee or transferee the statements contained in such estoppel certificate without exception.

ABANDONMENT

27. Tenant shall not abandon the Premises at any time during the Lease term. If Tenant shall abandon the Premises or be dispossessed by process of law, any personal property belonging to Tenant and left on the Premises, at the option of Landlord, shall be deemed abandoned, and available to Landlord to use or sell to offset any rent due or any expenses incurred by removing same and restoring the Premises.

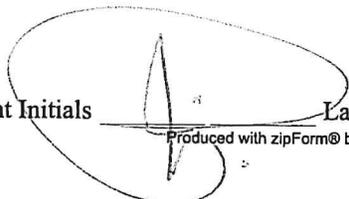
NOTICES

28. All notices required or permitted under this Lease shall be in writing and shall be personally delivered or sent by U.S. certified mail, return receipt requested, postage prepaid. Notices to Tenant shall be delivered or sent to the address shown at the beginning of this Lease, except that upon Tenant taking possession of the Premises, then the Premises shall be Tenant's address for such purposes. Notices to Landlord shall be delivered or sent to the address shown at the beginning of this Lease and notices to Agent, if any, shall be delivered or sent to the address set forth in Paragraph 3 hereof. All notices shall be effective upon delivery. Any party may change its notice address upon written notice to the other parties, given as provided herein.

BROKERS

29. Except as expressly provided herein, Tenant and Landlord agree to indemnify and hold each other harmless from any and all claims of brokers, consultants or real estate agents by, through or under the indemnifying party for fees or commissions arising out of the lease of the Property to Tenant. Tenant and Landlord represent and warrant to each other that: (i) except as to the brokers designated below ("Brokers"), they have not employed nor engaged any brokers, consultants or real estate agents to be involved in this transaction and (ii) that the compensation of the Brokers is established by and shall be governed by separate agreements entered into as amongst the Brokers, the Tenant and/or the Landlord.

("Listing Agency"),
("Listing Agent" - License # _____)
Acting as: Landlord's Agent; Dual Agent
and _____ (Leasing Agency"),
("Leasing Agent" - License # _____)
Acting as: Tenant's Agent; Landlord's (Sub)Agent; Dual Agent

Tenant Initials 

Landlord Initials 

GENERAL TERMS

30. (a) "Landlord" as used in this Lease shall include the undersigned, its heirs, representatives, assigns and successors in title to the Premises. "Agent" as used in this Lease shall mean the party designated as same in Paragraph 3, its heirs, representatives, assigns and successors. "Tenant" shall include the undersigned and its heirs, representatives, assigns and successors, and if this Lease shall be validly assigned or sublet, shall include also Tenant's assignees or sublessees as to the Premises covered by such assignment or sublease. "Landlord", "Tenant", and "Agent" include male and female, singular and plural, corporation, partnership or individual, as may fit the particular parties.

(b) No failure of Landlord to exercise any power given Landlord hereunder or to insist upon strict compliance by Tenant of its obligations hereunder and no custom or practice of the parties at variance with the terms hereof shall constitute a waiver of Landlord's right to demand exact compliance with the terms hereof. All rights, powers and privileges conferred hereunder upon parties hereto shall be cumulative and not restrictive of those given by law.

(c) **Time is of the essence in this Lease.**

(d) This Lease may be executed in one or more counterparts, which taken together, shall constitute one and the same original document. Copies of original signature pages of this Lease may be exchanged via facsimile or e-mail, and any such copies shall constitute originals. This Lease constitutes the sole and entire agreement among the parties hereto and no modification of this Lease shall be binding unless in writing and signed by all parties hereto. The invalidity of one or more provisions of this Lease shall not affect the validity of any other provisions hereof and this Lease shall be construed and enforced as if such invalid provisions were not included.

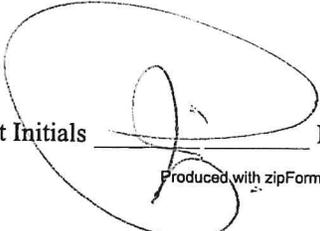
(e) Each signatory to this Lease represents and warrants that he or she has full authority to sign this Lease and such instruments as may be necessary to effectuate any transaction contemplated by this Lease on behalf of the party for whom he or she signs and that his or her signature binds such party. The parties acknowledge and agree that: (i) the initials lines at the bottom of each page of this Lease are merely evidence of their having reviewed the terms of each page, and (ii) the complete execution of such initials lines shall not be a condition of the effectiveness of this Lease.

(f) Upon request by either Landlord or Tenant, the parties hereto shall execute a short form lease (memorandum of lease) in recordable form, setting forth such provisions hereof (other than the amount of annual rental and other sums due) as either party may wish to incorporate. The cost of recording such memorandum of lease shall be borne by the party requesting execution of same.

(g) If legal proceedings are instituted to enforce any provision of this Lease, the prevailing party in the proceeding shall be entitled to recover from the non-prevailing party reasonable attorneys fees and court costs incurred in connection with the proceeding.

SPECIAL STIPULATIONS

If this box is checked, additional terms of this Lease are set forth on **Exhibit B** attached hereto and incorporated herein by reference. (Note: Under North Carolina law, real estate agents are not permitted to draft lease provisions.)

Tenant Initials  Landlord Initials 

**Addendum
to
Lease Commercial Agreement
between
The School of Stars and Barber-Scotia College**

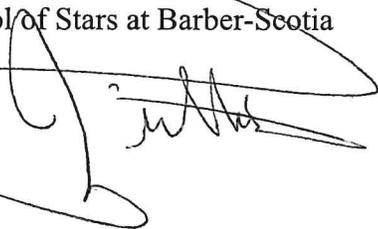
Date: July 22, 2020

The School of Stars at Barber-Scotia College agrees to the following:amendment of our Commercial Lease Agreement with Barber-Scotia College:

- 1) The School of Stars at Barber-Scotia College agrees to pay \$1,000 per month, for 12 months, for leasing the SAG Memorial/Lilly Lab Building.
- 2) The School of Stars at Barber-Scotia College agrees to pay \$2,000 per month during Years 2-5 for leasing the SAG Memorial/Lilly Lab Building.
- 3) The School of Stars at Barber-Scotia College agrees to pay 100% of the electricity used in the SAG Memorial/Lilly Lab Building for years 1-5.

The School of Stars at Barber-Scotia

Signature:



Date: 07/22/2020

Barber-Scotia College

Signature:



Date: 7/22/2020

THIS DOCUMENT IS A LEGAL DOCUMENT. EXECUTION OF THIS DOCUMENT HAS LEGAL CONSEQUENCES THAT COULD BE ENFORCEABLE IN A COURT OF LAW. THE NORTH CAROLINA ASSOCIATION OF REALTORS® MAKES NO REPRESENTATIONS CONCERNING THE LEGAL SUFFICIENCY, LEGAL EFFECT OR TAX CONSEQUENCES OF THIS DOCUMENT OR THE TRANSACTION TO WHICH IT RELATES AND RECOMMENDS THAT YOU CONSULT YOUR ATTORNEY.

IN WITNESS WHEREOF, the parties hereto have hereunto caused this Lease to be duly executed.

LANDLORD:

Individual

[Signature]

Date: July 20, 2020

The School of Stars @ Barber-Scotia College

Date: July 20, 2020

Business Entity

Barber-Scotia College
(Name of Firm)

By: Dr. Melvin L. Douglas

Title: President

Date: July 22, 2020

TENANT:

Individual

[Signature]

Date: July 20, 2020

Founding Chairman

Date: July 20, 2020

Business Entity

The School of STARS @ Barber-Scotia College
(Name of Firm)

By: Dr. [Signature]

Title: Founding Chairman

Date: July 20, 2020



July 7, 2020

Dear Sir or Madam:

This letter is in support of the application from The School of Stars at Barber-Scotia College. The college agrees to offer The School of Stars lease space, instructional and technical assistance for 5 years.

The School of Stars at Barber-Scotia College has a curriculum for Kindergarten through 5th grade that provides a sequential approach to literacy and mathematics awareness concepts.

Barber-Scotia College confirms that The School of Stars will enhance the cultural, educational and social experiences in the community.

Administrators, teachers, students, and parents are looking forward to the partnership with The School of Stars.

Sincerely,

Melvin Isadore Douglass, Ed.D., L.H.D.
President of Barber-Scotia College

Charter School Board Member Background Check Form

Certification Statement:

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

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

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

Signature Maria C. Barnes Date 6/23/2020

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

Signature _____ Date _____

Board Member Background Check

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

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

**Breakfast Meal Pattern**

	Preschool	Grades K-5	Grades 6-8	Grades 9-12
Food Components	Amount of Food per Week (minimum per day)			
Fruits (cups)	2½ (½)	5 (1)	5 (1)	5 (1)
Vegetables (cups)	May count toward Fruits requirement.	May credit toward Fruits requirement. ¹		
Grains (oz. eq. unless otherwise indicated)	1 ¼ slices/servings (½ slice/serving) or 1¼ cup (¼ cup)	7-10 (1)	8-10 (1)	9-10 (1)
Meats/Meat Alternates (oz. eq.)	May substitute for Grains up to 3 times per week.	May credit toward Grains requirement if at least 1 oz. eq. of Grains is offered.		
Fluid milk (cups)	3 ¾ (¾)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week				
Min-Max Calories (kcal)	N/A	350-500	400-550	450-600
Saturated Fat (% of total calories)	N/A	<10	<10	<10
Other Specifications: Daily Amount Based on the Average for a 5-Day Week				
Sodium Target 1 (mg) (through SY 2023-24)	N/A	≤540	≤600	≤640
Sodium Target 2 (mg) (effective July 1, 2024)		≤485	≤535	≤570
<i>Trans</i> fat	N/A	Nutrition label or manufacturer specifications must indicate zero grams of <i>trans</i> fat per serving. (This does not apply to naturally occurring <i>trans</i> fats, present in some meat and dairy products.)		

¹ Vegetables are not required in the SBP, but schools may choose to offer vegetables in place of fruits. To offer starchy vegetables in place of fruits, at least 2 cups of red/orange, dark green, legumes, or "other" vegetable subgroups must also be offered on a menu within the week. Effective February 15, 2019, through June 30, 2021, Federal funds may not be used to enforce this provision. This means that, through June 30, 2021, schools may offer any vegetable in place of fruits at breakfast, including potatoes and other starchy vegetables, without including vegetables from other subgroups in the weekly menus (Further Consolidated Appropriations Act, 2020, Section 749).

BYLAWS
THE SCHOOL OF STARS AT BARBER-SCOTIA COLLEGE

ARTICLE I: Name and Seal:

The name of the Corporation is THE SCHOOL OF STARS AT BARBER-SCOTIA COLLEGE (the “Corporation”). The seal of the Corporation will be circular in form which shall bear the name THE SCHOOL OF STARS AT BARBER-SCOTIA COLLEGE and words indicating that the Corporation was incorporated in North Carolina. Failure to affix the seal to corporate instruments shall not affect the validity of any such instrument.

ARTICLE II: Purposes of the Corporation:

1. IRC Section 501(C)(3) Purposes. This corporation is organized exclusively for one or more purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including for such purposes, distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

2. Statement of Purpose. The organizational purpose of THE SCHOOL OF STARS AT BARBER-SCOTIA COLLEGE is to be a public charity which can engage in activities and provide various services that are beneficial to the public interest and may include the advancement of literacy and education of children.

ARTICLE III: Members: The Corporation shall have no members, certificate holders or shareholders. All functions and affairs of the corporation shall be directed entirely by the Board of Directors.

ARTICLE IV: Offices and Registered Agent:

1. Offices. The Corporation continuously shall maintain in North Carolina a registered office at such place as may be designated by the Board of Directors. The principal office of the Corporation and such other offices as it may establish shall be located within North Carolina.

2. Agent. The Corporation continuously shall maintain within North Carolina a registered agent, who shall be designated by the Board of Directors.

3. Changes. Any change in the registered office or registered agent of the Corporation shall be accomplished in compliance with the North Carolina Non-Profit Corporation Act.

4. Initial Agent and Office. The initial registered agent is Dr. Jonathan J. Pullin and the initial registered office is 10624 Parrish Street; A-203, Matthews, North Carolina 28105.

ARTICLE V: Board of Directors for the Corporation:

1. General Powers and Duties: The property, business, and affairs of the Corporation shall be managed, controlled, and directed by a Board of Directors or such executive committees as the Board may establish. The Board of Directors shall have, and may exercise, any and all powers provided in the Articles of Incorporation or the North Carolina Non-Profit Corporation Act that are necessary or convenient to carry out the purposes of the Corporation as established in these Bylaws.

2. Composition:

(a) The Board shall consist of a minimum of 7 and a maximum of 13 voting directors elected or appointed as provided herein.

(b) Election. The Initial Board shall select three (4) of its members to serve an initial one (1) year term, four (5) members to serve an initial two (2) year term and the remaining four (4) members shall serve an initial (3) year term.

New directors shall be elected in each succeeding year to fill any expiring terms. New directors shall be elected by the existing Board of Directors at the annual meeting. Members will be eligible for re-election and may vote on new board members. Those receiving the highest number of votes shall be deemed elected. In the event any Director so demands, election of Directors shall be by secret ballot.

3. Qualifications of Directors: Directors shall be at least twenty-one (21) years of age, shall hold at least a high school diploma or its equivalent. Any such qualified person seeking election to the Board of Directors must submit to a reasonable screening process by the nominating committee, which shall include submitting a personal written statement that provides the following:

- a. statement as to personal reason for wanting to serve on the Board of Directors of this corporation;
- b. certification statement as to age, residency, and diploma or equivalency;
- c. certification statement of having read and understood the Articles of Incorporation and these Bylaws;
- d. statement of support for this corporation's purposes;

- e. statement of personal education philosophy;
- f. statement of personal background, including any talents or experience that can contribute to the function of the corporation Board;
- g. separate list of references, including the name, address and phone number of each, to at least (2) board members or other person who can verify personal background.

4. Vacancies: A vacancy occurring in the Board of Directors may be filled by a majority vote of the remaining Directors. The director so elected shall serve the unexpired term of the director replaced thereby.

5. Removal: Directors may be removed from office with or without cause by a vote of a majority of the directors. In the event any director is so removed, a new director or directors may be elected at the same meeting.

6. Officers of the Board:

(a) Chair. The Board of Directors shall elect a Chair from the members of the Board. The Chair shall preside at meetings of the Board and perform such other duties as may be directed by the Board. The Chair shall be elected at each annual meeting of the Board of Directors by the Board of Directors from among its members.

(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.

7. Term: The term of the Directors shall be as follows:

(a) Except as provided in Article V, paragraph 2(c), each Director shall hold office for the term of three (3) years or until a successor is appointed and qualified.

(b) Each Director is eligible for re-election for two (2) successive terms. After serving two (2) three (3) year terms, the Director shall not be eligible for re-election until after a one (1) year absence from service on the Board of Directors.

8. Compensation: No compensation shall be allowed to members of the Board except pursuant to a contract. Expenses incurred by a member in conducting corporate business may be paid if approved by the Board.

9. Resignation: A Director may resign at any time by giving notice thereof in writing to the Chair.

10. Duties of Directors: It shall be the duty of the directors to:

(a) Register their addresses and phone numbers with the Secretary of the corporation, and notices of meetings mailed or telephoned to them at such addresses shall be valid notices;

(b) Meet at such times and places as required by these Bylaws;

(c) Appoint and remove, employ and discharge, supervise the duties of, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;

(d) Perform any and all duties imposed on them collectively or individually by law, or by these Bylaws.

11. Committees:

(a) Executive Committee. The Board Directors may, by a majority vote of its members, designate an Executive Committee consisting of only (4) and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, except that the Executive Committee:

a. may not dissolve the corporation or plan its merger or consolidation;

b. may not change the Bylaws or Articles of Incorporation;

c. may not conduct any transaction involving all or substantially all corporate assets or property;

d. May not remove the Executive Director or restrict his activities within the Corporation; (this can only be done by a majority vote of the board);

e. may not create committees;

f. may not fill board vacancies;

g. *may not alter board resolutions;

h. may not act as otherwise restricted by law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, increase or decrease but not below two (2) the number of members of the Executive Committee, and fill vacancies on the Executive Committee from the members of the board.

The Executive Committee shall keep minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

(b) Nominating and Board Development Committee. A nominating and Board Development committee shall be established which shall consist of three (3) individuals designated by the Chair. The purpose of said committee shall be to review applications and research candidates to serve as directors and officers of the Corporation and to recommend nominees for such office to the Board of Directors. Additionally, said committee shall have the responsibility to train and orient new members of the Board of Directors on a director's duties and responsibilities, as well as the goals and purposes of the Corporation. Members of the nominating committee shall serve until their terms as directors have expired.

(c) Other Board Committees. The Chair of the Board will establish the following committees deemed necessary to carry out the work of the Corporation these include, but are not limited to the following; Marketing, Finance, Governance, Facilities, and Community Engagement. The Chair shall appoint Board Members to these committees, and the Chair shall designate chairs for each committee. Committees serve in an advisory capacity to the Board.

(d) Limitation on Authority of Committees. Neither the executive committee nor any other committee formed hereunder shall have the authority to repeal or amend a resolution duly adopted by the Board of Directors.

(e) Meetings and Actions of Committees. Meetings and Actions of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as necessary to substitute the committee and its members for the Board and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board or by the committee. The Board of Directors may also adopt rules for the conduct of meetings of committees to the extent that they are not inconsistent with the provisions of these Bylaws.

12. Majority Action as Board Action and Conflict of Interest. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless these Bylaws, or provisions of law require a greater percentage or different voting rules for approval of a matter by the board.

A member of the Board may have a conflict of interest of his or her vote on a matter before the Board in the best interest of the school if the vote is adverse to the personal, family or business interests of the Board member. If any member of the Board faces a conflict of interest in a matter

pending before the Board- such member shall make full and candid disclosure to the Board of the nature of the conflict.

If one (1) or more directors present at a meeting abstain from voting on a particular motion before the Board, due to a personal conflict of interest with the subject of the motion or due to restrictions contained in these Bylaws, then the remainder of the directors shall still constitute a quorum for that particular vote and a two thirds majority of those voting directors shall be required to approve the motion.

ARTICLE VI: Officers of the Corporation

1. Designation. The officers of the Corporation shall be the Chair, Vice-Chair, Treasurer and the Secretary and any other officers that the Board of Directors may designate. Individuals to serve in these capacities shall be designated by the Board of Directors and given powers and duties consistent with these Bylaws. Any two (2) or more offices may be held by the same person, except the offices of Chair and Secretary; however, no officer shall execute, unless acknowledged, or verified by two (2) or more officers.

2. Qualifications. The Chair, Vice-Chair, Secretary and Treasurer shall be members of the Board of Directors.

3. Officers of the Corporation

(a) Chair. The Chair of the Board shall serve as the Chief Executive Officer of the Corporation. The Chair as the chief executive officer of the corporation shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided bylaw, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, contracts, bonds, checks, or other instruments which may from time to time be authorized by the Board of Directors.

(b) Vice-Chair. The Board may elect a Vice-Chair who shall perform those duties as the Board may designate.

(c) Secretary. The Board shall elect from among its members a Secretary who shall preside at all meetings of the Board when the Chair and Vice-Chair are absent and who, with the assistance of the Corporation staff, shall be responsible for keeping an accurate record of the proceedings and actions of the Board. The Secretary shall have the custody of the corporate seal and shall

maintain a current record of all the persons who are Directors of the Corporation, showing their respective places of residence, and such book shall be open for inspection as prescribed by law. Subject to the control of the Board of Directors, the Secretary shall in general perform all the duties incident to the office of Secretary, and shall perform such other duties as the Board or the Chair may assign.

(d) Treasurer. The Board shall elect from among its members a Treasurer who shall have the custody of all funds, property, and securities of the Corporation, subject to such regulations as the Board of Directors may impose. The Treasurer may be required to give bond for the faithful performance of his duties in such sum and with such sureties as the Board may require. When necessary or proper, the Treasurer, on behalf of the Corporation, may endorse for collection checks, notes, and other obligations, and shall deposit the proceeds to the credit of the Corporation at such bank or banks as the Board may designate by resolution as depository. The Treasurer shall sign all receipts and vouchers and, together with such other officer or officers, if any, as shall be designated by the Board, the Treasurer shall sign all checks of the Corporation and all bills of exchange issued by the Corporation, except in cases where the signing and execution thereof shall be expressly assigned by the Board or by these Bylaws to some other officer or agent of the Corporation. The Treasurer shall make such payments as may be necessary or proper to be made on behalf of the Corporation. The Treasurer shall maintain full and accurate books of account reflecting the transactions, assets and obligations of the Corporation and shall exhibit such books at all reasonable times to any Director on application at the offices of the Corporation. In general, the Treasurer shall perform all the duties incident to the office of Treasurer, subject to the control of the Executive Committee and the Board.

4. Compensation. No compensation shall be allowed to Officers of the Corporation, except pursuant to a contract. Expenses incurred by an Officer in conducting corporate business may be paid if approved by the Board.

5. Removal. Any Officer of the Corporation may be removed from office with or without cause upon two-thirds vote of the membership of the Board then in office at any regular or special meeting called for that purpose. Any officer of the Corporation proposed to be removed shall be entitled to at least five (5) days notice in writing by mail and in person of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board at such meeting. Any Board member removed from office pursuant to this section shall also be deemed removed from the Board of Directors pursuant to Article C Section 5 without further action by the Board.

6. Terms of Officers. The terms of the Officers of the Corporation shall be from the time of their election to the next annual meeting or until their successors are chosen.

ARTICLE VII: Meetings:

1. Regular Meetings. The Board of Directors shall meet at least monthly at such times and dates as designated by the Chair of the Board, through a written call of the majority of Board members, or upon resolution of the Board. The annual meeting of the Board shall be held each year in July or at such other time as the Board may fix, for the purpose of electing directors and officers and for the transaction of other business.

2. Place of Meetings. The meetings of the Board of Directors shall be held at the principal office of the Corporation, or at such other place as the Chair of the Board of Directors may designate.

3. Special Meetings. The time, date, and place of a special meeting of the Board may be set at the call of the Chair, upon written call by the majority of Board members, or upon resolution of the Board. Notice shall be given by the usual means of communication prior to a special/emergency meeting.

4. Attendance. Attendance by a member at a meeting shall constitute a waiver of notice of such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called.

5. Notice of Inability to Attend. Members of the Board shall be required to notify the Chair of the Board of the Corporation of their inability to attend a lawfully scheduled meeting at least twenty-four (24) hours prior to meeting time.

6. Quorum. A majority of the directors in office shall constitute a quorum for the transaction of business. The quorum shall be determined at the beginning of the business meeting.

7. Parliamentary Rules and Open Meeting Law. All meetings shall be conducted in an open, orderly, and fair manner; and any guidelines established by the Institute of Government shall apply to all deliberations. All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9 -143-318.19. While the Board may elect not to proceed in full compliance with modified Roberts Rules of Order, those procedures may be invoked at any time for use during part or all of a particular meeting upon motion supported by a majority vote.

8. Manner of Acting. Except as otherwise provided by law, the Articles of Incorporation, or by these Bylaws, all matters before the Board of Directors shall be decided by a majority vote of the Directors present and eligible to vote at a meeting at which a quorum exists.

Any one or more or all of the directors or members of a committee may participate in a meeting of the Board of Directors or committee by means of a conference telephone or similar communications device that allows all persons participating in the meeting to hear each other. Participation in a meeting by means of a conference telephone or similar communications device shall be deemed presence in person at such meetings.

9. Meeting Agenda. Regular meetings of the Board shall strictly follow the written agenda prepared by the Chair. Any person having business to be brought before the Board shall notify the Chair at least five (5) days or one (1) week prior to the meeting of their request to be heard by the Board.

ARTICLE VIII: Contracts, Checks, Deposits, and Funds

1. Contracts. The Board of Directors 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.

2. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

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 the Chair and Treasurer.

4. Funds. All funds of the Corporation not otherwise employed shall be deposited to the credit of the Corporation at such banks, trust companies, or other depositories as the Board may select, or as may be designated by the entire Executive Committee.

5. Acceptance of Gifts. The Board or any officer or officers or agent or agents of the Corporation to whom such authority may be delegated by the Board, may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the purpose of the Corporation.

6. Audits. In compliance with North Carolina Charter School Law, the accounts of the Corporation shall be audited annually by a reputable certified public accountant, whose report shall be submitted to each member of the Board, and kept on file at the offices of the Corporation as required by law.

7. Bond. At the direction of the Executive Committee, any officer or employee of the Corporation shall be bonded. The Corporation shall pay the expense of procuring any such bond.

ARTICLE IX: Indemnification

The directors and officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible under North Carolina law.

The Board of Directors shall take all such action as may be necessary and appropriate to authorize the Corporation to pay the indemnification provided by this Bylaw, including without limitation, to the extent necessary, making a good faith evaluation of the manner in which the claimant for indemnity acted and of the reasonable amount of indemnity due him or her.

ARTICLE X: Corporate Records and Reports

1. Maintenance of Corporate Records. The Corporation shall keep at its principal office:

(a) A copy of the Corporation's Articles of Incorporation and these Bylaws as amended to date;

(b) A record of its directors, indicating their names and addresses and telephone numbers, dates of election to the board, and if applicable, dates of election to office;

(c) A record of its committees and committee members, including the specific task for which each committee was formed and members' names, addresses and telephone numbers;

(d) Minutes of all meetings of directors, and of committees of the board, indicating the time and place of such meetings, whether regular or special, how called, the notice given, the names of those present and the proceedings thereof;

(e) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses.

2. Directors' Inspection Rights. Every director shall have the absolute right at any reasonable time to inspect and copy all books, record and documents of every kind and to inspect the physical properties of the corporation and shall have such other rights to inspect the books, records and properties of this Corporation as may be required under the Articles of Incorporation, other provisions, of these Bylaws, and provisions of law.

Any inspection under the provisions of this Article may be made in person or by attorney and the right to inspections shall include the right to copy and make extracts.

3. Periodic Report. The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or other government agency and to be so prepared and delivered within the time limits set by law.

ARTICLE XI: Fiscal Year

Except as altered by a resolution of the Board of Directors, the fiscal year of the Corporation shall begin on the first day of each July, and end on the last day of June next ensuing.

ARTICLE XII: Election as a Charitable Corporation

Said corporation is organized exclusively for charitable, religious, educational and scientific purposes, pursuant to section 501(c)(3) of the Internal Revenue Code of 1986. Said corporation shall operate as a charitable corporation as defined in NCGS Section 55A-1-40(4). 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 the purposes set forth in the Articles of Incorporation and these Bylaws. 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 any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the internal Revenue Code of 1986 or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986.

Upon dissolution of the corporation, assets of the Corporation then remaining in the hands of the Board, after satisfaction of the Corporation's liabilities, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and in accordance with North Carolina General Statutes for Charter Schools.

ARTICLE XIII: General Provisions

1. Limit of Use of Property and Funds to Purposes of the Corporation. No funds or property of the Corporation shall be devoted to or expended for any purpose or objective not stated in Article

II, but all the Corporation's funds and properties shall at all times be used exclusively for said corporate purposes. In no event shall any of the funds or property of the Corporation be used for personal benefit, by way of compensation, directly or indirectly, of these directors, with the exception of the Officers, who may be paid a salary set by the directors for services actually rendered.

2. 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 any applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice.

3. Amendments. These Bylaws may be altered, amended, or repealed, or new Bylaws may be adopted, at any meeting of the Board of Directors, by a vote of a majority of the Directors in office, if at least ten (10) day written notice is given of the intention to take such action at such meeting.

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

- Name of the Contact for Selected EMO/CMO: N/A
N/A LOS is not contracted with an EMO/CMO
- Date of Review: N/A
- Signature of Board Members Present (Add Signature Lines as Needed): N/A
 - _____
 - _____

❖ 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: Robin Miller
-
- Name of the Selected Financial Service Provider: Acadia North Star
- Date of Review: April 6, 2020
- Signature of Board Members Present (Add Signature Lines as Needed):

- *Dr. [Signature]*
- *[Signature]*
- *Ronald L. Fisher Jr.*
- *Mercedes Pullin*
- *[Signature]*
- *Jacqueline Love*
- *Abby J. Clark*
- *Elly P. Small*
- *[Signature]*
- *Gene Jones - Edwards*
- *Ronald Bates*
- *Maria Saines*

❖ 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: Robin Miller
- Name of the Selected PowerSchool Service Provider: Acadia North Star
- Date of Review: April 6, 2020

George Allen Bates
Resena Dor
~~Dr. Jonathan Pullin~~
Ronald L. Frie, Jr.
Jacqueline Tony maria Barnes
Mercedes Pullin
Davis L. Chalk
Ella P. Small
Alan
Ray Jones-Edwards

Certification

I, Dr. Jonathan Pullin 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
The School of Stars at Barber-Scotia College Charter School is true and correct in every respect.

Signature

Dr. Jonathan Pullin

Date

07/14/2020

El Skills Block Scope and Sequence Foundational Skills

Kindergarten

	Module 1	Module 2	Module 3	Module 4
Phase Range	Pre-Alphabetic – Early Partial Alphabetic		Early to Middle Partial Alphabetic	Middle to Late Partial Alphabetic
Module Summaries	<p>A key characteristic of primary learners is that they use stories to construct meaning. The story of “Jeffi and the Search for Names” is revealed to students at the start of Module 1. This story becomes an anchor text for letter identification as students accompany the young protagonists on a quest that reveals the names of creatures and objects that the protagonist encounter (resulting in letter mnemonics and knowledge that a letter represents a sound) over the course of Modules 1 and 2. Through this and other shared oral and written texts, students develop:</p> <ul style="list-style-type: none"> • letter identification (name, sound, formation) • intonation and rhythm of speech • oral syllable, rhyme, and phoneme identification and production basic concepts of print <p>In Module 2, the broader Phonological awareness instruction begins to shift towards phonemic awareness (i.e., phonemic segmentation and blending) in preparation for the explicit decoding and encoding work in Modules 3 and 4.</p>		<p>Modules 3 and 4 signal an important shift toward even more explicit mapping of graphophonemic connections. In these modules, students continue to develop phonemic segmentation and blending to decode and encode short vowel words with two and three phonemes (including consonant digraphs). By the end of Module 4, they are introduced to long vowel sounds.</p> <p>While shared oral and written texts continue, students begin to take on more independence with text via student Decodable readers. This reflects another key characteristic of primary learners—they seek independence and mastery.</p>	

Scope & Sequence i.e. Patterns introduced in each cycle	C1: "a", "t"	C5: "v", "s"	C12: "sh", "ch", "th"	C19: reviews all short vowels and digraphs
	C2: "h", "p"	C6: "g", "i"	C13: /a/ words	C20: reviews short vowels, specifically /a/ and /i/. Introduces decoding and encoding
	C3: "n", "c"	C7: "l", "d", "f"	C14: /i/ words	words with –an and –am spelling patterns.
	C4: "m", "r"	C8: "k", "y"	C15: /u/ words	C21: reviews short vowels, specifically /u/ and /e/. Introduces “–ank” and “–ink” in spoken words.
		C9: "x", "q", "u"	C16: /o/ words	C22: reviews short vowels, specifically /o/. Introduces decoding words with double final consonants.
	C10: "b", "o", "w"	C17: /e/ words	C23: introduces long vowels in spoken words, specifically /a/ and /ī/.	
	C11: "j", "e", "z"	C18: compares all short vowel words	C24: introduces long vowels in spoken words, specifically /o/, /u/, and /e/.	
			C25: introduces r-controlled vowels in spoken words.	

El Skills Block Scope and Sequence Foundational Skills

1st grade

	Module 1	Module 2	Module 3	Module 4
Phase Range	Mid to Late Partial Alphabetic	Late Partial to Early Full Alphabetic	Early to Middle Full Alphabetic	Middle to Late Full Alphabetic
Module Summaries	<p>Review of phonemes-graphemes from kindergarten.</p> <p>Decoding and encoding short vowel words with three and four phonemes. Module begins with a narrative that sets the purpose for skills work in first grade.</p>	<p>Continued decoding and encoding short vowel words with three and four phonemes. Initial and final consonant clusters, digraphs wh and cky as /i/, FLOSS (i.e., -ll, -ss, -ff, -zz).</p> <p>By the end of this module (mid-year), students have successfully made the transition into using more alphabetic information as described in the Full Alphabetic phase.</p>	<p>Syllable types: closed, open, CVCe</p> <p>In Modules 3 and 4, students develop knowledge of syllable types and use this knowledge to decode and encode first one- and then two-syllable words.</p>	<p>Syllable types: r-controlled and vowel teams</p> <p>By the end of first grade, students should be able to identify closed, open, CVCe, r-controlled, and vowel team syllable types and use this information to efficiently decode and encode one- and two-syllable words.</p>

Scope & Sequence i.e. Patterns introduced	<p>C1: review kindergarten skills</p> <p>C2: /a/ "t," "a," "p," "n," "c," "h," "s," "m," "r," "v," "g," "th"</p> <ul style="list-style-type: none"> "-nt," possessive 's (reading only) plural noun "-s" <p>C3: /i/ "i," "ch," "k," "y," "sh," "z," "d," "l," "f"</p> <ul style="list-style-type: none"> introduces "fl," "dr," "gr," "sp" introduces "-nd," "-nk," and "-ng" using suffix -s <p>C4: /u/ "qu," "u"</p> <ul style="list-style-type: none"> introduces -nch 	<p>C5: /o/ o, b, j, w, x, /ks/, p, g</p> <ul style="list-style-type: none"> 'ow' -ang, -ing, -ung, -ong <p>C6: /e/</p> <ul style="list-style-type: none"> -ank, -ink, -unk, -onk <p>C7: /e/ continued and y as /ī/</p> <ul style="list-style-type: none"> initial and final clusters suffix -ing <p>C8: wh and ck</p> <ul style="list-style-type: none"> suffix -ed as /t/ <p>C9: ll, ss, ff, zz</p> <ul style="list-style-type: none"> blends with "s" sn, st, sp, and sk suffix -ed as /d/ <p>C10: Initial blends with "l": -bl, -cl, -fl, -gl, -pl, -sl, -sp, -spl</p> <p>C11: final blends -lt, -ft, -nd, -nk, -ng, -nt</p> <ul style="list-style-type: none"> suffix -ed as /id/ alternate /ow/ spelling -"ou" 	<p>C12: closed syllable (one and two syllable words)</p> <p>C13: closed syllable (one and two syllable words)</p> <ul style="list-style-type: none"> "rabbit" words (e.g., muffin) compound words <p>C14: open syllable</p> <p>C15: CVCe (mostly /ā/)</p> <p>C16: CVCe (mostly / ī/ and /ō/)</p> <p>C17: CVCe (mostly /ū/ and /ē/)</p> <p>C18: CVCe (two syllable and with suffixes -ing, -s, and -ed)</p>	<p>C19: r-controlled /ar/ /or/</p> <p>C20: r-controlled /er/ ir, ur, er</p> <p>C21: vowel teams oa, ai, ea</p> <p>C22: vowel teams ay, ow (/ō/)</p> <p>C23: oo, ee, -y as / ī/</p> <p>C24: ie, igh</p> <p>C25: 2-syllable closed, open, CVCe, r-controlled, and vowel teams</p>
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El Skills Block Scope and Sequence Foundational Skills

2nd grade

	Module 1	Module 2	Module 3	Module 4
Phase Range	Late Full Alphabetic	Early Consolidated	Middle Consolidated	Late Consolidated
Module Summaries	Review syllable types Closed, Open, and CVCe. Review vowel team syllable type patterns from Grade 1 and introduce spelling generalizations.	New vowel teams and spelling generalizations; contractions and affixes.	Consonant-le syllable type, other word endings, new vowel teams, affixes. and contractions.	Spelling generalizations, schwa, affixes, and contractions.

Scope & Sequence	Module 1	Module 2	Module 3	Module 4
i.e. Patterns introduced	<p>C1: reviews syllable types: Open, Closed and CVCe</p> <p>C2: ay vs. ai</p> <p>C3: ee vs. ea vs. -y (long e)</p> <p>C4: igh vs. ie</p> <ul style="list-style-type: none"> also compare -y and ie at end of a single syllable (e.g., tie, fly) <p>C5: "oa" vs. "ow"</p>	<p>C6: r-controlled vowels</p> <p>C7: oi, oy, and ou, ow (/ow/)</p> <ul style="list-style-type: none"> contractions with "not" <p>C8: old, ost, ind, ild</p> <ul style="list-style-type: none"> contractions with "is" <p>C9: 1-1-1 Doubling rule when adding a vowel suffix (e.g., run-running)</p> <p>C10: -ed as /id/, /ed/, and /t/</p> <ul style="list-style-type: none"> contractions with "would" <p>C11: oo, ou, ui, ue, and ew for /u/ and /oooo/</p> <ul style="list-style-type: none"> contractions with "will" <p>C12: -tion and -sion</p>	<p>C13: C-le syllable type</p> <ul style="list-style-type: none"> dropping magic e when adding a vowel suffix (e.g., write-writing) <p>C14: C-le syllable type</p> <ul style="list-style-type: none"> suffixes -ly, -ment, -ness <p>C15: -c vs. -ck vs. -k</p> <ul style="list-style-type: none"> prefixes un- and re- <p>C16: -ge vs. -dge and eu and ei (/oo/)</p> <ul style="list-style-type: none"> suffixes -y and -ly <p>C17: -ch vs. -tch</p> <ul style="list-style-type: none"> comparative suffixes -er and -est <p>C18: -able vs. -ible</p> <ul style="list-style-type: none"> suffixes -ful and -ness <p>C19: reviews patterns introduced in the module. Introduces "aw" and "au"</p>	<p>C20: "y" spelling changes when making words plural (e.g., cherry-cherries, monkey-monkeys)</p> <p>C21: schwa with a</p> <ul style="list-style-type: none"> prefixes dis- and de- <p>C22: schwa with e and o</p> <ul style="list-style-type: none"> prefixes in- and im- <p>C23: schwa with "ate" vs. "ate" as CVCe (e.g., "private" vs. "locate")</p> <ul style="list-style-type: none"> contractions with "are" <p>C24: compound words</p> <ul style="list-style-type: none"> contractions with "are" <p>C25: -cal vs. -cle</p> <ul style="list-style-type: none"> possessives <p>C26: -ous vs. -us</p> <ul style="list-style-type: none"> possessives

El Scope and Sequence (All Block)

3rd grade

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 2	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 3</p> <p>ALL Block:</p> <p>Week 1, Day 1</p> <p><i>**Note: This ALL Block lesson assumes students have already chosen their independent research reading books, which happens in Unit 1, Lesson 2 of the module lessons.</i></p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students are introduced to the ALL Block. They discuss its purpose and how it relates to the work they are doing in the module lessons. They also begin to discuss and practice some of the routines used in the ALL Block.</p> <p><i>ELLs complete the same activities as other students.</i></p>	N/A	N/A
<p>Lesson 4</p> <p>ALL Block:</p> <p>Week 1, Day 2</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students are introduced to Independent Reading: Student Task Card and Text Share conversations.</p> <p><i>ELLs complete the same activities as other students.</i></p>	N/A	N/A
<p>Lesson 5</p> <p>ALL Block:</p> <p>Week 1, Day 3</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students read the ALL Independent Group Work protocol for the gist and work in pairs to determine the meaning of unfamiliar vocabulary.</p> <p><i>ELLs complete the same activities as other students.</i></p>	N/A	N/A

<p>Lesson 6</p> <p>ALL Block:</p> <p>Week 1, Day 4</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students work in a small group to create a visual display showing the steps of the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the Teacher-Guided Student Activity Card.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: Students read their research reading texts independently.</p> <p><i>ELLs complete the same activities as other students.</i></p>
<p>Lesson 7</p> <p>ALL Block:</p> <p>Week 2, Day 1</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students sort academic and topical vocabulary words.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 5 minutes, respond to a reading prompt, and share their response with a partner.</p> <p><i>ELLs complete the same activities as other students.</i></p>
<p>Lesson 8</p> <p>ALL Block:</p> <p>Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students analyze the meaning of the vocabulary word <i>academic</i> in their vocabulary logs.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Text Share conversation. They practice using the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students.</i></p>
<p>Lesson 9</p> <p>ALL Block:</p> <p>Week 2, Day 3</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students analyze the meaning of the vocabulary word <i>topical</i> in their vocabulary log.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and respond to a reading prompt, and share their vocabulary logs. They practice using the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students.</i></p>

<p>Lesson 10</p> <p>ALL Block:</p> <p>Week 2, Day 4</p>	<p>Independent Reading</p> <p>Overview: With teacher guidance, all students continue to read with increasing stamina and work with Student Task Card. With teacher modeling, they log their reading in their independent reading journals and add vocabulary to their vocabulary logs.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>
<p>Lesson 11</p>	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		

 **Reading Standards for Foundational Skills**

	Module 1	Module 2	Module 3	Module 4
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Integrated throughout			
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.				
RF.3.3b Decode words with common Latin suffixes.				
RF.3.3c Decode multisyllable words.				
RF.3.3d Read grade-appropriate irregularly spelled words.				
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.		✓	✓	
RF.3.4a Read grade-level text with purpose and understanding.		✓	✓	
RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓	✓	✓	
RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	

El Scope and Sequence (All Block)

4th grade

Module Lesson and ALL Block Week and Day	Teacher-Guided Component	Independent Work Component	Independent Work Component
Lesson 1	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
Lesson 2	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 3</p> <p>ALL Block:</p> <p>Week 1, Day 1</p> <p><i>**Note: This ALL Block component assumes students have already chosen their independent research reading books, which happens in Unit 1, Lesson 2 of the module lessons.</i></p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students are introduced to the ALL Block. They discuss its purpose and how it relates to the work they are doing in the module lessons. They also begin to discuss and practice some of the routines used in the ALL Block.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>

<p>Lesson 4</p> <p>ALL Block:</p> <p>Week 1, Day 2</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students are introduced to Independent Reading: Student Task Cards and Text Share conversations.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>
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<p>Lesson 5</p> <p>ALL Block:</p> <p>Week 1, Day 3</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students read the ALL Independent Group Work protocol for the gist and work in pairs to determine the meaning of unfamiliar vocabulary.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>
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<p>Lesson 6</p> <p>ALL Block:</p> <p>Week 1, Day 4</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students work in a small group to create a display showing the steps of the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the Teacher-Guided Student Activity Cards.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: Students read their research reading texts independently.</p> <p><i>ELLs complete the same activities as other students.</i></p>
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<p>Lesson 7</p> <p>ALL Block:</p> <p>Week 2, Day 1</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students sort academic and domain-specific vocabulary words.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 5 minutes, respond to a reading prompt, and share their response with a partner.</p> <p><i>ELLs complete the same activities as other students.</i></p>
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<p>Lesson 8</p> <p>ALL Block:</p> <p>Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students analyze the meaning of the vocabulary word <i>academic</i> in their vocabulary logs.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Text Share conversation. They practice using the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students.</i></p>
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<p>Lesson 9</p> <p>ALL Block:</p> <p>Week 2, Day 3</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students analyze the meaning of the vocabulary word <i>domain-specific</i> in their vocabulary log.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and respond to a reading prompt, and share their vocabulary logs. They practice using the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students.</i></p>
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<p>Lesson 10 ALL Block: Week 2, Day 4</p>	<p>Independent Reading</p> <p>Overview: With teacher guidance, all students continue to read with increasing stamina and work with Student Task Cards. With teacher modeling, they log their reading in their independent reading journals and add vocabulary to their vocabulary logs.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>
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<p>Lesson 11</p>	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>
<p>Lesson 12</p>	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>

 **Reading Standards for Foundational Skills**

	Module 1	Module 2	Module 3	Module 4
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words	<i>Integrated throughout</i>			
RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	✓			✓
RF.4.4a Read grade-level text with purpose and understanding.	✓			✓
RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓			✓
RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓			✓

EI Scope and Sequence (All Block)

5th grade

<p>Lesson 1</p>	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 2</p>	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 3</p> <p>ALL Block:</p> <p>Week 1, Day 1</p> <p><i>**Note: This ALL Block component assumes students have already chosen their independent research reading books, which happens in Unit 1, Lesson 2 of the module lessons.</i></p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students are introduced to the ALL Block. They discuss its purpose and how it relates to the work they are doing in the module lessons. They also begin to discuss and practice some of the routines used in the ALL Block.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>

<p>Lesson 4</p> <p>ALL Block:</p> <p>Week 1, Day 2</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students are introduced to Independent Reading: Student Task Card and Text Share conversations.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>
<p>Lesson 5</p> <p>ALL Block:</p> <p>Week 1, Day 3</p>	<p>Introduction to the Additional Language and Literacy Block</p> <p>Overview: With teacher guidance, students read the ALL Independent Group Work protocol for the gist and work in pairs to determine the meaning of unfamiliar vocabulary.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>

<p>Lesson 6</p> <p>ALL Block:</p> <p>Week 1, Day 4</p>	<p>Introduction to the Additional Language and Literacy Block Additional Work with Complex Text</p> <p>Overview: With teacher guidance, students work in a small group to create a display showing the steps of the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the Teacher-Guided Student Activity Card.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: Students read their research reading texts independently.</p> <p>Learning Target:</p> <p>I can read my research reading text independently for 10 minutes.</p> <p><i>ELLs complete the same activities as other students.</i></p>
<p>Lesson 7</p> <p>ALL Block:</p> <p>Week 2, Day 1</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students sort academic and domain-specific vocabulary words.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to independently read free choice texts for 5 minutes, respond to a reading prompt, and share their response with a partner.</p> <p><i>ELLs complete the same activities as other students.</i></p>

<p>Lesson 8</p> <p>ALL Block:</p> <p>Week 2, Day 2</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students analyze the meaning of the vocabulary word <i>academic</i> in their vocabulary logs.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to participate in a Text Share conversation. They practice using the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students.</i></p>
<p>Lesson 9</p> <p>ALL Block:</p> <p>Week 2, Day 3</p>	<p>Word Study and Vocabulary</p> <p>Overview: With teacher guidance, students analyze the meaning of the vocabulary words <i>domain-specific</i> in their vocabulary log.</p> <p><i>ELLs complete the same activities as other students. However, specific ELL instruction is called out within the teacher guide.</i></p>	<p>N/A</p>	<p>Independent Reading</p> <p>Overview: All students follow a task card to read for 5 minutes and respond to a reading prompt, and share their vocabulary logs. They practice using the ALL Independent Group Work protocol.</p> <p><i>ELLs complete the same activities as other students.</i></p>

<p>Lesson 10</p> <p>ALL Block:</p> <p>Week 2, Day 4</p>	<p>Independent Reading</p> <p>Overview: With teacher guidance, all students continue to read with increasing stamina and work with Student Task Card. With teacher modeling, they log their reading in their independent reading journals and add vocabulary to their vocabulary logs.</p> <p><i>ELLs complete the same activities as other students.</i></p>	<p>N/A</p>	<p>N/A</p>
<p>Lesson 11</p>	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		
<p>Lesson 12</p>	<p>FLEX DAY</p> <p>Use this day to meet the needs of your students based on their ongoing or formal assessments in the module lessons.</p>		



Reading Standards for Foundational Skills

	Module 1	Module 2	Module 3	Module 4
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<i>Integrated throughout</i>			
<p>RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>				
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	✓	✓		✓
<p>RF.5.4a Read grade-level text with purpose and understanding.</p>	✓	✓		
<p>RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	✓			
<p>RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	✓	✓		

FACT SHEET

The School of Stars At Barber-Scotia College

Mission Statement:

To improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals.

The School of Stars at Barber-Scotia College will serve a diverse student population of 204 students (K-2) during our first year of operation; it will grow into a K-5 school over the following 5 years. We have a strong relationship with Barber-Scotia College and will be located on the campus in the Student Union Building.

IT'S FREE. There is **NO** cost to attend...this is a **FREE** public Charter School. **FREE** transportation will be provided. **FREE** breakfast and lunch will be provided or the family may choose to provide meals for their student(s). **IT'S FREE!!!!!!!!!!**

The School of Stars at Barber-Scotia College is dedicated to providing an outstanding education to our students, with a focus on **LITERACY**. Our curriculum will be designed to ensure that all students meet high academic standards. We will provide a unique curriculum, small student to teacher ratio and a **partnership with the National Black Child Development Institute-Charlotte Chapter**. This partnership will support our focus on **LITERACY** and family participation in the education of the student(s).

Opening in 2022-Pending Approval by the State Board of Education







<u>Board Member Name</u>	<u>Board Title</u>	<u>County of Residence</u>	<u>Current Occupation</u>
Jacqueline Long	Member	Mecklenburg	EC Teacher
Otilia Fredette	Member	Mecklenburg	ELL Teacher
Ella Mae Small	Member	Cabarrus	City Council
AJ Clark	Member	Cabarrus	Retired Fireman/Construction
Resheema Norris	Vice-Chairwoman (Executive Committee)	Cabarrus	B-K Teacher
Maria Barnes	Member	Mecklenburg	B-K Teacher
Ron Fisher	Member (Executive Committee)	Mecklenburg	Reitred Banker
George Bates	Member (Executive Committee)	Mecklenburg	Reitred Banker
Mercedes Pullin	Member	Montgomery	Public Health Professional
Dr. Jonathan Pullin	Founding Chairman	Mecklenburg	Educator
Dr. Govant-Hunt	Member	Mecklenburg	Education Entrepenuer
Rose Jones	Member (Executive Committee)	Mecklenburg	Educational Entrepenuer

Past or Present Professional Licenses Held

Special Education
ELL
Retired Teacher (43 years as Teacher)
None
B-K License
B-K License
NC Real Estate License
International Banking
none
Ed.D.
Ph. D.
Global Development Facilitator

Any disciplinary action taken against any of these professional licenses?

No
No

EXPERIENCE

EC Teacher Charlotte,

NC 28262

jlightbeing@yahoo.com

704-345-8477

Eager to bring special needs students into the twenty-first century using a unique combination of special education experience coupled with ten years of being a special needs teacher assistant. Completing student-teaching for a Masters Degree in Special Education and holding a Bachelors Degree in Communications.

- Experienced in use of the Internet and educational software.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Authorized to work in the US for any employer

Work Experience

EC Teacher

Cabarrus Charter Academy - Concord, NC

February 2017 to Present

Inspiration and Hope, Inc

July 2013 to October 2015

EC Teacher Assistant

East Mecklenburg High School

August 2001 to June 2013

Student Teacher

East Mecklenburg High School - Charlotte, NC

September 2011 to January 2012

Special Education Teacher

Cabarrus Charter Academy, Concord, NC

February 2017 to June 2018

Exceptional Children Director

Essie Mae Kiser Foxx Charter School

June 2018 to June 2019

Special Education Teacher

United Community Charter School

June 2019 to April 2020

Founding Board Member of The School of Stars

at Barber -Scotia College

October 2019 to Present

Education

Masters of Education in Special Education

Grand Canyon University - Phoenix, AZ

Graduation Date: 2011

Bachelor of Arts in Communications

Pfeiffer University - Charlotte, NC

Graduation Date: 2006

Professional Educators License

North Carolina Teacher Licensure

Expiration Date: 06/30/2024

License Number: 1208170

License Area: Cross Categorical K-12

Additional Information



Govan - Hunt Staff Development, LLC & Critical Curriculum Consulting
We make offering high quality learning environments easy!

June 14, 2020

Dear Dr. Pullin

Govan-Hunt Staff Development, LLC & Critical Curriculum Consulting has been engaging in the work of preparing high quality educators for our most vulnerable population for the past 9 years. We take pride in understanding that we are able to reach more students by placing well-prepared teachers before our students starting in the early years through 2nd grade. Our most under-served children are disproportionately challenged by the negative affects of existing in classrooms that have not been designed under the context of cultural relevance or cultural responsiveness.

Our organization has served Cabarrus County for a number of years in the field of early care and education. We have had the beautiful opportunity to work with some of the largest and smallest childcare providers in the county providing technical assistance, training, and parent workshops. We have been able to see the challenges that childcare providers have supporting their families in selecting “the next step” after graduating children into the formal school system. Families of color in Cabarrus County have often times expressed concern about the amount of school choice they have for this major transition. Many have expressed the desire to transition their children into a learning environment that mirrors the intimate class sizes they know to be optimal for children. They expressed concern about having a desire to continue building a strong emotional and social foundation for their child’s academic career to stand on by keeping a laser focus on the primary grades. This can only be done in an environment that values small class sizes and environments that are culturally relevant and responsive.

Dr. Pullin, our team has learned of The School of Stars and is excited about what it will do for Cabarrus County on a micro and macro level. The School of Stars will change the trajectory of life for so many children and their families. This school being placed right in the center of the Logan Community



7209 E. WT Harris Blvd. Suite J
276
Charlotte, NC 28215

Phone: 704-207-0640
E-mail: govanhunt.ccc@gmail.com
www.govanhunt.com



Govan - Hunt Staff Development, LLC & Critical Curriculum Consulting
We make offering high quality learning environments easy!

on the campus of the Historically Black College campus of Barber– Scotia College gives new definition to the term cradle to college/career. This school’s focus on primary grades where high school graduation rates can be predicted based on literacy proficiency and future academic success can be predicted by high levels of family engagement changes the conversation for so many families. The School of Stars existing in the heart of a community in need of “something” and on a college campus forces individuals to think differently about how we fuel the “pipeline” with our students and where that “pipeline” leads.

We understand that The School of Stars will be an option for children and families from all over Cabarrus County; an option that did not exist before. The School of Stars will be an option for families that provides a deeper level of expectations for children, a robust curriculum that will lead children towards academic proficiency, a learning environment that will support the whole child, and an opportunity for families to have meaningful engagement with their children's academic journey.

Dr. Pullin, Govan-Hunt Staff Development, LLC & Critical Curriculum Consulting is a supporter of The School of Stars. You are changing lives and creating opportunities for upward mobility and social capital by offering this school for lower grades, by placing it on the campus of Barber-Scotia College in the heart of the Logan Community, and by creating a model that will produce young scholars that are academically proficient and well-rounded.

If there is anything that we can do to support this process please let me know. Good Luck and Congratulations.

Sincerely,

Devonya Govan-Hunt

Dr. Devonya Govan-Hunt

Founder & CEO

Govanhunt.ccc@gmail.com

704-207-0640



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276
Charlotte, NC 28215

Phone: 704-207-0640
E-mail: govanhunt.ccc@gmail.com
www.govanhunt.com



Aavis J. Clark, President

PO Box 2084

Concord NC 28026-2084

July 15, 2020

Office of Charter Schools
Mr. Dave Machaeo
Raleigh NC

RE: Letter of Support

Dear Mr. Machaeo,

On behalf of the Logan Community Association and its Board of Directors, it is my pleasure to write this letter supporting the important work you are about to do in Cabarrus County. We are so excited about The School of Stars (TSOS) at Barber-Scotia College and the positive impact it will have on our community and surrounding areas. Just the potential resources alone in having a “free” charter school, along with free transportation and meals to the students, will indeed be an essential element in the transformation of our community.

Your program, offering initiatives which provides not only a new curricula and behavior management system, but a different culture that enhances personal development, and different learning opportunities for students will be a great asset. We recognize the need for such a program in Cabarrus County and we support your vision to extend these services to promote the success of students.

Sincerely,

Aavis J. Clark, President

Signature Page

The foregoing application is submitted on behalf of The School of Stars at Barber-Scotia College. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and charter 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:

Board Position:

Signature:

Date:

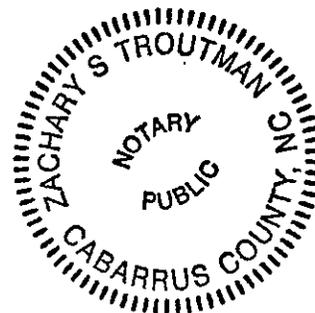
Fowadia Chaire
Dr. Fowadia Chaire
07/16/2020

Sworn to and subscribed before me this 16 day of JULY, 2020.

Notary Public:


ZACHARY S. TROUTMAN

Official Seal:



My commission expires: JANUARY 23, 2025.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at d_arian.jones@dpi.nc.gov.



Child Language & Developmental Speech

HELPING CHILDREN COMMUNICATE BETTER

709 Northeast Drive, Ste 23
Davidson, NC 28036
Phone: 704-845-0561
Fax: 844-294-3070

Mr. Dave Machado
Director
Office of Charter Schools

Dear Mr. Machado:

I'm writing this letter in support of the application for The School of Stars at Barber-Scotia College. I've had the opportunity to work with Dr. Pullin in several capacities where he has demonstrated consistent and effective leadership. He is a visionary with the capacity to effectively engage others to support his mission.

Dr. Pullin has secured community support as well as experienced educators to implement an innovative curriculum. After attending on several meetings, I believe the individuals who comprise the Board of Directors are well qualified to manage and lead this organization to be a successful educational institution.

I have long been an advocate of parents having the opportunity for school choice and sincerely want this school to be a "beacon of light" in the education of students in the city of Concord and Cabarrus county.

The School of Stars at Barber-Scotia College is going to do great things for our children and will be a strong partner with parents and community organizations.

Thank you for your time and consideration of my letter.

Kind regards,

Laquinta Khaldun, Director
Child Language and Developmental Speech

JONATHAN JAY PULLIN, Ed.D.
11254 Trailside Road, NW
Concord, North Carolina 28027
Cell Phone: 980-439-1459
Email: jpullin12@gmail.com

My educational leadership includes functioning as the Founding Principal of Essie Mae Kiser-Foxx Charter School, located in East Spencer, North Carolina and the Founder/Interim Director of Pocosin Innovative Charter School in Creswell, North Carolina. My primary responsibilities were fiscal management (operating in the black), promoting and maintaining high student achievement by providing curricular and instructional collaboration, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members.

EDUCATION

Certificate of Education Leadership (2018) Major: K-12 School Administration (Add-on License)

Gardner-Webb University
Boiling Springs, North Carolina

Doctor of Education (2016) Major: Curriculum and Instruction

Gardner-Webb University
Boiling Springs, North Carolina

Dissertation Topic: "A Mixed-Methods Study of Parental Choice and Heuristics of First-Time Kindergarten Parents".

Master of Science (1993) Major: Environmental Chemistry

UNC Gillings School of Global Public Health
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Master's Thesis: "Chemical Mechanistic Studies related to the application of Ozone in Drinking Water Treatment".

Bachelor of Science Major: Environmental Studies (Chemistry) (1990)

University of North Carolina at Asheville
Asheville, North Carolina

Associate of Science (1987) Major: Chemical Technology

Asheville-Buncombe Technical Community College

Asheville, North Carolina

NORTH CAROLINA LICENSURE

North Carolina Administrator's License

Principal

NCDPI License Number 1210483

Expiration Date 06/03/2020

Standard Professional License 1

Area of Specialty: Curriculum and Instruction Specialist

NCDPI License Number: 1210483

Expiration: 06/03/2020

PROFESSIONAL EXPERIENCE

1993-1994

Environmental Investigations, Inc.

Research Triangle Park, North Carolina

This firm provided environmental, health and safety and engineering services to municipalities, city governments, law firms, real estate firms and financial institutions in the southeastern United States.

Title: Staff Environmental Chemist

- ***Innovation:*** Developed internal criteria for air, soil and water quality analysis.
- Managed \$250,000 in projects.
- Mentored graduate students at UNC-Chapel in the Department of Environmental Sciences and Engineering.

1994-1998

LAW Engineering and Environmental Services, Inc.

Charlotte, North Carolina

This firm provided environmental consulting and engineering services, globally, to governments and major corporations.

Title: Project Environmental Scientist

- Managed \$2 million in projects.
- ***Innovation:*** Created and implemented T3D Professional Development Series for company Engineers and

Scientists.

- Managed portfolio for United States Postal Service Headquarters in Washington, D.C.

1998-2011

The Environmental Group of the Carolinas, Inc.

Title: President and Chief Executive Officer

Charlotte, North Carolina

Firm provided environmental consulting and engineering services to financial organizations, cities, universities and architectural firms throughout the Southeastern United States.

- Environmental consultant for Bank of America, Wachovia Bank, Duke Energy, City of New Orleans.
- Managed 3 offices and associated staff in North Carolina and New Orleans.
- Grew revenue from \$0 to more than \$300,000 per year.
- Received *Outstanding Small Business* Award from Bank of America, NA.
- Selected as a *Leader of Change* by Well Fargo Bank, NA.

February, 2011-2015

OMITT Vocational Trade School

Title: Administrator and Adjunct Instructor

Charlotte, North Carolina

- Participated in Re-Certification process for Curriculum
- Administrator of Curriculum and Instruction.
- ***Innovation:*** Created a Green Training Program for our primary client, the Mecklenburg County Sheriff's Department.
- ***Success:*** Performed internal **Needs Analysis** and separate organizational **Performance Evaluation** which increased revenue by 50%.
- ***Innovation:*** Created, implemented and managed Renewable Energy Certification Program which increased student enrollment by 80%.
- Manager of Professional Development Programs for administrators and staff.
- Participated in recertification process for vocational process.

August, 2011-May, 2012

Johnson C. Smith University

Title: Adjunct Professor of Chemistry

Charlotte, North Carolina

- \$400, 000 National Science Foundation Grant for STEM Program.
- **Innovation:** *Piloted and implemented eBooks on Campus.*
- **Innovation:** *Developed Sustainability Village.*
- Faculty Advisor for Beta Kappa Chi Scientific Honor Society.

September, 2013- May, 2014

DeVry University and Keller School of Management

Title: Adjunct Professor of Environmental Science

Charlotte, North Carolina

- Taught Environmental Science 204.
- Selected by the Dean to create the technical writing rubric for the Charlotte Campus.
- Mentored five (5) aspiring Environmental Science students,

August, 2012- May, 2013

Johnson C. Smith University

Title: Academic Advisor, College of STEM

Charlotte, North Carolina

- **Innovation:** *Provided STEM students with pragmatic engineering advice based upon real-world experience.*
- *Developed and managed relationships with Davidson College, UNC-Charlotte and UNC-Chapel Hill for STEM majors.*
- *Developed and managed relationships with local CMS School elementary and high schools to create a pipeline of STEM students into the University.*

March, 2015-June-2015

Q Foundation

Title: GED Instructor/Mentor

Charlotte, North Carolina

- **Innovation:** *Developed STEM lessons for students in the area of Renewable Energy.*
- *Taught basic skills encompassing math, science, English, and literature in preparation for GED exam.*
- *Consulted with Library to develop Curriculum for parents and students based upon my book series “The Adventures of Nunu and Kennedy”.*

Dr. Jonathan J. Pullin-2019

August, 2015-June, 2016

KIPP-Charlotte

Title: Middle School Science Teacher/Instructional Coach

Charlotte, North Carolina

- **Innovation:** Supported 4th and 5th grade teachers teaching STEM topics to Scholars. Engaged parents in understanding the importance of STEM education for their emerging scholars.
- Supported all middle school Science teachers with Curriculum development.
- Developed Curriculum for Middle School science scholars.

October, 2016 – May, 2018

Charlotte Secondary School

Title: High School Science Instructor

Charlotte, North Carolina

- **Innovation:** Developed courses in Zoology and Sustainability.
- 100% pass rates for all of my classes.
- Selected by *Classroom Central* for Teacher Spotlight, based upon the Sustainability Course.
- Proposal accepted by Levine Properties to plant an organic vegetable garden on the campus.

June, 2018 – June, 2019

Essie Mae Kiser Foxx Charter School

Founding Principal

East Spencer, North Carolina

- Planned and opened a new STEAM elementary Charter school (K-4).
- Recruited student population of 163.
- Recruited, hired and supervised a total staff of 25.
- Initiated and facilitated staff development activities, observed, evaluated and recorded my observations of teaching staff.
- Maintained fiscal management of the elementary school's \$1.3 million dollar budget.
- Managed all vendors and services providers for the school.
- Collaborating with local, regional and state officials in creating expansion plans for the school (adding 5th, 6th, 7th and 8th grades).
- Developed and implemented curriculum that complied with the North Carolina Course of Study, Common Core.
- Developed *Parent University training program for local community*.
- Developed collaborations with a local dentist, barbershop, beautician, reading organizations and family counseling firms.
- Developed collaborations with male and female mentoring organizations.
- Developed donor relationship with Chris Smith of the Cleveland Browns.
- Established parent and teachers' programs that significantly improved parent/teacher communication and participation in the school and classroom activities.

Dr. Jonathan J. Pullin-2019

- Championed Reading Buddies program where advanced students read to students that struggled with reading.
- Established Teacher of the Month program and associated reward activities.
- Consulted routinely with the Board Chair and Treasurer to solve issues that impacted school operations.
- Implemented new web site and established the Essie's Kids positive behavior intervention program.
- Developed Parent and Student Handbook, Policies and Procedures as well as Internal and External Communication Strategies.
- Established collaborative relationships with 25 local churches to provide supplies to students.
- Attended New Principals training with the North Carolina Department of Public Instruction.
- EPI CENTER process per NCDPI requirements.
- Attended 611 ACCESS Grant training at NCDPI in January, 2019.
- Collaborated with Principals throughout North Carolina regarding Best Practices of School Management.
- Graduate of BB&T Leadership Institute (March, 2019).
- Raised over \$70,000 in local grants.
- Currently in 2nd round with NCDPI for 5 year, \$250,000 NC Access Grant application process.
- Gala Fundraiser (\$7,500) in March, 2019 to support staff salaries/raises.

July 2019 – September, 2019

Pocosin Innovative Charter School

Founder/Interim Director

Creswell, North Carolina

- Planned and opened a new AGRI-based elementary and middle school Charter school (K-48).
- Recruited student population of 175.
- Recruited, hired and supervised a total staff of 14.
- Initiated and facilitated staff development activities, observed, evaluated and recorded my observations of teaching staff.
- Managed all vendors and services providers for the school.
- Collaborating with local, regional and state officials in opening the school.
- Developed and implemented curriculum that complied with the North Carolina Course of Study, Common Core.
- Developed *bilingual relationships for latino local community*.
- Developed collaborations with local farmers for field trips and guest appearances in various grade levels,
- Developed collaborations with male and female mentoring organizations.
- Developed donor relationship with local families
- Established parent and teachers' programs that significantly improved parent/teacher communication and participation in the school and classroom activities.
- Championed Scholastic Reading nights at the school
- Established lead teacher for associated reward activities.

- Developed Parent and Student Handbook, Policies and Procedures as well as Internal and External Communication Strategies.
- Established collaborative relationships with local churches to provide supplies to students.
- Collaborated with local Superintendents regarding Best Practices of School Management.
- Raised over \$2,500 in local “Meet-the-Principal” events.

January, 2020– Present

UpROAR Leadership Academy Charter School

Middle and High School Science Teacher

Charlotte North Carolina

- Teaching Middle School Science and Labs.
- Teaching 9th Grade Earth and Environmental Science and Labs.
- Teaching High School Biology and Labs.
- Preparation of Lesson Plans.
- Data-driven Instruction
- Mentoring of students and teachers.
- Member of Interview team for Federal Funding (Title III) for the school (\$300,000).

PRESENTATIONS AND PUBLICATIONS

- 1) “*Why are Parents Choosing Charter Schools over Traditional Public Schools*”; Center for Innovation and Leadership Development Conference at Gardner-Webb University, June 27, 2017.
- 2) Dissertation Panel; Center for Innovation and Leadership Development at Gardner-Webb University, June 27, 2017.
- 3) “*Training Incarcerated Young Males*”. Keeping Learning Alive Conference. Gardner-Webb University, 2015.
- 4) “*NOx and SOx Outdoor Air Quality in West Charlotte, North Carolina*”. Davidson College and Johnson C. Smith University. February, 2013.
- 5) “*The First step in Environmental and Sustainability Education at Johnson C. Smith University*”. Johnson C. Smith University. March, 2012.

RESEARCH

- 2012- Developed a concept paper, with Dr. Joe Fail, for *Sustainability Village* at Johnson C. Smith University. Sustainability Village was built in 2015 and encompasses energy efficiency, water conservation, renewable energy, air quality, environmental protection, reduction of greenhouse gases, as well as education and training.
- 2012-Performed Energy Audit on the Faculty House at Johnson C. Smith University. Provided DVD to National Science Foundation for additional funding for environmental research.
- 1993 Masters Thesis: ➤ 2016 Dissertation:

AWARDED GRANTS and DONATIONS

- 2018 – Salisbury Foundation STEM Grant: \$8,000.
- 2018- Robertson Foundation: \$15,000 Unrestricted Facilities Operations Grant
- 2019- Salisbury Foundation Instructional Support Grant: \$15,000
- 2019- Robertson Foundation Grant: Facilities Improvement Grant: \$30,000
- 2018 – Cleveland Browns (Chris Brown): \$5,000 School Development Donation
- 2018 – Dr. Davis (Smiles by Design) \$250 (U.A.E. trip) Donation
- 2018 – Rev Barnes (\$350) (U.A.E. trip) Donation
- 2018 - Dr. Khalunda (\$300) (U.A.E. trip) Donation
- 2019 – Civitan Club: \$500 Donation
- 2019- 611 Access Grant NCDPI (2nd Round): \$400,000
- Title III Federal Grant - NCDPI

- 2012- Awarded \$7,400 grant from the Smith Institute of Applied Research-Presidential Priorities at Johnson C. Smith University for environmental research in the area of Air Quality. This proposal involved collaboration between the Chemistry Departments of Johnson C. Smith University and Davidson College

- 2012-Awarded \$10,000 grant for Washington Heights Community Association, Inc. This competitive grant, Power 2 Live Green, was funded by the City of Charlotte on March 1, 2012. The focus of the grant is the implementation of an Energy Conservation Action Plan for the neighborhood.
- 2012-Collaborated on \$400,000 National Science Foundation TIP instrumentation grant. The focus is to train Citizen Scientists using local students and adults how to properly collect soil and surface water sample for laboratory analysis when they have a concern regarding pollution and contamination within their neighborhoods.
- 2011-Wrote a proposal to the HBCU-UP Mini-Grants Program at Johnson C. Smith University which was funded and provided \$3,400 in supplies and stipends for Energy Audit research.
- 2011-Awarded \$4,400 HBCU-UP Mini-Grant from Johnson C. Smith University

BOARDS AND COMMUNITY INVOLVEMENT

- Salisbury International Rotary Club
- Association of Governing Board of Colleges and Universities
- Leadership Charlotte; Class XXI
- CPCC-WTVI-Board of Directors
- North Carolina Association of Charter Schools
- UNC-Asheville Alumni Board of Directors

ARTICLES AND COMMENDATIONS

- *“Salute to Excellence in Education, January 26, 2020. Barber-Scotia College, Concord, North Carolina.*
- *“NAACP” Award - 2018; Salisbury, North Carolina.*
- *“Charter Students Spend Day at Livingstone after Water Shutoff” Salisbury Post, September 26, 2018.*
- *“Love, Care and Respect” Salisbury Post, November 15, 2018. Principal Jonathan Pullin.*

- *Teacher Spotlight*, Classroom Central, Charlotte-Mecklenburg Schools (March, 2017).
- Community Leadership Service Award, November 3, 2018. NAACP.
- “AWESOME” Award; KIPP-Charlotte (2015)
- Emerging Green Leader Award; Pride Magazine, Charlotte, North Carolina (2010)

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:

School of Stars

2. Full name:

Ella Mae Pompey Small

Home Address: 160 Boger Ct SW, Concord, NC 28025

Business Name and Address: Concord City Council

Telephone No.: 704 920 5555

E-mail address: WWW, Concordnc.Gov

3. Brief educational and employment history.

See attachment

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

No:

Yes:

H

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

Recruited by Dr. Jonathan Pullin. I have had a wide range of experiences working with pre-school and school age students on grade level and some in the exceptional areas. I feel that my expertise will help to meet the needs of all the students.

If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

- A governing body
- What is your understanding of the appropriate role of a public charter school board member?
To observe all state rules, to make sure that the school is operating to meet all the needs of the students - academically, physical, social, socially and financially
 - Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on the Logan Child Development board for over 50 yrs. and have seen it grow from a small building in public housing to a 200 student building and
 - Describe the specific knowledge and experience that you would bring to the board.
Training in pre-school, school age, Director / Assistant Director for 25 students. And working with Parents

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs?
To improve the literacy and Math skills of K-5 students in Cabarrus County by using Curricula and I.I Technology as tools to accomplish our goals
- What is your understanding of the school's proposed educational program?
The school will use a multi faceted approach to close the educational gaps and the disparity in achievement level between ethnic groups through the use of EL Curriculum and Teach Like A Champion 2.0 - Partnership
- What do you believe to be the characteristics of a successful school?
When students are achieving at or above grade level Black Child Dev. Institute (BCDI)
- How will you know that the school is succeeding (or not) in its mission?
Students will be evaluated at each grading period to check their progress and if a student is performing below grade level remedial techniques should be used

Governance

- Describe the role that the board will play in the school's operation.
The board should be sure that the school is financially stable, that teachers are teaching so that the students are making academic progress in all areas and that the school is meeting its goals.
- How will you know if the school is successful at the end of the first year of operation?
End of the year evaluations should be given - performance at or above grade level
- How will you know at the end of five years of the schools is successful?
Will expect each student to be a better educated and Civic individual who will have a higher academic performance, Community involvement and global awareness
- What specific steps do you think the charter school board will need to take to ensure that the school is successful?
School will have an evaluation process to measure students' level of academic achievement. They should be able to enter middle school with a strong academic background to enable them to perform at or above grade level.
- How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would make sure that there was sufficient evidence. If unethical or incident of actions not in the best interest of the school, I would report it to the Chairman of the board who should report it to the entire board to take action.

*Please include the following with your Information Form •

a one page resume

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

Certification

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

Ella Mae P. Small

7/20/20

Signature

Date

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

Charter School Board Member Background Check Form

Certification Statement:

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

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

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

Signature Ella Mae Small Date 7/19/20

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

Signature Ella Mae Small Date 7/19/20

Board Member Background Check

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

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

Resume

Ella Mae Pompey Small

Born in Morganton, NC - Reared in Hickory NC

Birthdate 04/19/1934

Graduated from Ridgeview High School in 1951

Valdictorian of my Class - Member of Price Memorial A.M.E. Zion Church

College Education: NC A+T State University

BS in Home Economics and Child Development

Magna Cum Laude Graduate

UNC Charlotte - Graduate Degree - Elementary Education and Exceptional Children - Honor Graduate

Barber Scotia College - Teacher re-certification

National Institute Health - Child Development Certificate

Morehead State University - Head Start Certificate

Employment:

NC A+T State University - Child Development Center

Teacher and Assistant Director

Charlotte Mecklenburg Schools - Elementary Teacher

Logan Child Development School - Executive Director

Cabarrus County Schools - Elementary and Exceptional

Atlanta Georgia Teacher

Schools - Elementary Teacher

Parent Coordinator

Cabarrus County Schools - Elementary Teacher, Head Start

Concord City Schools - Kindergarten Teacher - Laboratory

Teacher of the Year 1980 and Exceptional Teacher

Rowan Cabarrus Technical School - Adult Education Teacher

Cabarrus + Concord - School Systems merged - Exceptional Teacher - Resource Grades K-5

Retired in 1997 after serving 42 years in education

Concord City Council Member 2006 - to present time

Organizations: Member of a sorority and serve on many boards, non profit organizations and community organizations

The School of Stars - Encuesta de Interés para Padres

Por favor complete esta encuesta una por familia. El propósito de esta encuesta es evaluar los niveles de interés de la comunidad de los valores y las estructuras que estamos buscando incluir en la formación de The School of Stars at Barber Scotia College. Gracias por tomarse el tiempo para proporcionar esta información. Contáctenos por correo electrónico a: jpullin12@gmail.com.

1. En una escala del 1 al 5, ¿qué posibilidades hay de que solicites la inscripción de tus hijos en The Schools of Stars? Por favor circule su respuesta.

5(Definitivamente) 4 3 2 1(No es probable)

2. Indique en qué niveles de grado tendrá estudiantes para inscribirse en el otoño de 2022. Encierre en un círculo su respuesta.

Jardín de infants/Kindergarten 1er grado/1st grade 2do grado/2nd grade

3. En su consideración de si inscribir a su hijo/a en una escuela como The School of Stars, ¿alguno de estos temas es un "factor decisivo" que podría hacer que NO inscriba a su hijo/a? Por favor encierre en un círculo su respuesta.

Transporte en autobús hacia /desde la escuela

Opción de proporcionar almuerzo escolar (permitiendo así una oportunidad para almuerzo gratis / reducido también)

Una excepción para completar las horas de Padres Voluntarios en la escuela (o desde la casa)

Firma: _____ Fecha: _____

**INSURANCE PROPOSAL
PREPARED FOR:**

The School of Stars Charter @ Barber-Scotia College

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
 Charlotte, NC 28226

Phone: (704) 543-1544

E-Mail: Brendan@VPInsure.com

Policy Term: To Be Determined



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	The School of Stars Charter @ Barber-Scotia College
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD
Street Address	145 Cabarrus Ave W. Concord, NC 28025

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	The School of Stars Charter @ Barber-Scotia College		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		

Coverage Written On:	<input checked="" type="checkbox"/> Occurrence Form <input type="checkbox"/> Claims Made Form		
	Retro:		
	LIMITS	COVERAGE DESCRIPTION	
\$	1,000,000	Each Occurrence - Bodily Injury and Property Damage	
\$	2,000,000	General Aggregate	
\$	2,000,000	Products and Completed Operations Aggregate	
\$	1,000,000	Personal and Advertising Injury	
\$	500,000	Damage to Rented Premises (each occurrence)	
\$	10,000	Medical Expense (any one person)	

Crime Coverage: Employee Dishonesty

	LIMITS	COVERAGE DESCRIPTION
\$	250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

	LIMITS	COVERAGE DESCRIPTION	Avg Premium per million
\$	1,000,000	Umbrella Coverage	\$ 1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	210

PROFESSIONAL LIABILITY

Named Insured:	The School of Stars Charter @ Barber-Scotia College	
Company Name:	To be Determined	(AM Best rating: A or better)
Policy Term:	TBD	

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	The School of Stars Charter @ Barber-Scotia College
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		<u>Coverage Description</u>
	As Required	Workers' Com pensation
\$	500,000	Employer'sLiability-Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL 0THER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	The School of Stars Charter @ Barber-Scotia College
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		Coverage Description
\$	1,000,000	Combined Single Limit-Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

LIMITS		COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$
0002			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus)**

STUDENT ACCIDENT POLICY

Named Insured:	The School of Stars Charter @ Barber-Scotia College
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 210

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

The School of Stars Charter @ Barber-Scotia College

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE---This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE---This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program---A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed---All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	4,000.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	2,000.00
	Professional Liability	\$	3,750.00
	<i>(optional coverage)</i>	\$	<i>2,400.00</i>
3.	Umbrella	\$	1,000.00
4.	Commercial Auto	\$	850.00
5.	Student Accident Policy	\$	350.00
6.	Crime Coverage - \$250,000	\$	375.00

HOJA DE HECHOS

The School of Stars At Barber-Scotia College

Estado de la misión:

Para mejorar las habilidades de alfabetización y matemáticas de los estudiantes de K-5 en el Condado de Cabarrus mediante el uso de planes de estudio y tecnología 1:1 como herramientas para lograr nuestros objetivos S.M.A.R.T. (Específico, Medible, Alcanzable, Relevante)

The School of Stars at Barber-Scotia College servirá a un estudiante diverso, población de 204 estudiantes (K-2) durante nuestro primer año de operación; va a crecer en una escuela K-5 en los siguientes 5 años. Tenemos un fuerte relación con Barber-Scotia College y se ubicará en el campus universitario de la Unión de Estudiantes (Student Union building).

¡ES GRATIS! No hay ningún costo para asistir ... esta es una escuela autónoma y GRATUITA. Se proporcionará transporte GRATUITO. Desayuno y almuerzo GRATUITO se proporcionará o la familia puede optar por proporcionar comidas para su estudiante (s). **¡¡¡¡ES GRATIS!!!!**

The School of Stars at Barber-Scotia College se dedica a proporcionar un educación sobresaliente para nuestros estudiantes, con un enfoque en ALFABETIZACIÓN. Nuestro plan de estudios se diseñará para garantizar que todos los estudiantes cumplan con un alto nivel de estándares académico.

Proporcionaremos un plan de estudios diseño único, en grupos pequeño de estudiantes por maestro y **una asociación con the National Black Child Development Institute-Charlotte Chapter**. Esta asociación respaldará nuestro enfoque en ALFABETIZACIÓN y **participación familiar en la educación de los estudiantes.**

Apertura en 2022

Kindergarten's Daily Schedule

8:00 am - 8:25 am	Breakfast & Morning Work
8:25 am - 8:30 am	Morning Show
8:30 am - 8:45 am	Morning Meeting
8:45 am - 9:45 am	EL Foundational Skills Whole Group/Differentiated groups
9:45 am - 9:50 am	Brain Break
9:50 am -10:50 am	EL Module Lesson
10:50 am - 11:20 am	Lunch
11:20 am - 11:40 am	EL Lab
11:40 am - 12:25 pm	Specials
12:30 pm - 1:00 pm	Recess
1:00 pm - 1:40 pm	EL Lab
1:40 pm - 2:40 pm	Math
2:40 pm - 3:15 pm	Science and Social Studies Block
3:15 pm - 3:25 pm	School Day Summary
3:25 pm	Dismissal

First Grade's Daily Schedule

8:00 am - 8:25 am	Breakfast & Morning Work
8:25 am - 8:30 am	Morning Show
8:30 am - 8:45 am	Morning Meeting
8:45 am -9:30 am	Science/ Social Studies
9:35 am-10:20 am	Specials
10:20 am-10:50 am	Lunch
10:50 am-11:50 am	El Module Lesson
11:50 am- 12:50 am	El Foundational Skills/ Differentiated groups
12:50 pm-1:05 pm	Recess 1
1:05 pm- 1:20 pm	Skills Whole Group
1:20 pm-1:50 pm	Lab
1:50 pm-3:00 pm	Math
3:00 pm-3:10 pm	School Day Summary
3:10 pm- 3:25 pm	Recess 2
3:25 pm	Dismissal

Second Grade's Daily Schedule

8:00 am - 8:25 am	Breakfast & Morning Work
8:25 am - 8:30 am	Morning Show
8:30 am - 8:45 am	Morning Meeting
8:45 am- 9:45 am	EI Module Lesson
9:45 am -10:45 am	EI Lab
10:45 am -11:45 am	EI Reading Foundational Skills Block /Differentiation groups
11:45 am-12:15 pm	Lunch
12:15 pm- 12:25 pm	Brain Break
12:25 pm- 1:10 pm	Specials
1:10 pm- 2:10 pm	Math
2:10 pm- 2:40 pm	Recess
2:40 pm- 3:15 pm	Science/Socials Studies Block
3:15 pm - 3:25 pm	School Day Summary
3:25 pm	Dismissal

Third Grade's Daily Schedule

8:00 am - 8:25 am	Breakfast & Morning Work
8:25 am - 8:30 am	Morning Show
8:30 am - 8:45 am	Morning Meeting
8:45 am - 9:45 am	El Module Lesson
9:45 am - 10: 45 am	Language and Literacy Block (All Block)
10:45 am- 11:30 am	Math Workshop
11:30 am - 12:00 pm	Lunch
12:00 pm -1:10 pm	Math
1:10 pm- 1:55 pm	Specials
1:55 pm - 2:25 pm	Recess
2:25 pm - 3:15 pm	Science/ Social Studies Block
3:15 pm - 3:25 pm	School Day Summary
3:25 pm	Dismissal

Fourth Grade's Daily Schedule

8:00 am - 8:25 am	Breakfast & Morning Work
8:25 am - 8:30 am	Morning Show
8:30 am - 8:45 am	Morning Meeting
8:45 am - 10:15 am	Math
10:20 am - 11:05 am	Specials
11:05 am - 11:10 am	Bathroom break
11:10 am - 11:40 am	Interactive Read Aloud (IRA)
11:40 am - 12: 35 pm	Literacy Mini Lesson
12:35 pm- 1:05 pm	Lunch
1:05 pm -1:35 pm	Recess
1:40 pm- 2:30 pm	Small Group Literacy Instruction
2:30 pm- 3:15 pm	Math
3:15 pm - 3:25 pm	School Day Summary
3:25 pm	Dismissal

Fifth Grade's Daily Schedule

8:00 am - 8:25 am	Breakfast & Morning Work
8:25 am - 8:30 am	Morning Show
8:30 am - 8:45 am	Morning Meeting
8:50 am - 9:35 am	Specials
9:35 am - 10:00 am	Article of the Day
10:00 am -11:30 am	Literacy/Math Block
11:30 am - 1:05 pm	Literacy/Math Block
1:05 pm- 1:35 pm	Lunch
1:35 pm - 2:05 pm	Recess
2:05 pm- 3:15 pm	Science/Social Studies Block
3:15 pm - 3:25 pm	School Day Summary
3:25 pm	Dismissal

Academic 2022/23 Calendar

TSOS

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				★	★	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	▼	29
30	31					

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	★	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	▼	27	28
29	30	31				

February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	★	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	★	16	17	18
19	20	21	22	23	24	25
26	27	28	▼	30	★	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	★	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	▼	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

TSOS Legend

1stQuarter:
43 days

2nd Quarter :
47 days

3rd quarter:
43 days

4th quarter:
44 days

Total Instruction
Days: 177

First Day of
School:
August 23



Last Day of
School:
June 9



End of
Quarter



Holidays
11



Remote
Learning



Annual
Leave Days
11



Workdays
18



Charter School Board Member Information Form

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Background

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

The School of Stars

2. **Full name:**

Devonya Govan-Hunt

Home Address: 7712 Deluca Drive

Business Name and Address: Govan-Hunt Staff Development, LLC & Critical Curriculum Consulting: 7209 East WT. Harris Blvd. Suite J. # 276, Charlotte, NC 28227

Telephone No.: 704-207-0640

E-mail address: govanhunt.ccc@gmail.com

3. **Brief educational and employment history.**

BS: Child Development & a CDA

BS: History

M.Ed.: Curriculum & Instruction

M. A. Ed.: Education

Ph.D: Early Childhood Education

I have served as an educator for early learning programs, Charter Schools, High School, and College. I was a child development specialist for the lead resources and referral agency in the state offering training and technical assistance to child care providers. I served Cabarrus County for several years. I have written curriculum for and opened a private kindergarten in

Cabarrus County for Kids R Kids CDC. I have been a small business owner for the past 8 years and the CEO & President of the National Black Child Development Institute-Charlotte Affiliate for the past 4 years. I serve as the chair person of the CMS Family Engagement Equity Committee and the chair of the Family Engagement Team on the board of The Charlotte Bilingual Preschool.

4. **Have you previously served on a board of a school district, another charter school, a nonpublic 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 by a colleague that I trust and believe in. She had been talking about this magnificent opportunity growing from Cabarrus County and through that it might be something that aligned with my personal beliefs and values around education. I was invited to an informal meeting with the Co-Chair and Founder of The School of Stars one Saturday morning. It was a brief meeting but I listened very intently. I was taken with the amount of thought and intentionality that was shared for making a real impact on children, families, and communities. I served Cabarrus County for a number of years and am very aware of the gaps that exist for our children. I want to be a part of something that is strategically working to bridge those gaps and make connections between school, home, and the community. I believe in the mission of TSOS.

6. **What is your understanding of the appropriate role of a public charter school board member?** The appropriate role of a public charter school board member is that if ethics, integrity, and responsibility. Anyone serving in this position should be willing to ask hard questions and be willing to fight for children, families, educators, and the community being served. The appropriate role is one that is vested with time, talent, and treasures that should be used to govern and hold accountable the school 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 have served in leadership capacities on several non-profit boards. While I have never served in a charter school's board, I currently serve on school boards. As stated above giving time, talent, and treasure in an intentional and thoughtful manner.

8. **Describe the specific knowledge and experience that you would bring to the board.** I would bring knowledge and advice around curriculum & instruction, thoughtful family engagement, advice on how to engage the community and the early childhood community in order to build & develop a strong pipeline.

School Mission and Program

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

The mission of TSOS is to improve the literacy and math skills of K-5 students in Cabarrus County by using robust curricula that is both culturally relevant and responsive, and by implementing the use of 1:1 technology as tools to accomplish SMART goals defined for teachers, students, and families.

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

TSOS will provide students in the community with a solid foundation in literacy and mathematics. The Board of Directors, in partnership with the academic team, will create an environment of caring by "leading with love", setting high academic expectations for students, and intentional opportunities for parent and community engagement.

Each student will be a better educated civic individual that demonstrates through school coordinated and individual activities, a higher level of academic performance, community involvement, and global awareness. We envision our students will enter middle school with a strong academic background and be prepared to take on the challenge of advanced classes in preparation for any profession they choose for their careers.

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

A successful school prepares students for lifelong learning by pushing them towards college and career readiness while serving them through strength-based lens. A successful school serves the whole child within the context of a family, a community, and a broader society. This means seeing children first and using data as a tool to help build capacity and make adjustments as needed.

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

Children will be happy and thriving, families will be involved as contributing partners in their child's education, community will wrap its arms around the school in partnership, and the data will scream proficiency in the form of college and career ready.

Governance

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

The board will help guide curriculum choices, take on fiduciary responsibilities by governing finances & holding folks accountable. The board will help hold school officials accountable and help think through the greater good for all stakeholders. The board should be representatives of the school and help with fundraising as well.

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

At least 95% of all children enrolled have displayed growth throughout the year, there is a significant percentage of parent engagement, families are determined to come back the following year, and a waiting list has start to form.

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

We will know that the school is successful after 5 years of operation because there would be significant growth in student population. There will be some of the most qualified educators attempting to secure a spot at TSOS. Additional classrooms would have to be added and a wait list remains or continues to grow. The data pouring from the school will be significant compared to that of other educational institutions in the county.

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

- Maintain an open line of communication with the community.
- Maintain an open line of communication with teachers and families.
- Continue to recruit and maintain strong and connected board members.
- Maintain strong board governance.
- Continue to fundraise and work towards sustainability.
- Recruit and train strong educators.
- Stay true to the mission and vision of the school while being child centered.
- GROW, GROW, GROW
- Remain abreast of the community being served and stay steeped in research.

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

I would speak with the president about these beliefs before bringing it to the board's attention for discussion. If there could be no resolution made, I would have to seek out additional support or advice from the interties that govern the charter school's board. If no resolution could be made even after those steps, I would have to step down as a serving member. I would not be able to hold a seat or be a part of something that works against my own moral and ethical belief system or one that was not working with the best interest of families and children.

*Please include the following with your Information Form ●
a one page resume

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

Certification

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

Signature: *Devonya Govan-Hunt*

Date: July, 20, 2020

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

Charter School Board Member Information Form

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

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The School of Stars and Barber-Scotia College

2. Full name: George Allen Bates
8212 Shinkansen Drive
Charlotte, NC 28213
704-502-1805 Cell
Batesgab1010@aol.com

3. Educational and Employment History:

Education: B A: Syracuse University

Employment: 42 Years International Banking: Chemical Bank, Wells Fargo Bank, N.A. (Retired December 2019)

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

4

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.



No: Yes: Yes: 100 Black Men Of Greater Charlotte, Inc., (1996-2004) Heart Church Ministries-Charlotte (2004-2006)

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 Dr. Jonathan J. Pullin, Founder of the School of Stars at Barber-Scotia College. I wish to serve on the Board of Directors to help the K-5 students of Cabarrus County obtain a solid foundation in their education.

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

I have no Charter School experience. My previous experiences include having served on two (2) 501(C)3 non-profit boards in the areas of finance, strategic planning and budget management.

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

I have experience in managing organizational finance, daily operations, over site of expenses and working with external outsource financial partners.

School Mission and Program

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

My understanding is that TSOS will use curricular tools and 1:1 technology to improve the literacy and math skills of our students.

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

The EL curriculum will be used for literacy and the Envision curriculum will be used for Math. TSOS will be used Teach Like a Champion 2.0 for classroom management.

3. What do you believe to be the characteristics of a successful school? I believe that a successful school will have a positive impact in the community. Parents will be active in the school and in the classroom. I also believe that the school will be fiscally responsible and have a clean annual audit. Finances will be managed with an eye on being in "the black" on an annual basis.

4. How will you know that the school is succeeding (or not) in its mission? Reach enrollment and retention projections and have a waitlist. If we reach enrollment projections annually and we are having a positive impact in the community.

4

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

Governance

1. Describe the role that the board will play in the school's operation. We will manage the Executive Director, develop policies and raise money for the school.

2. How will you know if the school is successful at the end of the first year of operation? If we achieve full enrollment and our finances are in alignment with the proposed budget.

3. How will you know at the end of five years if the school is successful? If we are a "B" school and we receive a clean audit.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? We must support the Executive Director and his vision for TSOS. Also, we must market the school in the community and engage parents.

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? Call a meeting of the Executive Committee to discuss the matter in detail, Then decide if we should talk with the member to settle the matter. If not, then discuss with the full board.

***Please include the following with your Information Form**

- a one page resume

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

Certification

I, Dr. Jonathan J. Pullin, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The School of Stars at Barber-Scotia College Charter School is true and correct in every respect.

4

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.



Signature
Date

Alon Allen Bates
7/15/2020

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

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If you have questions regarding the application process, please contact the Office of Charter Schools via email at darian.jones@dpi.nc.gov.

George Allen Bates

8212 Shinkansen Drive
Charlotte, NC 28213

704-502-1805
Batesgab1010@aol.com

EDUCATION

Bachelor of Business Administration

Business, University of Syracuse, Syracuse, New York

May 1978

EMPLOYMENT OVERVIEW

Banking Industry Experience

AVP, ITS Client Services Associate, International Trade Services May 2017- September 2019

Jointly managed Central region with Trade Service Consultants to ensure on-boarding of new trade clients; and collectively maintain working relationships with Trade Operation teams, Global Banking units, domestic relationship managers. Service liaison ensuring implantation of corporate client's profiles are established timely, and when applicable, ensure credit facility lines are approved via business units.

Trade Services Manager, U.S. Trade Services

Charlotte Trade Customer Connection, Wells Fargo Bank, Charlotte, NC

April 2008-April 2017

Managed all aspects of Offices Services and on-shore operations for 11 support staff. Recruited, trained, evaluated, rewarded, disciplined and dismissed staff. Leadership objectives, Team Member management; Business Partnering development; Risk & Compliance; Internal and External Customer focus; Managing Service Level agreements and System and Trade Product's Knowledge development. Project management participation and development, when applicable.

Trade Documentary Services Manager: International Banking Officer

International Division, Norwest Bank International, New York, NY

March 1982 - May 1989*

Managed team for the following trade products and services: Import and Export documentary collections; Import and Export letters of credit; Bank to Bank Reimbursements; Standby letters of credit and served as a back-up for our controller and our International Funds Transfer business unit.

Senior Letters of Credit Representative

International Division, Chemical Bank, New York, New York

June 1978 - January 1982

Issued and examined letters of credit and reviewed documents for strict compliance. Advised discrepancies to all parties for swift resolution and served as a liaison for our financial institutions banking business units. Ensured all country offering for confirmation was addressed with proper country officers and contacted the relationship managers for credit extensions relating to standbys.

Other Experience within First Union, Wachovia Bank

Senior Letters of Credit Team Leader

International Division, First Union National Bank, Jacksonville, Florida

***June 1989 –May 1993**

Trade Services Marketing Representative

Trade Services, First Union National Bank, Charlotte, NC

*** June 1993-June 1994**

Senior Trade Customer Service Representative

International Division, Wachovia Bank NA, Charlotte, NC

***July 1994-March 2008**

EXTRA-CURRICULAR ACTIVITIES

Vice President Finance, 100 Black Men of Greater Charlotte, Inc. (501C3) 1996-2004
Save Our Urban Legacy (SOUL) Mentoring/Coaching Program 2006-2008
Frazier Youth Basketball and Mentoring, Advisory Consultant 2009-Current.

Charter School Board Member Information Form

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

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: The School of Stars at Barber -Scotia College
2. Full name: Jacqueline Camille Parks Long

Home Address: 6436 Mallard View Lane Charlotte, NC 28269

Business Name and Address: The School of Stars at Barber -Scotia College
145 Cabarrus Ave W, Concord, NC 28205

Telephone No.: (704) 345-8477

E-mail address: jlighbeing@yahoo.com

3. Brief educational and employment history.

4. Have you previously served on a board of a school district, another charter school, a nonpublic 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 recruited to join this Board of Directors by the CEO and Founder, Dr. Jonathan Pullin on the basis of my extensive knowledge and experience in the area of Special Education.

6. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the appropriate role of a public charter school board member is to set and create effective school policies that positively impact the student and the school as a whole. The board member also sets the vision and goals for the school and has the responsibility of holding the school accountable for the results of those visions and goals.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have the capability to be an effective board member because I am able to bring knowledge, experience and important information in the area of Special Education to the Board which can help them make informed, knowledgeable, affective, and progressive decisions.
8. Describe the specific knowledge and experience that you would bring to the board.

The specific knowledge and experience that I would bring to the board include the definition, explanation as well as the process for developing and maintaining current IEPs (Individual Education Program), the current laws and rights of the Special Education student and their parents which would aid in the creation and development of more fair and equal policies for Special Education students.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission and guiding beliefs is that the vision of TSOS is to provide the students in the community with a solid foundation in literacy and mathematics. The Board of Directors is determined to create an environment of caring by "leading with love" while setting high academic expectations for our students and parents. The school's vision also expects each student to be a better educated civic individual, one that demonstrates through school coordinated and individual activities, a higher level of academic performance, community involvement and global awareness. We envision our students will enter middle school with a strong academic background and be prepared to take on the challenge of advanced classes in preparation for any profession they choose for their careers.

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

TSOS will use a multi-faceted approach to close the educational gaps and the disparity in achievement levels between African American/Latino and White students through use of the EL curriculum and Teach Like a Champion 2.0, Our approach will include the partnership with Barber-Scotia College and the National Black Child Development Institute-Charlotte Chapter (BCDI).

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

I believe the characteristics of a successful school include the opportunity for every student to have access to conducive learning environment that is tailored to that student's particular learning style and academic needs; a learning that not only meets the academic needs of the student, but also allows the student to learn and grow socially and emotionally as well.

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

I will know that the school is succeeding (or not) in its mission by test results, feedback from the teachers who work with the students on a daily basis, the student themselves as well as the consistent feedback from parents.

Governance

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

The board will oversee and enforce the policies developed and created for the school and act as a guide for positively impacting the students and the school as a whole.

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

I will know if the school is successful at the end of the first year of operation by whether or not there has been significant progress towards meeting the mission and vision goals of the school, testing results from the state, enrollment status for new and returning students as well as student and parent feedback.

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

I will know if the school is successful at the end of 5 years if the school has made progress and achieved its mission and vision goals, continued to grow in new students as well as returning students, and continuing positive parent and student feedback.

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

The specific steps I think the charter school board will need to take to ensure that the school is successful include: making sure that the mission and vision goals of the school are expressed and known throughout the school by all students, parents, and staff members, providing the necessary resources to teachers to aid in effective learning in the classroom that matches each student's learning styles and social development, and making sure that the school has a strong financial budget as well as excellent test scores from the state.

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

If I believed one or more members of the school's board were acting unethically or not in best interest of the school, I would inform the rest of the board members of the situation and ask that they come together with the board member in question present as well to address the issue.

*Please include the following with your Information Form •
a one page resume

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

Certification

I, Jacqueline Camille Parks Long, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The School Of Stars Charter School is true and correct in every respect.

Signature Jacqueline Camille Parks Long
Date 7/16/2020

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

EXPERIENCE

EC Teacher Charlotte,

NC 28262

jlightbeing@yahoo.com

704-345-8477

Eager to bring special needs students into the twenty-first century using a unique combination of special education experience coupled with ten years of being a special needs teacher assistant. Completing student-teaching for a Masters Degree in Special Education and holding a Bachelors Degree in Communications.

- Experienced in use of the Internet and educational software.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children.

Authorized to work in the US for any employer

Work Experience

EC Teacher

Cabarrus Charter Academy - Concord, NC

February 2017 to Present

Inspiration and Hope, Inc

July 2013 to October 2015

EC Teacher Assistant

East Mecklenburg High School

August 2001 to June 2013

Student Teacher

East Mecklenburg High School - Charlotte, NC

September 2011 to January 2012

Special Education Teacher

Cabarrus Charter Academy, Concord, NC

February 2017 to June 2018

Exceptional Children Director

Essie Mae Kiser Foxx Charter School

June 2018 to June 2019

Special Education Teacher

United Community Charter School

June 2019 to April 2020

Founding Board Member of The School of Stars

at Barber -Scotia College

October 2019 to Present

Education

Masters of Education in Special Education

Grand Canyon University - Phoenix, AZ

Graduation Date: 2011

Bachelor of Arts in Communications

Pfeiffer University - Charlotte, NC

Graduation Date: 2006

Professional Educators License

North Carolina Teacher Licensure

Expiration Date: 06/30/2024

License Number: 1208170

License Area: Cross Categorical K-12

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:
The School of Stars at Barber-Scotia College

2. Full name: Jonathan J. Pullin

Home Address: 10624 Parrish Street A- 203

Business Name and Address:

Telephone No.: 980439-1459

E-mail address: jpullin12@gmail.com

3. Brief educational and employment history.

Education:

B.S. Environmental Studies; UNC-Asheville

M.S. - Environmental Chemistry; UNC-Chapel Hill

ED.D.- Gardner-Webb University

Employment

Dean of STEM- Student First Academy

Adjunct Professor of Environmental Chemistry-Johnson C. Mith University

Middle School Science Instructor - KIPP Charlotte

High School Science Instructor - Charlotte Secondary School

High School and Middle School Instructor - Uproar Leadership Academy

Founding Principal - Essie Mae Kiser Foxx Charter Schools (Salisbury, NC)

Founding Principal - Posocisn Innovative Charter School (Creswell, NC)

4. Have you previously served on a board of a school district, another charter school, a nonpublic school or any not-for-profit corporation? Yes, served on the Board of Essie Mae Kiser Foxx and Pocosin Innovative Charter Schools. I also have served on more that 20 boards during my professional career.

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I am the Founding Chairman of TSOS. My objective is to positively impact the education of students located in Cabarrus County.

6. What is your understanding of the appropriate role of a public charter school board member? My role would be to share my previous leadership experiences to avoid pitfalls and provide insight to the Board when making critical decisions.

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. My experience in working with NCDPI, OCS and the community-at-large would be very valuable to the Board of Directors.

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

- A. RTO
- B. Hiring Staff
- C. Facility Renovations
- D. Community and Press Relations
- E. Interaction with NCDPI and OCS

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School Mission and Program

1. **What is your understanding of the school’s mission and guiding beliefs?** Our mission and vision statements are geared toward helping to improve the lives of students that attend TSOS. Furthermore, we hope to educate global citizens who have a direct impact on the community.

2. **What is your understanding of the school’s proposed educational program?** The EL curriculum will be used for literacy and Envision will be used for mathematics. Teach Like a Champion 2.0 will be used for classroom management and behavior.

3. **What do you believe to be the characteristics of a successful school?**
 - A. Full enrollment
 - B. Student retention
 - C. Fiscal responsibility and compliance to the budget.

4. **How will you know that the school is succeeding (or not) in its mission?**
If TSOS students are proficient on the 3rd, 4th and 5th grade EOGs

Governance

1. **Describe the role that the board will play in the school’s operation.** The Board will managed the budget, draft policies and procedures and manage the Executive Director.

2. **How will you know if the school is successful at the end of the first year of operation?** If we remain a business concern that is positively contributing to the success of the community.

3. **How will you know at the end of five years of the schools is successful?** If the school receives a “B” on the NC Report Card and is a full enrollment.

4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?** Support the Executive Director and be proactive in the programs that are offered at 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? I would contact the Chair of the Board of Directors and discuss the information that I received.

*Please include the following with your Information Form

- a one page resume

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

Certification

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

Signature _____

Date

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

Maria C. Barnes
6800 Cinnamon Circle Mint Hill, North Carolina 28227
mariac.barnes@cms.k12.nc.us
barnescmaria@gmail.com
(910) 723-2642

Please accept my enclosed resume. I'm pleased to say that my experience aligns well with the qualifications you are seeking. I am certain I would make a valuable addition to your team. As a motivated, organized, and committed professional who has the impeccable ability to successfully complete any responsibility. My friendly, yet professional, demeanor and positive outlook allows me to effectively communicate with students, teachers, administrators, and co-workers. I also have additional skills and knowledge that will prove useful in this role and I would be happy to discuss them with you at your convenience.

With 19 years of educational experience serving in roles most recent as Principal Intern, Multi-tiered Systems of Support (MTSS) Intervention, Team Data Manager, Instructional Leadership Team (ILT), and School Leadership Team (SLT). I am adept in persuading, motivating, and leading others to make the best decisions in the interest of the students. I have also served in various leadership roles such as the Principal Intern for my current school and assistant principal and assistant principal build a loving climate and culture for learning. Even though our focus is teaching and learning, we have managed to implement some remarkable things. During my tenure, I improved the implementation of programs and curriculum and supervised the launch of several new initiatives and best practices, increased data, and forged stronger relationships with colleagues and community partners. Here is a synopsis of my accomplishments:

- Increased data within the school by at least 10% in reading and math
- Fostered relationships with a community partners for increasing literacy within the school and in the homes of families that we serve
- Increased school data by conducting equity walkthroughs and reviewing data with school leadership team by 20% to 40%
- Implemented get grooving at work initiative for distressing teachers

I'm a skilled presenter, project leader with the experience and flexibility needed to adapt to high-pressure settings, and rapidly shifting priorities. Moreover, my on-the-job experience has afforded me a well-rounded skill set, including first-rate problem solving and communication abilities. In addition to my experience and personal qualities, I have a solid educational foundation and a passion for achieving success.

Please review my attached resume for additional details regarding my expertise and career achievements. I can be reached at 910-723-2642 to discuss how my experience and background meets your needs.

Thank you for your time and consideration.

Sincerely,

Maria C. Barnes

Maria C. Barnes
6800 Cinnamon Circle Mint Hill, North Carolina 28227
mariac.barnes@cms.k12.nc.us
barnescmaria@gmail.com
(910) 723-2642

EDUCATIONAL SUMMARY

School Administration add on : GPA 4.00

July 2019-May 2020

University of North Carolina Charlotte

Charlotte, North Carolina

Master of Education with a concentration in Educational Management: GPA 3.9

April 2008- June 2011

Strayer University

Charlotte, North Carolina

Bachelor of Arts in Psychology: GPA 2.5

August 1995- May 2000

North Carolina Agricultural and Technical State University (NC A& T State
University)

Greensboro, North Carolina

WORK EXPERIENCE

Charlotte Mecklenburg Schools, Windsor Park Elementary, Principal Intern

August 2017-present

Free and reduced lunch -100% Academically Gifted 3.2%

Limited English Proficiency 73% Students with disabilities 8%

Primary Duties: Served a member of the school leadership team and instructional leadership team. Supported the development of school goals by using NC Indi star. Assisted in the evaluation of school staff by visiting classrooms and providing feedback to teachers. Supported the principal, financial secretary and assistant principal in setting, monitoring, and maintain the school budget. Coordinated with outside stakeholders to supplement school programs. Coordinated with staff members to ensure safety during bus dismissal.

Maria C. Barnes
6800 Cinnamon Circle Mint Hill, North Carolina 28227
mariac.barnes@cms.k12.nc.us
barnescmaria@gmail.com
(910) 723-2642

Leadership Experience

- Served on the ILT conducting equity walks for increasing school data
- Served as member of the school leadership team
- Collaborated with Kindergarten and ESL teachers to improve student achievement
- Supported the principal, financial secretary and assistant principal in setting, monitoring, and maintaining the school budget.
- Served as an MTSS member
- Participated and Supervised buses during dismissal
- Served as the Data Manager for the Kindergarten team using a data protocol tool for analyzing data to drive instruction
- Assisted with school discipline when needed
- for outside community partnership for literacy
- Collaborated with planning and implementation of school wide events (Literacy night, math night, parent night, International night, parent workshops)
- Collaborated with office staff to complete responsibilities
- Facilitated coaching of teachers by conducting peer observations
- Implemented teacher above and beyond recognitions on school news to build climate and culture of school
- Implemented get grooving at work for teachers
- Participated with review of school budget and allocation of funds

Accomplishments

- Served as board member for a future charter school
- Increased teacher morale from 30% to 60%
- every child in Pre-K – Kindergarten receive free books at least four times a year to build at home libraries
- families are more knowledgeable how to assist their child at home by using literacy strategies through parent workshops

Results

- School wide data is increasing by at 10% from BOY to MOY
- Assisted the school moving from a “C” to a “B” school

Charlotte Mecklenburg Schools , Billingsville Elementary Charlotte NC
Kindergarten Teacher August 2015-2016

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- Worked to increase student achievement by facilitation of small group remediation using S.T.E.P
- Facilitated and conducted some PLC meetings for Kindergarten
- Used TRC and MAP data for monitor student growth in reading and math
- Increased student achievement in Kindergarten literacy from 25% to 60%, math 30% to 70%

**Bethlehem Center of Charlotte , NC Lead Teacher/ Parent Liaison/Mentor Teacher
August 2011-2015**

- Collaborated with Division of Child Development and Early Education (DCDEE) as a mentor for new SP1 Licensed teachers
- Conducted observations of new teachers for coaching points as a mentor teacher
- Created developmentally appropriate lesson plans for diverse children and families with the implementation of the Opening the World of Learning curriculum (OWL)
- Conducted formative and summative assessments on children including; Phonological Awareness Literacy Screening (PALS), Thinkgate, and Peabody Picture Vocabulary Test (PVVT)
- Adhered to sanitation and licensing requirements including student to student ratio, outdoor play, rest times, hand washing, and classroom sanitization
- Addressed academic and developmental concerns with parents and developed appropriate learning goals for children
- Conducted and facilitated parental workshops and home visits to educate parents on at-home instruction and planning
- Recruited for North Carolina pre-Kindergarten and coordinated registration and enrollment process
- Assisted Center Director and Case Manager with pre-Kindergarten program requirements and center responsibilities

Title 1 Pre-School Teacher 2006-2011
Charlotte Mecklenburg Schools, Amay James Pre-K Center
Charlotte, NC

- Implemented literacy based learning with the Opening the World of Learning curriculum (OWL)
 - Assessed student achievement and identified those that may require special needs education
 - Collaborated with teachers and parents to develop Individualized Education Plans (IEP) for special needs children
 - Conducted formative and summative assessments on children including; Phonological Awareness Literacy Screening (PALS), Thinkgate, Peabody Picture Vocabulary Test (PVVT), and school-based monthly assessments
-

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- Participated in home visits with parents to evaluate and observe children in their natural home environments
 - Professional Learning Community facilitator; conducting peer teacher observations, trainings, and team meetings for the enhancement of professional growth and development
 - Composed detailed progress monitoring through anecdotal notes
 - Daily classroom management, promoting a safe and orderly learning environment for children
 - Increased student achievement by 50% by the end of the school year
-

TECHNOLOGICAL SKILLS

Microsoft Office Microsoft Windows XP
Google drive

MEMBERSHIPS AND OTHER CERTIFICATIONS

- North Carolina Teacher certification (active) in Birth – Kindergarten
- Member of Black Child Development Institute for All Children
- Board Member and Curriculum Specialist for School of Stars Charter School opening 2022
- North Carolina Teacher Evaluation trained through Charlotte Mecklenburg Schools
- Member of UNCC national honor society for educators

EXCELLENT REFERENCES AVAILABLE UPON REQUEST

Charter School Board Member Information Form

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

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

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

Background

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

2. Full name: Maria C. Barnes

Home Address: 6800 Cinnamon Circle Mint Hill NC 28227

Business Name and Address:

Telephone No.: 910-723-2642

E-mail address: barnescmaria@gmail.com

3. Brief educational and employment history.

Education:

BA in Psychology, MA in Education, Post Masters certificate: School Administration, Birth-Kindergarten North Carolina teaching license

Employment history:

Principal Intern, Kindergarten Teacher Charlotte Mecklenburg Schools

Pre- K Teacher Charlotte Mecklenburg Schools

Pre-K Teacher – NC Pre-K Bethlehem Center of Charlotte

4. Have you previously served on a board of a school district, another charter school, a nonpublic 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 recruited by another board member for The School of Stars. I wish to serve on the board because I would like to continue share my expertise with children, families, and teachers while serving the surrounding communities while collaborating with other like-minded professionals.

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

(a) Executive Committee.

The Board Directors may, by a majority vote of its members, designate an Executive Committee consisting of only (4) and may delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, except that the Executive Committee: a. may not dissolve the corporation or plan its merger or consolidation; b. may not change the Bylaws or Articles of Incorporation; c. may not conduct any transaction involving all or substantially all corporate assets or property; d. May not remove the Executive Director or restrict his activities within the Corporation; (this can only be done by a majority vote of the board; e. may not create committees; f. may not fill board vacancies; g. *may not alter board resolutions; h. may not act as otherwise restricted by law. By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority so delegated, increase or decrease but not below two (2) the number of members of the Executive Committee, and fill vacancies on the Executive Committee from the members of the board.

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.

- Educator for 20 years
- Knowledgeable about best practices for teaching young children and how they learn

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

- Curriculum and instruction for diverse learners and how to choose a curriculum for fitting the needs of a school
- Increase student achievement and identifying student achievement gaps
- Knowledgeable about best practices for teaching young children and how they learn

- Literacy
- Parental Involvement
- Increasing student achievement and using /analyzing data
- School Administration knowledge
- Being an instructional leader

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
 - The mission of TSOS is to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals.
 - At the school students will be given resources and opportunities to help foster their individual ability for success beyond the classroom. It is our guiding belief that all children will be educated with an equitable platform for learning.
 - The vision of TSOS is to provide the students in the community with a solid foundation in literacy and mathematics. The Board of Directors is determined to create an environment of caring by "leading with love" while setting high academic expectations for our students and parents.
 - Our vision also expects each student to be a better educated civic individual, one that demonstrates through school coordinated and individual activities, a higher level of academic performance, community involvement and global awareness. We envision our students will enter middle school with a strong academic background and be prepared to take on the challenge of advanced classes in preparation for any profession they choose for their careers.
2. What is your understanding of the school's proposed educational program?
 - TSOS has decided to adopt curriculum that is innovative and researched based to serve our students, created by teachers for students and teachers, the EL Curriculum. This curriculum is a systematic language arts program that is designed to address the needs of students from poverty, diverse ethnic groups, and students with deficits in reading beginning K-5. It has a systemic phonics systems and reading block included with visuals for students and teachers . The EL Curriculum is centered around ten principals which are the primacy of self discovery, having wonderful ideas, responsibility for learning, empathy and caring for others, success and failure, collaboration and competition, diversity and inclusion, natural world, service and compassion, solitude and reflection. These principals are interwoven throughout each lesson. It will consist of slides for each lesson for skills block, modules which is reading and labs. Students will be provided with activity books,

decodable and other needed materials provide by the curriculum. The curriculum comes with built in standards that are aligned with the NCSOS for each lesson, lesson plans for teachers, benchmark assessments that are aligned with state testing (MAP) , and scope and sequence that shows the teachers where to move their students next with materials for each progression. Teachers will be trained on the how to provide students with instruction that is needed.

3. What do you believe to be the characteristics of a successful school?
 - Building teacher capacity in the building
 - Providing professional development for teachers based on the schools strategic goals
 - Having effective leadership that provides supports across disciplines
 - Providing a curriculum that help support bias and development of all learners from diverse backgrounds
 - Use data for a driving force for meeting school goals
 - Collaboration with the out stake holders that support the school vision and mission
 - Incorporating parent involvement
 - Offering programs that spark learners interest as well as academic growth and leadership
 - Creating strategic goals that help drive the success of the school and analyzing them often for progress
 - Creating a safe learning environment for teaching and learning
4. How will you know that the school is succeeding (or not) in its mission?
 - Reviewing data
 - Compare to the vision and mission of the school

Governance

1. Describe the role that the board will play in the school's operation.
 - Assist with making decisions for school ie. Budget, staff, current law and school policy
2. How will you know if the school is successful at the end of the first year of operation?
 - The School Principal along with other board members will review state mandated assessments and compare where TSOS is in relation to state goals, and review the schools strategic goals that align with school mission and vison as it relates to reading, math, science, and social studies.

3. How will you know at the end of five years of the schools is successful?
 - TSOS will compare its data with state goals and guidelines for growth.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? The School of Stars will need to:
 - Have an equitable curriculum that addresses social and emotional development, race, vocabulary development, reading, writing, speaking and listening, and promotes problem based learning that reaches the needs of all learners no matter where they are within their learning(differentiation)
 - Understand and know how to close and address achievement gaps among students and within subgroups
 - Provide meaningful professional development that will meet the goals of the school
 - Analyzing of data regularly and willing to be flexible to bring about change
 - Provide workshops for parents on various topics for reading and math
 - Solicit and collaborate with stakeholders in the community
 - Making sure the assessments , curriculum and teaching align
 - Have skilled staff in the areas of curriculum, math, budget, organization/management, school policy,
 - Conduct monthly meeting or as needed
 - Hiring of qualified staff members
 - Have the support of the community and families

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 the founder of the school of what actions should be taken place

*Please include the following with your Information Form ●
a one page resume

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

Certification

I, Maria Barnes, 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 _TSOS is true and correct in every respect.

Signature: *Maria Barnes*

Date: June 23, 2020

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

Charter School Board Member Information Form

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: The School of Stars at Barbara Scotia College (TSOS)
2. Full name: Mercedes L. Pullin

Home Address: 8616 2nd Ave, Apt 416, Silver Spring, MD 20910

Business Name and Address: N/A

Telephone No.: 980-263-8757

E-mail address: Mercedes.pullin@gmail.com

3. Brief educational and employment history.

I received my Master's Degree in Healthcare Administration and my Bachelor's Degree in Public Health. Currently, I am the Operations Supervisor for four ambulatory service clinics at Children's National Medical Center in Washington, D.C. Children's National Medical Center is ranked one of the top 5 pediatric hospitals nationally and ranks as the premier provider of pediatric services throughout the District of Columbia, Virginia, Maryland, as well as, internationally. Previously, I was an Administrative Coordinator at MedStar Georgetown University Hospital at MedStar Emergency Physicians in Washington, D.C. MedStar Emergency Physicians is composed of a group of more than 260 board-certified Emergency Medicine specialists across 7 Emergency Departments who care for more than 440,000 patients annually.



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

No: X Yes:

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

I was recruited to join this Board of Directors at TSOS by my father, charter founder, Dr. Jonathan Pullin. Due to my background in business management as well as my interest in Title I schools and low income communities, I will bring a unique set of skills and education to TSOS. I wish to serve on the Board of Directors at TSOS because I believe in the mission and vision of the school. Additionally, I understand the direct positive impact it will not only have on the students but the overall community for years to come. Most importantly, I believe TSOS will provide the necessary educational resources to the community that will reduce the unrelenting gap shown between test scores and college enrollment in students from low income families.

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

As a public charter school board member the role should include the following: responsibility for contributing to the strategic vision and policies of the school, academic success of the students, quarterly financial audit reviews as well as qualitative reports which define an assessment of curriculum, teacher instruction and school culture.

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.

Although I have not served on a charter school's board, I am an expert in my field of healthcare management, public health as well as business management and operations. I will work to ensure the school has sound business operations to run effectively. Additionally, as a healthcare official, I understand the importance of community engagement and networking. I will work to establish relationships and remain engaged with the school community- neighborhood families, local community leaders and surrounding business. My background in public health

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

Currently, I am Operations Supervisor at Children's National Medical Center. In this role, I manage oversight of day-to-day operations for four ambulatory clinics while managing over 30 providers and 12 direct reports. Moreover, I review financial data to submit quarterly and annual budgets for operational and capital budgets. Also, I work extensively with internal and external stakeholders to provide optimal patient care and bring additional resources within each clinic. Previously, I was an Administrative Coordinator at MedStar Georgetown University Hospital. In this role, I assisted in the preparation and monitoring of budgets (capital, expense, revenue) for the Emergency Department. Furthermore, I gathered and tracked metrics to improve patient satisfaction scores, physician metrics and department revenue.

School Mission and Program

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

The mission of TSOS is to improve the literacy and math skills of K-5 students in Cabarrus County by using curricula and 1:1 technology as tools to accomplish our SMART goals. TSOS's guiding beliefs are seen in their vision which is to provide the students in the community with a solid foundation in literacy and mathematics. While creating an environment that showcases "leading with love" while setting high academic expectations for our students and parents. Lastly, TSOS will establish the expectation of each student to become a better educated civic individual, one that demonstrates through school coordinated and individual activities, a higher level of academic performance, community involvement and global awareness. As a result, TSOS will develop students with strong academic backgrounds that are prepared for the rigor of middle school, high school, college and future career endeavors.

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

TSOS will use a multi-faceted approach to close the educational gaps and the disparity in achievement levels between African American/Latino and White students through use of the EL curriculum and 'Teach Like a Champion 2.0'. TSOS' approach will include the partnership with Barber-Scotia College and the National Black Child Development Institute-Charlotte Chapter (BCDI). Furthermore, smaller classroom sizes, appropriate teacher to student ratios and retention of high quality teachers will allow TSOS to fulfill its mission and vision.

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

- Clear mission and vision established
- Competent and committed board members devoted to consistent strategic development
- Student based instructional planning
- Community accountability & parent engagement at a multitude level
- Recruitment and retention of high quality teachers, staff and associates

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

Success of the school can be measured directly by metrics. The proper metrics categories to look for are the following:

- Operational budget (quarterly & annually)
- Student attendance, progress, achievement and test scores
- Parent satisfaction (inclusive of keeping child enrolled throughout the school year and re-enrollment)
- Consistent community engagement

Governance

1. Describe the role that the board will play in the school's operation.
The TSOS board will play a prominent role in ensuring the school's operations running efficiently and effectively. The primary roles of the board will include, managing the school's principle, overseeing the school's budget, developing the school's policies and procedures as well as establishing and maintaining community engagement.

2. How will you know if the school is successful at the end of the first year of operation?
Identifying school success within the first year of operation will include ensuring the following: the school remains operating financially in the black all year; the school maintains 90% recruitment and retention of students and teachers; the school is able to solidifying strong relationships within the community.
3. How will you know at the end of five years of the schools is successful?
Measuring the school's first five years of success will be based on reviewing the following: TSOS should obtain a "B" on the NC report card; TSOS projected number of students in the school meet 400 + (plus) enrolled in K-5; TSOS maintains solid relationship with Barbara Scotia College in terms of fundraising, social events as well as interact with their faculty/staff.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The specific steps TSOS school board will need to take to ensure the school is success include the following: Each member must participate in monthly board meetings; Each member is inclusive of monitoring the budget; Each member is responsible for ensuring decisions are made objectively to meet TSOS's mission and vision; Each member will make personal financial contributions towards the school; Each member will be held responsible for participating in TSOS recruitment events.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If I felt one or more members of TSOS's board were acting unethically, I would confront the issue at hand and in person with all members present to encourage open, honest dialogue. Additionally, after addressing the misbehavior, I would ensure the conversation is redirected to the focus of the school; remembering the mission and vision of TSOS. Furthermore, I would ensure the member(s) is thoroughly listened to and that their justifications have been taken into account by all remaining board members. Finally, all remaining board members will discuss TSOS's dissolution by board of directors and shareholders policies and procedures to determine the final steps in removing the accused from the board.



*Please include the following with your Information Form •
a one page resume

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

Certification

I, Mercedes L. Pullin, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The School of Stars at Barbara Scotia College Charter School is true and correct in every respect.

Signature
Date

Mercedes L. Pullin
07/13/20

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

Mercedes Pullin

980.263.8757 | Mercedes.Pullin@gmail.com

EDUCATION

University of New Haven

Master of Science in Healthcare Administration

January 2016

University of North Carolina at Charlotte

Bachelor of Science in Public Health

May 2013

PROFESSIONAL EXPERIENCE

Children's National Hospital | Washington D.C.

Gastroenterology, Cardiology, Nephrology and Pulmonary Medicine

Clinic Operations Supervisor

September 2019- Present

- Manage oversight of day-to-day operations for Gastroenterology (GI), Cardiology, Nephrology and Pulmonary Medicine clinics while managing over 30 providers and 12 direct reports.
- Provide direct oversight of the Lean Six Sigma project throughout the GI department and develop action plans to improve patient safety, throughput time as well as improve patient experience scores.
- Analyze Press Ganey data to develop recommendations and performance indicator dashboards throughout 4 clinics to monitor, analyze and optimize departmental revenue, staffing, and patient satisfaction.
- Lead performance improvement initiatives within the 4 clinics for operational and clinical staff to successfully achieve FY20 operational goals; improved clinic throughput time by 4%.
- Coordinate with the Administrator to review financial data systems to analyze and submit budgets for operational and capital budgets, ensuring fiscal targets are met within the 4 ambulatory clinics.
- Develop quality dashboards to collect performance improvement data and define trends to increase customer satisfaction, financial metrics and CMS standards.
- Manage hiring process, establish work schedules, train and mentor administrative teams, conduct performance evaluations.
- Manage daily time-of-service collections report within 4 clinics to upkeep monthly revenue goals of \$64K.

MedStar Georgetown University Hospital | Washington D.C.

MedStar Emergency Physicians

Administrative Coordinator

July 2017- September 2019

- Assisted in the preparation and monitoring of budgets (capital, expense, revenue) for 3 department cost-centers, which total \$150K.
- Analyzed and tracked individual physician metrics to assess and improve monthly performance goals.
- Established department quality data dashboard that increased visibility of patient safety, CMS standards as well as quality and safety measures to ED leaders and hospital stakeholders.
- Administrative Manager of the Decontamination Immediate Response Team (D.I.R.T) program for MGUH.
- Managed monthly review of non-billable accounts using Cerner which resulted in a 1.7% increase in revenue.
- Assisted with developing patient experience initiatives which has increased pediatric patient experience scores by 2%.
- Monitored income expenditures (i.e., vendor payments and purchase orders).

MedStar Georgetown University Hospital | Washington D.C.

Plastic Surgery Department

Patient Registration Associate /Patient Experience Ambassador

July 2016-July 2017

- Devised patient experience program and conducted studies to measure and track the progress and accomplishments of the program.
- Implemented staff burnout training activities and increased patient satisfaction scores 10%.
- Established recognition program for employees to boost morale within the department.

Otilia Felix Fredette

8122 Goodall Court, Mint Hill, N.C. 28227

Phone: 951-347-5266 Email: losfredettes@aol.com

Objective

To realize a professional passion of assisting challenged families in their pursuit of specialized education for their young children.

Experience

Charlotte-Mecklenburg Schools	09/2016 to Present
▪ Certified Teacher – Bilingual/ESL, Windsor Park Elementary School	
Cabarrus County Schools, Concord, NC	09/2005 to 09/2016
▪ Certified Teacher – ESL, Carl A. Furr Elementary School	07/2014 to 09/2016
▪ Certified Teacher – NC Pre-K Program, Winecoff Elementary School	07/2013 to 06/2014
▪ Certified Teacher – ESL, Weddington Hills Elementary School	09/2012 to 06/2013
▪ Teacher Assistant – More At Four Pre-K Program, Winecoff Elementary School	04/2011 to 09/2013
○ UNCC - Student Teacher from January to May 2012	
▪ Educational Interpreter – More At Four Pre-K Program, Long School	08/2009 to 04/2011
▪ Secretary/Receptionist/More At Four Intake Coordinator – Long School	09/2005 to 08/2009
Sonshine Inn Preschool, Amherst, New Hampshire	09/1996 to 05/2001
• Preschool Lead Teacher	
New Hampshire Air National Guard, New Hampshire	
▪ Unit Training Manager – 157 th Medical Group, Pease AFB, NH	10/1987 to 04/1994
United States Air Force	12/1981 to 04/1987
▪ Administrative Assistant – 3901 st Strategic Missile Evaluation Squadron, Vandenberg AFB, CA	
▪ Administrative Assistant – Office of Special Investigations District 70, Lindsey AS, GE	
▪ Administrative Assistant – 18 th Equipment Maintenance Squadron, Kadena AB, JA	

Education

University of North Carolina at Charlotte	08/2016
MEd Child and Family Studies	
University of North Carolina at Charlotte	05/2012
BA Child and Family Studies, Magna Cum Laude	
Rowan-Cabarrus Community College, NC	12/2009
AAS Early Childhood Associate – Transfer (B-K), with High Honors	
Riverside Community College, CA	06/2005
AAS Early Childhood Education, with Honors	
Riverside Community College, CA	02/2005
AA Liberal Arts	

Licenses

B-K

English as a Second Language K-12

Languages

Fluent in Spanish



July 9, 2020

OMITT is pleased to endorse The School of Stars (TSOS) on the campus of Barber-Scotia College in seeking their K-5 Charter. The curricula and behavior management system they have in place will drastically improve academic proficiency in the local school district.

We have partnered with Dr. Pullin for several years on his initiatives to improve academic excellence in our children. OMITT is a vocational trade school with twenty years of experience creating positive outcomes in the lives of our adult citizens. Our curricula are sponsored by Carolina AGC, the largest construction trade association in the Carolinas, and is an accredited training sponsor and assessment center for National Center for Construction Education and Research (NCCER).

As a supporter of TSOS, OMITT will continue to provide our supportive services to their free tuition, lunch and transportation initiatives. Alternatively, OMITT is eager to lend expertise in the review and development of TSOS future projects and initiatives.

We look forward to working with TSOS and its partners to support this worthwhile endeavor.

Sincerely,

Rose Jones-Edwards
Executive Director

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: The School of STARS at Barber Scotia College

2. Full name: Ron Fisher

Home Address: 3335 Weddington Road, Matthews, NC 28105

Business Name and Address:

Telephone No.: HBC Realty

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

No: Yes:

4. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? Interviewed by a Board member to serve. I'm interested in supporting children from high poverty backgrounds in obtaining access to high quality educational programming

5. What is your understanding of the appropriate role of a public charter school board member?
To provide leadership, direction and strategic planning for the school management team.

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.
 - A. YMCA of Greater Charlotte
 - B. Communities in Schools
 - C. Urban League of Greater Charlotte

8. Describe the specific knowledge and experience that you would bring to the board.
 - a. Real Estate Contracts
 - b. Financial Planning
 - c. Budgeting and Financial Management

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To educate and train a diverse population of students how to critically-think, excel academically and develop a positive character while becoming productive citizens in the community.

2. What is your understanding of the school's proposed educational program?
Provide transformative learning experiences to help students grown in and outside of school

3. What do you believe to be the characteristics of a successful school?
 - a. Strong management/leadership
 - b. High Quality Instructors
 - c. Course rigor that prepares students for future careers and endeavors

4. How will you know that the school is succeeding (or not) in its mission?
 - a. From evaluating performance metrics developed by board and staff to ensure success

Governance

1. Describe the role that the board will play in the school's operation. Oversight , direction and strategic planning

2. How will you know if the school is successful at the end of the first year of operation?
 - a. Evaluation of performance metrics established at the beginning of the school year including enrollment and achievement targets developed by the staff.

3. How will you know at the end of five years of the schools is successful?
Review of the strategic planning targets established during board sessions and staff retreats each year.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - a. Meet performance targets
 - b. Manage financial aspects of the school operation
 - c. Develop meaningful marketing and student recruitment strategies

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Have the issue discussed at a general board meeting for resolution in concert with our bylaws.

*Please include the following with your Information Form ●
a one page resume

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

Certification

I, Ronald Fisher, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for The School of Stars at Barber Scotia Charter School is true and correct in every respect.

Signature
Date


6/25/2020

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



*Please include the following with your Information Form • a
one page resume

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

Certification

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

Signature
Date

Rose Jones-Edwards
July 9, 2020

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

Rose Jones-Edwards

Rosej7927@gmail.com

(704) 607-9053

PROFILE

Results driven and hardworking Executive Officer skilled at proactively participating in all aspects of business development and management from operations and finance to marketing and human resources. Effective leader with over 20 years working in the corporate and nonprofit arenas, well developed communication skills, and excellent multitasking abilities. Accomplished entrepreneur capable of identifying new opportunities and sustaining business growth.

WORK EXPERIENCE

Co-Founder

OMITT Trade School, LLC – 2003 - Present

- Co-founded a vocational trade school and grew the business from zero to 17 years of profitability.
- Developed and implemented business plan and strategy, identified and exploited new opportunities.
- Proactively participated in all facets of the company, and worked closely with other executives to sustain growth and stability.
- Interviewed and hired new employees, ensuring that the company's staffing needs are met.
- Built and maintained professional relationships with potential partners and investors.
- Led and managed senior leadership team meetings, oversaw all company operations.

AFFILIATIONS

- Workforce Development
- National Center for Construction Education & Research
- Carolinas Association of General Contractors
- Charlotte Civic Leadership Academy
- City of Charlotte Housing & Neighborhood Services
- Reentry Partners of Mecklenburg
- Dress for Success & Various Community Partners

EDUCATION & CERTIFICATES

- Global Career Development Facilitator
- Working Smart Facilitator
- Professional in Human Resources
- Pace University, 1989

COMPETENCIES

Leadership, Time Management, Conflict Resolution, Teamwork, Business Acumen, Communication, Results

Charter School Board Member Information Form

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

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: The School of Stars at Barber - Scotia College
2. Full name: Mrs. Reeshemah Norris

Home Address: 6020 Monteith Drive Charlotte NC, 28213

Business Name and Address: N/A

Telephone No.: 704-408-4952

E-mail address: norr2720@bellsouth.net

3. Brief educational and employment history. I have a B.A. in History and a B.A in Child and Family Development from the University of North Carolina at Charlotte. I also have a Master's degree in Early Childhood Education from Grand Canyon University. I've taught in the NC More @ Four Pre-K program and the Charlotte Mecklenburg Schools Bright Beginnings Pre-K program. I now will be teaching kindergarten at Niner University Elementary School at Amay James. This is a lab school affiliated with the University of North Carolina at Charlotte.
4. Have you previously served on a board of a school district, another charter school, a nonpublic school or any not-for-profit corporation?

No: Yes: X

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school? I was recruited by Dr. Jonathan Pullin to serve as an early childhood advocate. I wish to serve on the board of the School of Stars at Barber - Scotia College because I want to make a difference in the lives of young children in the community and see that they reach their fullest potential.
6. What is your understanding of the appropriate role of a public charter school board member? To ensure that all students are given the opportunity to excel academically and to support parents who are looking to develop partnerships with their child's 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 currently serve on the board of Black Child Development Institute of Charlotte and on the board of Firm Foundations Youth and Family Outreach, Inc.

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

I would bring the expertise of early childhood best practices in the classroom being that I have been an early childhood educator for more than 20 years.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission is to educate and train a diverse population of students how to critically think, excel academically and develop a positive character while becoming productive citizens in the community.
2. What is your understanding of the school's proposed educational program?
The school will use the EL Education curriculum to give students a high quality literacy education with high quality literacy resources.
3. What do you believe to be the characteristics of a successful school?
The characteristic of a successful school is one that is inclusive and supports home and school connections.
4. How will you know that the school is succeeding (or not) in its mission?
Through data and proposed metrics.

Governance

1. Describe the role that the board will play in the school's operation.
The board would play as an active advisory board.

2. How will you know if the school is successful at the end of the first year of operation?
Through data and proposed metrics.

3. How will you know at the end of five years of the schools is successful?
Through data and proposed metrics.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? 1. Ensuring that student's needs are met inside and outside the classroom. 2. Commitment to equity and access. 3. Parent engagement opportunities are provided during the day and in the evening. 4. Hiring highly qualified teachers and paraprofessionals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would follow the procedures established by the board related to unethical behavior and possible removal of board members.

*Please include the following with your Information Form ●
a one page resume

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

Certification

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

Signature

Reeshemah Norris



Date July 15, 2020

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

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:	130-Cabarrus	What percentage of
LEA #2:	800-Rowan	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
	130	800		130	800	
Kindergarten	61	5		61	5	
Grade 1	61	5		61	5	
Grade 2	61	5		61	5	
Grade 3				61	5	
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	183	15	0	244	20	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,
 nres match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding?	12%
---	-----

students from the LEA selected above will qualify for EC funding?	12%
---	-----

students from the LEA selected above will qualify for EC funding?	
---	--

Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
130	800		130	800		130
61	5		61	5		61
61	5		61	5		61
61	5		61	5		61
61	5		61	5		61
61	5		61	5		61
			61	5		61
305	25	0	366	30	0	366

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5

LEA #2 **LEA #3**
800

5	
5	
5	
5	
5	
5	

30	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

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student

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

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		130-Cabarrus	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,315.15	183	
Local Funds	\$1,790.00	183	
State EC Funds	\$4,464.16	22	
Federal EC Funds	\$1,514.35	22	
			Total:

LEA #2:		800-Rowan	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,562.23	15	
Local Funds	\$1,913.00	15	
State EC Funds	\$4,464.16	2	
Federal EC Funds	\$1,514.35	2	
			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	
	\$972,672.45
	\$327,570.00
	\$98,032.95
	\$33,255.13
	\$1,431,530.53

Approximate funding for Year 1	
	\$83,433.45
	\$28,695.00
	\$8,035.49
	\$2,725.83
	\$122,889.77

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	\$ 1,056,106	\$ 1,408,141	\$ 1,760,177	\$ 2,112,212
Local Per Pupil Funds	\$ 356,265	\$ 475,020	\$ 593,775	\$ 712,530
State EC Funds	\$ 106,068	\$ 141,425	\$ 176,781	\$ 212,137
Federal EC Funds	-	\$ 35,981	\$ 59,968	\$ 71,962
Other Funds*		\$ 200,000	\$ 255,000	\$ 305,000
Working Capital*				
TOTAL REVENUE:	\$ 1,518,439	\$ 2,260,567	\$ 2,845,700	\$ 3,413,841

*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions from those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the operating budget, they should provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of those sources. If the 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	
\$	2,112,212
\$	712,530
\$	212,137
\$	71,962
\$	305,000
\$	3,413,841

*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	1	\$ 85,000	\$ 85,000	1	\$ 86,000	\$ 86,000	1	\$ 87,000	\$ 87,000	1	\$ 88,000	\$ 88,000	1	\$ 89,000	\$ 89,000
Assistant Administrator		\$ -	\$ -		\$ -	\$ -	1	\$ 70,000	\$ 70,000	1	\$ 71,000	\$ 71,000	1	\$ 72,000	\$ 72,000
Finance Officer		\$ -	\$ -		\$ -	\$ -	0	\$ 37,000	\$ -	1	\$ 38,000	\$ 38,000	1	\$ 39,000	\$ 39,000
Clerical	1.5	\$ 25,000	\$ 37,500	2	\$ 26,000	\$ 52,000	2	\$ 27,000	\$ 54,000	2	\$ 28,000	\$ 56,000	2	\$ 29,000	\$ 58,000
Food Service Staff	1	\$ 30,000	\$ 30,000	2	\$ 30,000	\$ 60,000	2	\$ 31,000	\$ 62,000	2	\$ 32,000	\$ 64,000	2	\$ 33,000	\$ 66,000
Custodians	1.5	\$ 25,000	\$ 37,500	2	\$ 26,000	\$ 52,000	2	\$ 27,000	\$ 54,000	2	\$ 28,000	\$ 56,000	2	\$ 29,000	\$ 58,000
Transportation Staff	2	\$ 13,725	\$ 27,450	2	\$ 13,725	\$ 27,450	3	\$ 13,725	\$ 41,175	4	\$ 13,725	\$ 54,900	4	\$ 13,725	\$ 54,900
Director of Curriculum		\$ -	\$ -		\$ -	\$ -	0	\$ 67,000	\$ -	1	\$ 68,000	\$ 68,000	1	\$ 69,000	\$ 69,000
Director of Marketing		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Guidance Counselor		\$ -	\$ -	1	\$ 46,000	\$ 46,000	1	\$ 47,000	\$ 47,000	1	\$ 48,000	\$ 48,000	1	\$ 49,000	\$ 49,000
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Total Admin and Support:	7		\$ 217,450	10		\$ 323,450	12		\$ 415,175	15		\$ 543,900	15		\$ 554,900
Instructional Personnel															
Core Content Teacher(s)	9	\$ 43,000	\$ 387,000	12	\$ 44,000	\$ 528,000	15	\$ 45,000	\$ 675,000	18	\$ 46,000	\$ 828,000	18	\$ 47,000	\$ 846,000
Electives/Specialty Teacher(s)	4	\$ 25,000	\$ 100,000	4	\$ 25,000	\$ 100,000	4	\$ 45,000	\$ 180,000	4	\$ 46,000	\$ 184,000	4	\$ 47,000	\$ 188,000
Exceptional Children Teacher(s)	1	\$ 50,000	\$ 50,000	1	\$ 51,000	\$ 51,000	2	\$ 52,000	\$ 104,000	2	\$ 53,000	\$ 106,000	2	\$ 54,000	\$ 108,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	6	\$ 16,000	\$ 96,000	9	\$ 16,500	\$ 148,500	10	\$ 17,000	\$ 170,000	12	\$ 17,500	\$ 210,000	12	\$ 18,000	\$ 216,000
Testing Coordinator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
ALG Teacher		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
ELL	0	\$ 43,000	\$ -	1	\$ 44,000	\$ 44,000	1	\$ 45,000	\$ 45,000	1	\$ 46,000	\$ 46,000	1	\$ 47,000	\$ 47,000
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Total Instructional Personnel:	20		\$ 633,000	27		\$ 871,500	32		\$ 1,174,000	37		\$ 1,374,000	37		\$ 1,405,000
Total Admin, Support and Instructional Personnel:	27		\$ 850,450	37		\$ 1,194,950	44		\$ 1,589,175	52		\$ 1,917,900.00	52		\$ 1,959,900

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	4	\$ 6,700	\$ 26,800	8	\$ 7,000	\$ 56,000	9	\$ 7,500	\$ 67,500	11	\$ 8,000	\$ 88,000	11	\$ 8,500	\$ 93,500
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	4	\$ 1,631	\$ 6,524	8	\$ 1,213	\$ 9,704	9	\$ 1,384	\$ 12,455	11	\$ 1,497	\$ 16,467	11	\$ 1,527	\$ 16,797
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	7	\$ 450	\$ 3,153	9	\$ 521	\$ 4,690	12	\$ 502	\$ 6,020	15	\$ 531	\$ 7,959	15	\$ 541	\$ 8,119
Social Security	7	\$ 1,926	\$ 13,482	9	\$ 2,228	\$ 20,054	12	\$ 2,145	\$ 25,741	15	\$ 2,269	\$ 34,032	15	\$ 2,314	\$ 34,714
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Total Admin and Support Benefits:			\$ 49,958			\$ 90,447			\$ 111,716			\$ 146,458			\$ 153,129
Instructional Personnel Benefits															
Health Insurance	10	\$ 6,700	\$ 67,000	14	\$ 7,000	\$ 98,000	22	\$ 7,500	\$ 165,000	25	\$ 8,000	\$ 200,000	25	\$ 8,500	\$ 212,500
Retirement Plan--NC State			\$ -			\$ -			\$ -			\$ -			\$ -
Retirement Plan--Other	10	\$ 1,899	\$ 18,990	14	\$ 1,868	\$ 26,145	22	\$ 1,601	\$ 35,220	25	\$ 1,649	\$ 41,220	25	\$ 1,686	\$ 42,150
Social Security	20	\$ 1,962	\$ 39,246	27	\$ 2,001	\$ 54,033	32	\$ 2,275	\$ 72,788	37	\$ 2,302	\$ 85,188	37	\$ 2,354	\$ 87,110
Disability			\$ -			\$ -			\$ -			\$ -			\$ -
Medicare	20	\$ 459	\$ 9,179	27	\$ 468	\$ 12,637	32	\$ 532	\$ 17,023	37	\$ 647	\$ 23,925	37	\$ 551	\$ 20,373
Life Insurance			\$ -			\$ -			\$ -			\$ -			\$ -
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*** Edit text as needed. ***			\$ -			\$ -			\$ -			\$ -			\$ -
Total Instructional Personnel Benefits:			\$ 134,415			\$ 190,815			\$ 290,031			\$ 350,333			\$ 362,133
Total Personnel Benefits:			\$ 184,373			\$ 281,262			\$ 401,747			\$ 496,791			\$ 515,262
Total Admin & Support Personnel (Salary & Benefits):	7		\$ 267,408	10		\$ 413,897	12		\$ 526,891	15		\$ 690,357.85	15		\$ 708,029
Total Instructional Personnel (Salary & Benefits):	20		\$ 767,415	27		\$ 1,062,315	32		\$ 1,464,031	37		\$ 1,724,333	37		\$ 1,767,133
TOTAL PERSONNEL:	27		\$ 1,034,823	37		\$ 1,476,212	44		\$ 1,990,922	52		\$ 2,414,691	52		\$ 2,475,162

*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	\$ 5,000.00	\$ 6,000.00	\$ 6,500.00
Paper	\$ 2,500.00	\$ 2,500.00	\$ 3,000.00
Computers & Software	\$ 10,000.00	\$ 2,000.00	\$ 3,000.00
Communications & Telephone	\$ 5,000.00	\$ 6,000.00	\$ 6,500.00
Copier leases	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00
Other			
*** Insert rows and edit text as needed. ***			
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 5,000.00	\$ 6,000.00	\$ 7,000.00
Student Accounting	\$ 6,930.00	\$ 9,240.00	\$ 11,550.00
Financial	\$ 18,810.00	\$ 25,080.00	\$ 31,350.00
Speech/OT/Psych/EC	\$ 47,500.00	\$ 48,000.00	\$ 48,500.00
Audit		\$ 7,500.00	\$ 7,650.00
Facilities			
Facility Lease/Mortgage	\$ 42,000.00	\$ 60,000.00	\$ 72,000.00
Maintenance	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Custodial Supplies	\$ 7,000.00	\$ 7,500.00	\$ 8,000.00
Custodial Contract			
Insurance (pg19)	\$ 12,975.00	\$ 13,500.00	\$ 14,000.00
Other			
*** Insert rows and edit text as needed. ***			
Utilities			
Electric	\$ 12,500.00	\$ 13,000.00	\$ 13,500.00
Natural Gas			
Water/Sewer	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00
Trash	\$ 1,320.00	\$ 1,450.00	\$ 1,580.00
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Contracted Transportation	\$ 25,000.00	\$ 25,000.00	\$ 37,500.00
Gas	\$ 35,400.00	\$ 38,940.00	\$ 63,720.00
Oil/Tires & Maintenance	\$ 20,000.00	\$ 20,000.00	\$ 32,000.00
Bus/Van Lease	\$ 6,000.00	\$ 7,200.00	\$ 8,400.00
*** Insert rows and edit text as needed. ***			

Other			
Marketing	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00
Child nutrition	\$ 78,765.00	\$ 199,257.75	\$ 249,702.75
Travel	\$ 1,000.00	\$ 1,250.00	\$ 1,500.00
Furniture	\$ 7,500.00	\$ 10,700.00	\$ 11,000.00
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 370,200.00	\$ 531,617.75	\$ 659,952.75

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 7,000.00	\$ 8,000.00	\$ 9,000.00
Instructional Computers	\$ 40,400.00	\$ 13,200.00	\$ 14,200.00
*** Insert rows and edit text as needed. ***			
Instructional Contract			
Staff Development	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
*** Insert rows and edit text as needed. ***			
*** Insert rows and edit text as needed. ***			
Books and Supplies			
Instructional Materials	\$ 10,000.00	\$ 11,500.00	\$ 13,000.00
Curriculum/Texts	\$ 14,000.00	\$ 16,000.00	\$ 17,000.00
Copy Paper	\$ 4,000.00	\$ 4,600.00	\$ 5,200.00
Testing Supplies	\$ 5,000.00	\$ 6,000.00	\$ 6,500.00
Other			
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 90,400.00	\$ 69,300.00	\$ 74,900.00
TOTAL OPERATIONS:	\$ 460,600.00	\$ 600,917.75	\$ 734,852.75

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

Year 4		Year 5	
\$	7,200.00	\$	8,200.00
\$	3,500.00	\$	4,000.00
\$	3,000.00	\$	3,000.00
\$	7,000.00	\$	7,500.00
\$	7,500.00	\$	7,500.00
\$	8,000.00	\$	9,000.00
\$	13,860.00	\$	14,280.00
\$	37,620.00	\$	38,760.00
\$	51,000.00	\$	54,000.00
\$	7,800.00	\$	8,000.00
\$	84,000.00	\$	96,000.00
\$	5,000.00	\$	5,000.00
\$	8,500.00	\$	9,000.00
\$	14,500.00	\$	15,000.00
\$	14,000.00	\$	15,000.00
\$	4,000.00	\$	4,500.00
\$	1,700.00	\$	1,850.00
\$	50,000.00	\$	50,000.00
\$	84,960.00	\$	99,120.00
\$	35,000.00	\$	40,000.00
	9600		10800

\$ 6,500.00	\$ 6,500.00
\$ 299,307.00	\$ 299,307.00
\$ 1,750.00	\$ 2,000.00
\$ 11,500.00	\$ 12,000.00
\$ 776,797.00	\$ 820,317.00

Year 4		Year 5	
\$	10,000.00	\$	11,000.00
\$	16,000.00	\$	20,000.00
\$	11,000.00	\$	12,000.00
\$	14,500.00	\$	15,000.00
\$	17,500.00	\$	18,000.00
\$	6,000.00	\$	6,500.00
\$	7,000.00	\$	7,500.00
\$	82,000.00	\$	90,000.00
\$ 858,797.00		\$ 910,317.00	

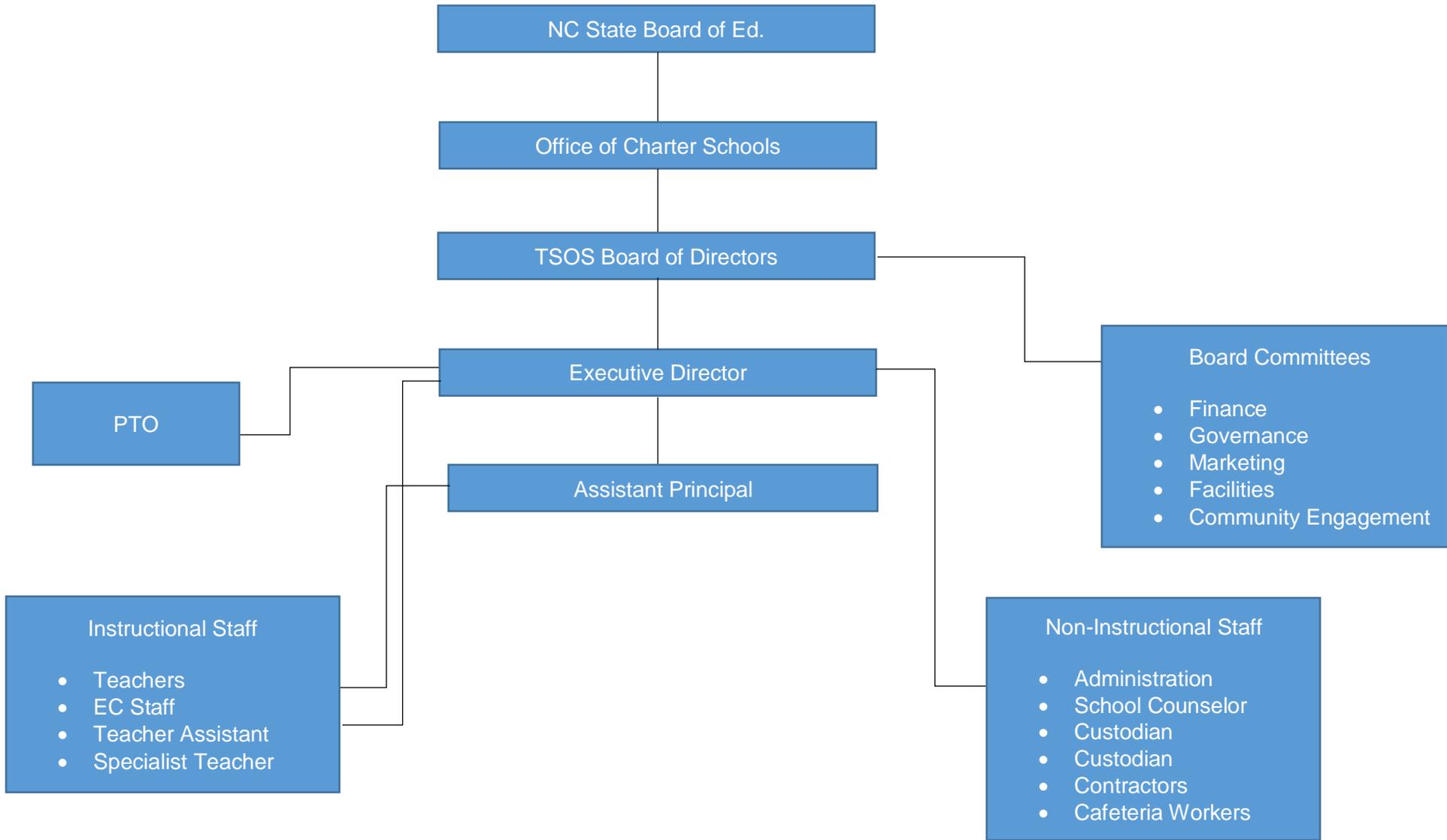
Overall Budget

SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 1,034,822.93	\$ 1,476,212.18	\$ 1,990,922.14	\$ 2,414,690.85
Total Operations	M	\$ 460,600.00	\$ 600,917.75	\$ 734,852.75	\$ 858,797.00
Total Expenditures	N = J + M	\$ 1,495,422.93	\$ 2,077,129.93	\$ 2,725,774.89	\$ 3,273,487.85
Total Revenue	Z	\$ 1,518,439.34	\$ 2,260,566.74	\$ 2,845,700.50	\$ 3,413,840.60
Surplus / (Deficit)	= Z - N	\$ 23,016.42	\$ 183,436.82	\$ 119,925.61	\$ 140,352.75



Year 5	
\$	2,475,161.85
\$	910,317.00
\$	3,385,478.85
\$	3,413,840.60
\$	28,361.75

Organization Chart



TSOS Monday- Friday Weekly Schedule Grades K-5

Kindergarten M-F	8:00 am Breakfast & morning work	8:25 am morning school news	8:30 morning meeting	8:45- 10:50 am El literacy block	10:50- 11:20 am Lunch	11:20 - 11:40 am El Lab	11:40- 12:25 pm Special(rotate daily	12:30- 1:00 pm recess	1:00- 1:40pm El Lab	1:40-2:40pm Math	2:40- 3:15 pm Science and SS	3:15pm School Day Summary 3:25pm dismissal
1st Grade M-F	8:00 am Breakfast & morning work	8:25 am morning school news	8:30 morning meeting	8:45- 9:30 Science/ Social Studies	9:35- 10:20 am Specials (rotate daily)	10:20- 10:50 am Lunch	10:50- 12:50p m El Literacy Block	12:50- 1:05 pm Recess 1	1:05 1:50 pm El Skills Lab	1:50-3:00 pm Math	3:00 pm School Day Summary	3:00-3:25 pm Recess & Dismissal
Second Grade M-F	8:00 am Breakfast & morning work	8:25 am morning school news	8:30 morning meeting	8:45- 11:45 am El literacy block	11:45- 12:15pm Lunch	12:25-1:00 pm Specials (rotate daily)	1:10- 2:10 pm Math	2:10- 2:40 pm Recess	2:40 - 3:15 pm Science/S S	3:15pm School Day Summary	3:25pm Dismissal	
Third Grade M-F	8:00 am Breakfast & morning work	8:25 am morning school news	8:30 morning meeting	8:45- 10:45 am EL literacy block	10:45- 11:30am Math	12:25- 1:10 pm Specials) rotate daily)	1:10 – 1:55 pm Recess	2:25- 3:15 pm Science /SS	3:15 School Day Summary	3:25 pm Dismissal		
Fourth Grade M-F	8:00 am Breakfast & morning work	8:25 am morning school news	8:30 morning meeting	8:45- 10:15 am math	10:20- 11:05 am specials (rotate daily)	11:10- 11:40 am Interactive Read Aloud(IRA)	11:40- 12:35 pm Literacy mini lesson	12:35- 1:05 pm Lunch	1:05 pm Recess	1:40 -2:30 pm Small group Instruction	2:30- 3:15pm Math 3:15pm- School day summary	3:25pm Dismissal
Fifth Grade M-F	8:00 am Breakfast & morning work	8:25 am morning school news	8:30 morning meeting	8:50-9:35 am specials (rotate daily)	9:35 Article of the day	10:00-1:05 pm Literacy & math block	1:05 pm lunch	1:35 pm recess	2:05-3:15 pm Science	3:15 pm School Day Summary	3:25 pm Dismissal	

TSOS Monday- Friday Weekly Schedule Grades K-5

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Executive Director	1	1	1	1		1
Assistant Principal				1	1	1
Director of Curriculum					1	1
Finance Officer					1	1
Clerical		1.5	2	2	2	2
Food Service		1	2	2	2	2
Custodians		1.5	2	2	2	2
Transportation		2	3	4	4	4
School Guidance Counselor		1	1	1	1	1
Electives/Specialty Teachers		4 (0.5)	4 (0.5)	4 (0.5)	4 (0.5)	4 (0.5)
EC Teacher(s)		1	1	2	2	2
Core Classroom Teachers		9	12	15	18	18
Teacher Assistants		6	9	10	12	12