

## Appendix A: Evidence of Educational Need

Parent Interest Meetings were held on Thursday, June 29, 2017 and Thursday, July 27, 2017. A brief presentation was made by Mr. Enkey (Lead Administrator) and Mr. Archunde (Board Member) about the mission and values of the school. They related their past experiences and passion for education. Parents were enthusiastic about the possibility of Liberty Leadership Academy. One couple attended the meeting mistaking it for a rowing club meeting. Even though their children were too old for our target market they stayed and expressed interest in helping the school. As the mother said: "we wish you would've been here five years ago."

A survey was also promoted through social media and other online venues. A snap survey was posted to the Cary Park neighborhood and simply asked if there was any interest in a charter school. Of the 250 responses 50% responded "Very Interested" and 34% responded as "Interested." A separate interest form asked participants why they are interested in a Charter School and what they want from a school. The survey yielded the following takeaways: 70% of parents want a more balanced approach to education, 75% of parents want a morale and wholesome environment for their child, 80% of parents just want another option.

Notable responses from parents:

"I need a better option for middle school for my kids and can't afford the steep prices of private schools. The closest one is way too far of a drive. The current school is more than 30 mins away."

"We have homeschooled the past few years bc we had a bad experience in public school. We are going to be sending our kids back to school and are not happy with the few alternative options."

"I'm a teacher and a parent. I saw this on Nextdoor and am very interested in having more school options in this area. I may be interested in hearing more as a teacher too. I'd love an option to teach in a charter school vs public school. Currently, I teach in a private school, but would like to explore options close by."

"We are new to the area and my daughter will be starting kindergarten next year. I love the idea of her attending a smaller school that takes a more balanced approach to learning."

“My biggest concerns are - too much stress/pressure on students, lack of recess/active time/breaks during a rigorous school day, school size (too big)”

“I want smaller class sizes, passionate teachers, and more opportunities for my kids to practice leadership, play sports, participate in clubs, etc.”

“I want a school that creates community, where I feel like everyone loves my kid and my kid loves everyone.”

Liberty Leadership Academy Sample Survey

Thank you for filling out this form expressing interest in a Cary Area Charter. We are excited for the great things we will do together! This information will be used for school purposes only and will not be shared with or sold to third parties. Please note the "Why are you interested" question.

Responses to that question will be used in our application this fall, so don't be scared to share!

**Email address \***

**Name \***

**Address \***

**Phone number**

**Why are you interested? (Check any that apply)**

- I want more than academics for my student.
- I want leadership and character development for my student.
- I want a wholesome moral environment for my student.
- I'm interested in having options.
- I want more input in my student's school. (I don't feel heard.)
- The schools are way too big here, too many students at each campus. (Over crowding)
- I want a more balanced approach to education.
- I'm not sure what, but I want something different.
- I want an a-political approach to education.

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**What brought you here? Tell us your story and/or what you want from a school.**

**Comments (Number of students/ages, anything else...)**



**Core Knowledge Language Arts Sequence, Grade 2**

<p><b><i>Fairy Tales and Tall Tales</i></b></p> <ul style="list-style-type: none"> <li>• 8 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>• (12 Days)</li> <li>• This domain will introduce students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The first half of the Fairy Tales and Tall Tales domain focuses on fairy tales and the second half of the domain focuses on tall tales and the elements of that genre.</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud</li> <li>• Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Use agreed-upon rules for group discussions</li> <li>• Carry on and participate in a conversation over at least six turns</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Produce complete sentences when appropriate Identify real-life connections between words and their use</li> <li>• Use words and phrases acquired through conversations, reading and being read to, and responding to texts</li> </ul>
<p><b>Early Asian Civilizations</b></p> <ul style="list-style-type: none"> <li>• 14 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>• (18 Days)</li> <li>• This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 Early World Civilizations domain. These features include the advent of farming, establishment of cities and government, and other practices such as writing and religion.</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain.</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud</li> <li>• Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</li> <li>• Prior to listening to “Casey Jones,” identify orally what they know and have learned about the tall tale John Henry</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li> <li>• Use agreed-upon rules for group discussions</li> <li>• Carry on and participate in a</li> </ul>

	<p>conversation over at least six turns</p> <ul style="list-style-type: none"> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud</li> <li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read aloud</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification Identify real-life connections between words and their use</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts</li> </ul>
<p><b>The Ancient Greek Civilization</b></p> <ul style="list-style-type: none"> <li>● 12 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (16 Days)</li> <li>● This domain will introduce students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own.</li> </ul>	<p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● These objectives are consistently addressed throughout the domain</li> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships</li> <li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of</li> </ul>

	<p>the same age</p> <ul style="list-style-type: none"> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud</li> <li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read aloud</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</li> </ul>
<p><b>Greek Myths</b></p> <ul style="list-style-type: none"> <li>● 10 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (14 Days)</li> <li>● This domain builds on The Ancient Greek Civilization domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships</li> <li>● Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their</li> </ul>

	<p>comments to the remarks of others, with either an adult or another child of the same age</p> <ul style="list-style-type: none"> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud</li> <li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read aloud</li> <li>● Summarize (orally or in writing) text content and/or oral information presented by others</li> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</li> </ul>
<p><b>The War of 1812</b></p> <ul style="list-style-type: none"> <li>● 8 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (12 Days)</li> <li>● This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes</li> </ul>	<p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships</li> <li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li> <li>● Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li> </ul>

<p>attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about Westward Expansion, The U.S. Civil War, and Immigration later in Grade 2 as well as for learning about other periods of American history in future grades.</p>	<p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational readaloud</li> <li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational readaloud</li> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</li> </ul>
<p><b>Cycles in Nature</b></p> <ul style="list-style-type: none"> <li>● 9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (13 Days)</li> <li>● This domain will introduce your students to the many natural cycles that make life on Earth possible. Your students will increase their knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will also learn about the effect seasonal changes have on plants and animals. In addition,</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships</li> </ul>

<p>throughout this domain, students will gain exposure to poems by renowned authors Emily Dickinson and Robert Louis Stevenson. As students learn that all organisms experience the developmental stages of the life cycle, they will also learn how their growth and development relates to Earth's seasonal cycles and begin to understand how all organisms depend on Earth's limited water supply</p>	<ul style="list-style-type: none"> <li>● Identify the main topic of a multi-paragraph nonfiction/informational read aloud as well as the focus of specific paragraphs within the text</li> <li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li> <li>● Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud</li> <li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read aloud</li> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</li> </ul>
<p><b>Westward Expansion</b></p> <ul style="list-style-type: none"> <li>● 9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (13 Days)</li> <li>● This domain will introduce students to an important period in the history of the United States—the time of</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or</li> </ul>

<p>westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Students will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton’s steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about The U.S. Civil War and Immigration later in Grade 2 as well as for learning about other periods of American history in future grades.</p>	<p>facts of a nonfiction/informational read-aloud</p> <ul style="list-style-type: none"><li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</li><li>● Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text</li><li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li><li>● Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4</li></ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"><li>● Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</li><li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li><li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</li><li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</li><li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li></ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"><li>● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including</li></ul>
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	<p>using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</p>
<p><b>Insects</b></p> <ul style="list-style-type: none"> <li>● 8 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (12 Days)</li> <li>● This domain will introduce students to the largest group of animals on Earth. Students will learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics and even medicines. Students will gather the information they learn in a journal and will have the opportunity to further research questions and points of interest. Students will use the information gathered in their journals to plan, draft, and edit an informational narrative. This domain will lay the foundation for review and further study of the life cycles, habitats, and classifications of insects and other animals.</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships</li> <li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li> <li>● Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li> <li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational readaloud</li> </ul>

	<ul style="list-style-type: none"> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,</li> <li>● When other kids are happy that makes me happy)</li> </ul>
<p><b>The U.S. Civil War</b></p> <ul style="list-style-type: none"> <li>● 11 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (15 Days)</li> <li>● This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery.</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships</li> <li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read aloud</li> <li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li> <li>● Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take</li> </ul>

	<p>turns, say “excuse me” or “please,” etc.)</p> <ul style="list-style-type: none"> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud</li> <li>● Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read aloud</li> <li>● Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</li> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</li> </ul>
<p><b>The Human Body</b></p> <ul style="list-style-type: none"> <li>● 9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (13 Days)</li> <li>● This domain covers a number of topics regarding the human body. This domain first covers concepts regarding cells and how cells form the building blocks of life on Earth. Students are then taught how collections of cells form tissues, and tissues form organs, and finally how organs work within the various body systems. In addition, students are taught about Anton van Leeuwenhoek</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect</li> </ul>

<p>and his work with the microscope and his discovery of the tiny one-celled bacteria. Students will then hear about the digestive and excretory systems. They will learn the fundamental parts and functions of these two body systems. The narrator of these read-alouds is a nutritionist named Nick Nutri, who reinforces basic facts that students will be learning. The remainder of this domain focuses on the importance of good nutrition and how to make good choices in order to eat a well-balanced diet. Students will be taught five keys to good health—eat well, exercise, sleep, keep clean, and have regular checkups</p>	<p>relationships</p> <ul style="list-style-type: none"> <li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li> <li>● Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud</li> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</li> </ul>
<p><b>Immigration</b></p> <ul style="list-style-type: none"> <li>● 10 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (14 Days)</li> <li>● This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making</li> </ul>

<p>the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.</p>	<p>interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships</p> <ul style="list-style-type: none"><li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read aloud</li><li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li><li>● Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li></ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"><li>● Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</li><li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li><li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read aloud</li><li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li></ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"><li>● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li><li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other</li></ul>
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	kids are happy, that makes me happy)
<p><b>Fighting for a Cause</b></p> <ul style="list-style-type: none"> <li>● 9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities</li> <li>● (13 Days)</li> <li>● This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. Each of these individuals struggled for a cause, their struggles later helped change many laws, and they all practiced nonviolence. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people’s awareness throughout an entire country. Students will also learn the terms civil rights and human rights, and what these terms mean.</li> </ul>	<p><i>These objectives are consistently addressed throughout the domain</i></p> <p><b>Text Analysis for Close Reading / Comprehension</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read aloud</li> <li>● Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read aloud, including answering why questions that require recognizing cause/effect relationships</li> <li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read aloud</li> <li>● Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</li> <li>● Listen to and demonstrate understanding of nonfiction/informational read alouds of appropriate complexity for Grades 2–4</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>● Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</li> <li>● Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</li> <li>● Ask questions to clarify information about the topic in a fiction or nonfiction/informational read aloud Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read aloud</li> </ul>

	<ul style="list-style-type: none"> <li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul> <p><b>Language &amp; Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</li> </ul>
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**Core Knowledge Sequence: History and Geography, Grade 6**

*The World History guidelines for sixth grade begin with a study of ancient civilizations introduced in earlier grades in the Core Knowledge Sequence. Topics include Judaism, Christianity, and the civilizations of ancient Greece and Rome. The focus in sixth grade should be on the legacy of enduring ideas from these civilizations—ideas about democracy and government, for example, or about right and wrong. After this study of lasting ideas from ancient civilizations, the World History guidelines pick up the chronological thread from earlier grades with a study of the Enlightenment. You are encouraged to use timelines and engage students in a brief review of some major intervening events in order to help students make a smooth transition across the gap in centuries between the ancient civilizations and the Enlightenment. In sixth grade, the World History guidelines catch up chronologically with the American History guidelines. The World History guidelines take students up to the consequences of industrialization in the mid-nineteenth century, and this is where the American History guidelines begin.*

<b><u>World History and Geography</u></b>		
<b>World Geography</b>	<b>Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)</b>	<ul style="list-style-type: none"> <li>● Continents and major oceans</li> <li>● How to read maps and globes using longitude and latitude, coordinates, degrees</li> <li>● Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature</li> <li>● Climate zones: Arctic, Tropic, Temperate</li> <li>● Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)</li> <li>● Arctic Circle (imaginary lines and boundaries) and Antarctic Circle</li> </ul>
	<b>Great Deserts of the World</b>	<ul style="list-style-type: none"> <li>● What is a desert?</li> <li>● Hot and cold deserts</li> </ul>

		<ul style="list-style-type: none"> <li>● Major deserts in Africa: Sahara, Kalahari</li> <li>● Australia: a mostly desert continent</li> <li>● Asia: Gobi; much of Arabian Peninsula</li> <li>● North America: Mojave, Chihuahuan, Sonoran</li> <li>● South America: Atacama Desert</li> </ul>
<p><b>Lasting Ideas from Ancient Civilizations</b></p>	<p><b>Judaism and Christianity</b>  <i>Since religion is a shaping force in the story of civilization, the Core Knowledge Sequence introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. Here in the sixth grade the focus is on history, geography, and ideas. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. A review of major religions introduced in earlier grades in the Core Knowledge Sequence is recommended: Judaism/Christianity/Islam (grade 1), Hinduism/Buddhism (grade 2), Islam (grade 4), and Buddhism/Shintoism (grade 5).</i></p>	<ul style="list-style-type: none"> <li>● Basic ideas in common: The nature of God and of humanity, Hebrew Bible and Old Testament of Christian Bible</li> <li>● Judaism: <ul style="list-style-type: none"> <li>○ central ideas and moral teachings</li> <li>○ Torah</li> <li>○ Monotheism</li> <li>○ The idea of a “covenant” between God and man</li> <li>○ Concepts of law, justice, and social responsibility: the Ten Commandments</li> </ul> </li> <li>● Christianity: <ul style="list-style-type: none"> <li>○ central ideas and moral teachings</li> <li>○ New Testament</li> <li>○ The Sermon on the Mount and the two “great commandments” (Matthew 22: 37-40)</li> </ul> </li> <li>● Geography of the Middle East Birthplace of major world religions: <ul style="list-style-type: none"> <li>○ Judaism, Christianity, Islam</li> <li>○ Anatolian Peninsula, Arabian Peninsula</li> <li>○ Mesopotamia, Tigris and Euphrates Rivers</li> <li>○ Atlas Mountains, Taurus Mountains</li> <li>○ Mediterranean Sea, Red Sea, Black Sea, Arabian Sea, Persian Gulf</li> <li>○ The “silk road”</li> <li>○ Climate and terrain: vast deserts (Sahara, Arabian)</li> </ul> </li> </ul>
	<p><b>Ancient Greece</b>  <i>Briefly review from grade 2: religion, art, architecture, daily life of ancient Greece.</i></p>	<ul style="list-style-type: none"> <li>● The Greek polis (city-state) and patriotism</li> <li>● Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for</li> </ul>

		<p>example, slavery, vote denied to women)</p> <ul style="list-style-type: none"> <li>○ The Assembly Suffrage</li> <li>○ majority vote</li> <li>● The “classical” ideal of human life and works       <ul style="list-style-type: none"> <li>○ The ideal of the well-rounded individual and worthy citizen</li> <li>○ Pericles and the “Golden Age”</li> <li>○ Architecture: the Parthenon</li> <li>○ Games: The Olympics</li> </ul> </li> <li>● Greek wars: victory and hubris, defeat and shame       <ul style="list-style-type: none"> <li>○ Persian Wars: Marathon, Thermopylae, Salamis</li> <li>○ The Peloponnesian War: Sparta defeats Athens</li> </ul> </li> <li>● Socrates and Plato       <ul style="list-style-type: none"> <li>○ Socrates was Plato’s teacher; we know of him through Plato’s writings.</li> <li>○ For Socrates, wisdom is knowing that you do not know.</li> <li>○ The trial of Socrates</li> </ul> </li> <li>● Plato and Aristotle       <ul style="list-style-type: none"> <li>○ Plato was Aristotle’s teacher</li> <li>○ They agreed that reason and philosophy should rule our lives, not emotion and rhetoric</li> <li>○ They disagreed about where true “reality” is: Plato says it is beyond physical things in ideas (cf. the “allegory of the cave”); Aristotle says reality is only in physical things.</li> </ul> </li> <li>● Alexander the Great and the spread of Greek (“Hellenistic”) culture:       <ul style="list-style-type: none"> <li>○ the library at Alexandria</li> </ul> </li> </ul>
	<p><b>Ancient Rome</b>  <i>Briefly review from grade 3: Romulus and Remus, Roman gods, legends, daily life, etc</i></p>	<ul style="list-style-type: none"> <li>● The Roman Republic       <ul style="list-style-type: none"> <li>○ Builds upon Greek and classical ideals</li> <li>○ Class and status: patricians and plebeians, slaves</li> <li>○ Roman government: consuls, tribunes, and senators</li> </ul> </li> <li>● The Punic Wars: Rome vs. Carthage</li> <li>● Julius Caesar</li> <li>● Augustus Caesar       <ul style="list-style-type: none"> <li>○ Pax Romana Roman law and the administration of a vast, diverse</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ empire           <ul style="list-style-type: none"> <li>○ Virgil, The Aeneid: epic on the legendary origins of Rome</li> </ul> </li> <li>● Christianity under the Roman Empire           <ul style="list-style-type: none"> <li>○ Jesus’s instruction to “Render unto Caesar the things which are Caesar’s, and unto God the things that are God’s” [Matthew 22:21]</li> <li>○ Roman persecution of Christians</li> <li>○ Constantine: first Christian Roman emperor</li> </ul> </li> <li>● The “decline and fall” of the Roman Empire           <ul style="list-style-type: none"> <li>○ Causes debated by historians for many hundreds of years (outer forces such as shrinking trade, attacks and invasions vs. inner forces such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors) Rome’s “decline and fall” perceived as an “object lesson” for later generations and societies</li> </ul> </li> </ul>
<p><b>The Enlightenment</b></p>	<p><i>You are encouraged to use timelines and engage students in a brief review of some major intervening events in order to help students make a smooth transition across the gap in centuries between the ancient civilizations and the Enlightenment. Place the Enlightenment (17th and 18th centuries) in chronological context, in relation to eras and movements studied in earlier grades (Middle Ages, Age of Exploration &amp; Renaissance, American Revolution, etc.).</i></p>	<ul style="list-style-type: none"> <li>● Faith in science and human reason, as exemplified by           <ul style="list-style-type: none"> <li>○ Isaac Newton and the laws of nature</li> <li>○ Descartes: “cogito ergo sum” •</li> </ul> </li> <li>● Two ideas of “human nature”:           <ul style="list-style-type: none"> <li>○ Thomas Hobbes and John Locke Hobbes: the need for a strong governing authority as a check on “the condition of man . . . [which] is a condition of war of everyone against everyone”</li> <li>○ Locke: the idea of man as a “tabula rasa” and the optimistic belief in education; argues against doctrine of divine right of kings and for government by consent of the governed</li> </ul> </li> <li>● Influence of the Enlightenment on the beginnings of the United States           <ul style="list-style-type: none"> <li>○ Thomas Jefferson: the idea of “natural rights” in the Declaration of Independence</li> <li>○ Montesquieu and the idea of separation of powers in</li> </ul> </li> </ul>

		government
<p><b>The French Revolution</b></p>	<p><i>While the focus here is on the French Revolution, make connections with what students already know about the American Revolution, and place the American and French Revolutions in the larger global context of ideas and movements.</i></p>	<ul style="list-style-type: none"> <li>● The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France</li> <li>● The American Revolution: the French alliance and its effect on both sides</li> <li>● The Old Regime in France (L’Ancien Régime)           <ul style="list-style-type: none"> <li>○ The social classes: the three Estates</li> <li>○ Louis XIV, the “Sun King”: Versailles</li> <li>○ Louis XV: “Après moi, le déluge”</li> <li>○ Louis XVI: the end of the Old Regime</li> <li>○ Marie Antoinette: the famous legend of “Let them eat cake”</li> </ul> </li> <li>● 1789: from the Three Estates to the National Assembly July 14, Bastille Day           <ul style="list-style-type: none"> <li>○ Declaration of the Rights of Man October 5</li> <li>○ Women’s March on Versailles</li> <li>○ “Liberty, Equality, Fraternity”</li> </ul> </li> <li>● Louis XVI and Marie Antoinette to the guillotine</li> <li>● Reign of Terror: Robespierre, the Jacobins, and the “Committee of Public Safety”</li> <li>● Revolutionary arts and the new classicism</li> <li>● Napoleon Bonaparte and the First French Empire           <ul style="list-style-type: none"> <li>○ Napoleon as military genius</li> <li>○ Crowned Emperor Napoleon I: reinventing the Roman Empire</li> <li>○ The invasion of Russia</li> <li>○ Exile to Elba</li> <li>○ Wellington and Waterloo</li> </ul> </li> </ul>
<p><b>Romanticism</b></p>		<ul style="list-style-type: none"> <li>● Beginning in early nineteenth century Europe, Romanticism refers to the cultural movement characterized by:           <ul style="list-style-type: none"> <li>○ The rejection of classicism and classical values</li> <li>○ An emphasis instead on emotion and imagination (instead of reason)</li> <li>○ An emphasis on nature and the private self (instead of society and man in society)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● The influence of Jean-Jacques Rousseau’s celebration of man in a state of nature (as opposed to man in society): “Man is born free and everywhere he is in chains”; the idea of the “noble savage”</li> <li>● Romanticism in literature, the visual arts, and music</li> </ul>
<b>Industrialism, Capitalism, and Socialism</b>	<b>The Industrial Revolution</b>	<ul style="list-style-type: none"> <li>● Beginnings in Great Britain           <ul style="list-style-type: none"> <li>○ Revolution in transportation: canals, railroads, new highways</li> <li>○ Steam power: James Watt</li> </ul> </li> <li>● Revolution in textiles: Eli Whitney and the cotton gin, factory production</li> <li>● Iron and steel mills</li> <li>● The early factory system           <ul style="list-style-type: none"> <li>○ Families move from farm villages to factory towns</li> <li>○ Unsafe, oppressive working conditions in mills and mines</li> <li>○ Women and child laborers</li> <li>○ Low wages, poverty, slums, disease in factory towns</li> <li>○ Violent resistance: Luddites</li> </ul> </li> </ul>
	<b>Capitalism</b>	<ul style="list-style-type: none"> <li>● Adam Smith and the idea of laissez faire vs. government intervention in economic and social matters</li> <li>● Law of supply and demand</li> <li>● Growing gaps between social classes:           <ul style="list-style-type: none"> <li>○ Disraeli’s image of “two nations” (the rich and the poor)</li> </ul> </li> </ul>
	<b>Socialism</b>	<ul style="list-style-type: none"> <li>● An idea that took many forms, all of which had in common their attempt to offer an alternative to capitalism           <ul style="list-style-type: none"> <li>○ For the public ownership of large industries, transport, banks, etc., and the more equal distribution of wealth</li> </ul> </li> <li>● Marxism: the Communist form of Socialism           <ul style="list-style-type: none"> <li>○ Karl Marx and Friedrich Engels, The Communist Manifesto: “Workers of the world, unite!”</li> <li>○ Class struggle: bourgeoisie and proletariat</li> <li>○ Communists, in contrast to Socialists, opposed all forms of private property.</li> </ul> </li> </ul>

<b>Latin American Independence Movements</b>	<b>History</b>	<ul style="list-style-type: none"> <li>● The name “Latin America” comes from the Latin origin of the languages now most widely spoken (Spanish and Portuguese).</li> <li>● Haitian revolution Toussaint L’Ouverture Abolition of West Indian slavery</li> <li>● Mexican revolutions             <ul style="list-style-type: none"> <li>○ Miguel Hidalgo</li> <li>○ José María Morelos</li> <li>○ Santa Anna vs. the United States</li> <li>○ Benito Juárez</li> <li>○ Pancho Villa, Emiliano Zapata</li> </ul> </li> <li>● Liberators             <ul style="list-style-type: none"> <li>○ Simon Bolivar</li> <li>○ José de San Martín</li> <li>○ Bernardo O’Higgins</li> </ul> </li> <li>● New nations in Central America: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua</li> <li>● Brazilian independence from Portugal</li> </ul>
	<b>Geography of Latin America</b>	<ul style="list-style-type: none"> <li>● Mexico: Yucatan Peninsula, Mexico City</li> <li>● Panama: isthmus, Panama Canal</li> <li>● Central America and South America: locate major cities and countries including             <ul style="list-style-type: none"> <li>○ Caracas (Venezuela)</li> <li>○ Bogota (Colombia)</li> <li>○ Quito (Ecuador)</li> <li>○ Lima (Peru) Santiago (Chile)</li> <li>○ La Paz (Bolivia)</li> </ul> </li> <li>● Andes Mountains</li> <li>● Brazil: largest country in South America, rain forests, Rio de Janeiro, Amazon River</li> <li>● Argentina: Rio de la Plata, Buenos Aires, Pampas</li> </ul>
<b>Immigration, Industrialization, and Urbanization</b>	<b>Immigration</b>	<ul style="list-style-type: none"> <li>● Waves of new immigrants from about 1830 onward             <ul style="list-style-type: none"> <li>○ Great migrations from Ireland (potato famine) and Germany</li> <li>○ From about 1880 on, many immigrants arrive from southern and eastern Europe.</li> <li>○ Immigrants from Asian countries, especially China</li> <li>○ Ellis Island, “The New Colossus” (poem on the Statue of Liberty, written by Emma Lazarus)</li> <li>○ Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia,</li> </ul> </li> </ul>

		<p>Detroit, Cleveland, Boston, San Francisco</p> <ul style="list-style-type: none"> <li>● The tension between ideals and realities           <ul style="list-style-type: none"> <li>○ The metaphor of America as a “melting pot”</li> <li>○ America perceived as “land of opportunity” vs. resistance, discrimination, and “nativism”</li> <li>○ Resistance to Catholics and Jews</li> <li>○ Chinese Exclusion Act</li> </ul> </li> </ul>
	<p><b>Industrialization and Urbanization</b></p>	<ul style="list-style-type: none"> <li>● The post-Civil War industrial boom           <ul style="list-style-type: none"> <li>○ The “Gilded Age”</li> <li>○ The growing gap between social classes</li> <li>○ Horatio Alger and the “rags to riches” story</li> <li>○ Growth of industrial cities: Chicago, Cleveland, Pittsburgh</li> <li>○ Many thousands of African-Americans move north.</li> <li>○ Urban corruption, “machine” politics: “Boss” Tweed in New York City, Tammany Hall</li> </ul> </li> <li>● The condition of labor Factory conditions: “sweat shops,” long work hours, low wages, women and child laborers           <ul style="list-style-type: none"> <li>○ Unions: American Federation of Labor, Samuel Gompers</li> <li>○ Strikes and retaliation: Haymarket Square;</li> <li>○ Homestead, Pennsylvania Labor Day</li> </ul> </li> <li>● The growing influence of big business: industrialists and capitalists           <ul style="list-style-type: none"> <li>○ “Captains of industry” and “robber barons”: Andrew Carnegie, J. P. Morgan, Cornelius Vanderbilt</li> <li>○ John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts</li> <li>○ Capitalists as philanthropists (funding museums, libraries, universities, etc.)</li> </ul> </li> <li>● “Free enterprise” vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies</li> </ul>

<b>Reform</b>		<ul style="list-style-type: none"><li>● Populism Discontent and unrest among farmers<ul style="list-style-type: none"><li>○ The gold standard vs. “free silver”</li><li>○ William Jennings Bryan</li></ul></li><li>● The Progressive Era<ul style="list-style-type: none"><li>○ “Muckraking”: Ida Tarbell on the Standard Oil Company; Upton Sinclair, <i>The Jungle</i>, on the meat packing industry</li><li>○ Jane Addams: settlement houses</li><li>○ Jacob Riis, ghettos in the modern city.</li></ul></li><li>● Reform for African-Americans<ul style="list-style-type: none"><li>○ Ida B. Wells: campaign against lynching</li><li>○ Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”</li><li>○ W. E. B. DuBois: founding of NAACP, “The problem of the twentieth century is the problem of the color line,” <i>The Souls of Black Folk</i></li></ul></li><li>● Women’s suffrage Susan B. Anthony Nineteenth Amendment (1920)</li><li>● The Socialist critique of America: Eugene V. Debs</li></ul>
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**Core Knowledge Sequence: History and Geography, Grade 6**

*The World History guidelines for sixth grade begin with a study of ancient civilizations introduced in earlier grades in the Core Knowledge Sequence. Topics include Judaism, Christianity, and the civilizations of ancient Greece and Rome. The focus in sixth grade should be on the legacy of enduring ideas from these civilizations—ideas about democracy and government, for example, or about right and wrong. After this study of lasting ideas from ancient civilizations, the World History guidelines pick up the chronological thread from earlier grades with a study of the Enlightenment. You are encouraged to use timelines and engage students in a brief review of some major intervening events in order to help students make a smooth transition across the gap in centuries between the ancient civilizations and the Enlightenment. In sixth grade, the World History guidelines catch up chronologically with the American History guidelines. The World History guidelines take students up to the consequences of industrialization in the mid-nineteenth century, and this is where the American History guidelines begin.*

**World History and Geography**

<b>World Geography</b>	<b>Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)</b>	<ul style="list-style-type: none"> <li>● Continents and major oceans</li> <li>● How to read maps and globes using longitude and latitude, coordinates, degrees</li> <li>● Tropic of Cancer and Tropic of Capricorn: relation to seasons and temperature</li> <li>● Climate zones: Arctic, Tropic, Temperate</li> <li>● Time zones (review from Grade 4): Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)</li> <li>● Arctic Circle (imaginary lines and boundaries) and Antarctic Circle</li> </ul>
	<b>Great Deserts of the World</b>	<ul style="list-style-type: none"> <li>● What is a desert?</li> <li>● Hot and cold deserts</li> <li>● Major deserts in Africa: Sahara, Kalahari</li> <li>● Australia: a mostly desert continent</li> <li>● Asia: Gobi; much of Arabian Peninsula</li> <li>● North America: Mojave, Chihuahuan, Sonoran</li> <li>● South America: Atacama Desert</li> </ul>
<b>Lasting Ideas from Ancient Civilizations</b>	<b>Judaism and Christianity</b> <i>Since religion is a shaping force in the story of civilization, the Core Knowledge Sequence introduces children in the early grades to major world religions, beginning with a</i>	<ul style="list-style-type: none"> <li>● Basic ideas in common: The nature of God and of humanity, Hebrew Bible and Old Testament of Christian Bible</li> <li>● Judaism:             <ul style="list-style-type: none"> <li>○ central ideas and moral teachings</li> <li>○ Torah</li> <li>○ Monotheism</li> <li>○ The idea of a “covenant” between</li> </ul> </li> </ul>

	<p><i>focus on geography and major symbols and figures. Here in the sixth grade the focus is on history, geography, and ideas. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. A review of major religions introduced in earlier grades in the Core Knowledge Sequence is recommended: Judaism/Christianity/Islam (grade 1), Hinduism/Buddhism (grade 2), Islam (grade 4), and Buddhism/Shintoism (grade 5).</i></p>	<ul style="list-style-type: none"> <li>○ God and man</li> <li>○ Concepts of law, justice, and social responsibility: the Ten Commandments</li> <li>● Christianity:       <ul style="list-style-type: none"> <li>○ central ideas and moral teachings</li> <li>○ New Testament</li> <li>○ The Sermon on the Mount and the two “great commandments” (Matthew 22: 37-40)</li> </ul> </li> <li>● Geography of the Middle East Birthplace of major world religions:       <ul style="list-style-type: none"> <li>○ Judaism, Christianity, Islam</li> <li>○ Anatolian Peninsula, Arabian Peninsula</li> <li>○ Mesopotamia, Tigris and Euphrates Rivers</li> <li>○ Atlas Mountains, Taurus Mountains</li> <li>○ Mediterranean Sea, Red Sea, Black Sea, Arabian Sea, Persian Gulf</li> <li>○ The “silk road”</li> <li>○ Climate and terrain: vast deserts (Sahara, Arabian)</li> </ul> </li> </ul>
	<p><b>Ancient Greece</b>  <i>Briefly review from grade 2: religion, art, architecture, daily life of ancient Greece.</i></p>	<ul style="list-style-type: none"> <li>● The Greek polis (city-state) and patriotism</li> <li>● Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women)       <ul style="list-style-type: none"> <li>○ The Assembly Suffrage</li> <li>○ majority vote</li> </ul> </li> <li>● The “classical” ideal of human life and works       <ul style="list-style-type: none"> <li>○ The ideal of the well-rounded individual and worthy citizen</li> <li>○ Pericles and the “Golden Age”</li> <li>○ Architecture: the Parthenon</li> <li>○ Games: The Olympics</li> </ul> </li> <li>● Greek wars: victory and hubris, defeat and shame       <ul style="list-style-type: none"> <li>○ Persian Wars: Marathon, Thermopylae, Salamis</li> <li>○ The Peloponnesian War: Sparta</li> </ul> </li> </ul>

		<p>defeats Athens</p> <ul style="list-style-type: none"> <li>● Socrates and Plato       <ul style="list-style-type: none"> <li>○ Socrates was Plato’s teacher; we know of him through Plato’s writings.</li> <li>○ For Socrates, wisdom is knowing that you do not know.</li> <li>○ The trial of Socrates</li> </ul> </li> <li>● Plato and Aristotle       <ul style="list-style-type: none"> <li>○ Plato was Aristotle’s teacher</li> <li>○ They agreed that reason and philosophy should rule our lives, not emotion and rhetoric</li> <li>○ They disagreed about where true “reality” is: Plato says it is beyond physical things in ideas (cf. the “allegory of the cave”); Aristotle says reality is only in physical things.</li> </ul> </li> <li>● Alexander the Great and the spread of Greek (“Hellenistic”) culture:       <ul style="list-style-type: none"> <li>○ the library at Alexandria</li> </ul> </li> </ul>
	<p><b>Ancient Rome</b>  <i>Briefly review from grade 3: Romulus and Remus, Roman gods, legends, daily life, etc</i></p>	<ul style="list-style-type: none"> <li>● The Roman Republic       <ul style="list-style-type: none"> <li>○ Builds upon Greek and classical ideals</li> <li>○ Class and status: patricians and plebeians, slaves</li> <li>○ Roman government: consuls, tribunes, and senators</li> </ul> </li> <li>● The Punic Wars: Rome vs. Carthage</li> <li>● Julius Caesar</li> <li>● Augustus Caesar       <ul style="list-style-type: none"> <li>○ Pax Romana Roman law and the administration of a vast, diverse empire</li> <li>○ Virgil, The Aeneid: epic on the legendary origins of Rome</li> </ul> </li> <li>● Christianity under the Roman Empire       <ul style="list-style-type: none"> <li>○ Jesus’s instruction to “Render unto Caesar the things which are Caesar’s, and unto God the things that are God’s” [Matthew 22:21]</li> <li>○ Roman persecution of Christians</li> <li>○ Constantine: first Christian Roman emperor</li> </ul> </li> <li>● The “decline and fall” of the Roman Empire       <ul style="list-style-type: none"> <li>○ Causes debated by historians for many hundreds of years (outer</li> </ul> </li> </ul>

		<p>forces such as shrinking trade, attacks and invasions vs. inner forces such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors) Rome’s “decline and fall” perceived as an “object lesson” for later generations and societies</p>
<p><b>The Enlightenment</b></p>	<p><i>You are encouraged to use timelines and engage students in a brief review of some major intervening events in order to help students make a smooth transition across the gap in centuries between the ancient civilizations and the Enlightenment. Place the Enlightenment (17th and 18th centuries) in chronological context, in relation to eras and movements studied in earlier grades (Middle Ages, Age of Exploration &amp; Renaissance, American Revolution, etc.).</i></p>	<ul style="list-style-type: none"> <li>● Faith in science and human reason, as exemplified by       <ul style="list-style-type: none"> <li>○ Isaac Newton and the laws of nature</li> <li>○ Descartes: “cogito ergo sum” •</li> </ul> </li> <li>● Two ideas of “human nature”:       <ul style="list-style-type: none"> <li>○ Thomas Hobbes and John Locke Hobbes: the need for a strong governing authority as a check on “the condition of man . . . [which] is a condition of war of everyone against everyone”</li> <li>○ Locke: the idea of man as a “tabula rasa” and the optimistic belief in education; argues against doctrine of divine right of kings and for government by consent of the governed</li> </ul> </li> <li>● Influence of the Enlightenment on the beginnings of the United States       <ul style="list-style-type: none"> <li>○ Thomas Jefferson: the idea of “natural rights” in the Declaration of Independence</li> <li>○ Montesquieu and the idea of separation of powers in government</li> </ul> </li> </ul>
<p><b>The French Revolution</b></p>	<p><i>While the focus here is on the French Revolution, make connections with what students already know about the American Revolution, and place the American and French Revolutions in the larger global context of ideas and movements.</i></p>	<ul style="list-style-type: none"> <li>● The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France</li> <li>● The American Revolution: the French alliance and its effect on both sides</li> <li>● The Old Regime in France (L’Ancien Régime)       <ul style="list-style-type: none"> <li>○ The social classes: the three Estates</li> <li>○ Louis XIV, the “Sun King”: Versailles</li> <li>○ Louis XV: “Après moi, le déluge”</li> <li>○ Louis XVI: the end of the Old</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Regime           <ul style="list-style-type: none"> <li>○ Marie Antoinette: the famous legend of “Let them eat cake”</li> </ul> </li> <li>● 1789: from the Three Estates to the National Assembly July 14, Bastille Day           <ul style="list-style-type: none"> <li>○ Declaration of the Rights of Man October 5</li> <li>○ Women’s March on Versailles</li> <li>○ “Liberty, Equality, Fraternity”</li> </ul> </li> <li>● Louis XVI and Marie Antoinette to the guillotine</li> <li>● Reign of Terror: Robespierre, the Jacobins, and the “Committee of Public Safety”</li> <li>● Revolutionary arts and the new classicism</li> <li>● Napoleon Bonaparte and the First French Empire           <ul style="list-style-type: none"> <li>○ Napoleon as military genius</li> <li>○ Crowned Emperor Napoleon I: reinventing the Roman Empire</li> <li>○ The invasion of Russia</li> <li>○ Exile to Elba</li> <li>○ Wellington and Waterloo</li> </ul> </li> </ul>
<p><b>Romanticism</b></p>		<ul style="list-style-type: none"> <li>● Beginning in early nineteenth century Europe, Romanticism refers to the cultural movement characterized by:           <ul style="list-style-type: none"> <li>○ The rejection of classicism and classical values</li> <li>○ An emphasis instead on emotion and imagination (instead of reason)</li> <li>○ An emphasis on nature and the private self (instead of society and man in society)</li> </ul> </li> <li>● The influence of Jean-Jacques Rousseau’s celebration of man in a state of nature (as opposed to man in society): “Man is born free and everywhere he is in chains”; the idea of the “noble savage”</li> <li>● Romanticism in literature, the visual arts, and music</li> </ul>
<p><b>Industrialism, Capitalism, and Socialism</b></p>	<p><b>The Industrial Revolution</b></p>	<ul style="list-style-type: none"> <li>● Beginnings in Great Britain           <ul style="list-style-type: none"> <li>○ Revolution in transportation: canals, railroads, new highways</li> <li>○ Steam power: James Watt</li> </ul> </li> <li>● Revolution in textiles: Eli Whitney and the cotton gin, factory production</li> <li>● Iron and steel mills</li> </ul>

		<ul style="list-style-type: none"> <li>● The early factory system           <ul style="list-style-type: none"> <li>○ Families move from farm villages to factory towns</li> <li>○ Unsafe, oppressive working conditions in mills and mines</li> <li>○ Women and child laborers</li> <li>○ Low wages, poverty, slums, disease in factory towns</li> <li>○ Violent resistance: Luddites</li> </ul> </li> </ul>
	<p><b>Capitalism</b></p>	<ul style="list-style-type: none"> <li>● Adam Smith and the idea of laissez faire vs. government intervention in economic and social matters</li> <li>● Law of supply and demand</li> <li>● Growing gaps between social classes:           <ul style="list-style-type: none"> <li>○ Disraeli's image of "two nations" (the rich and the poor)</li> </ul> </li> </ul>
	<p><b>Socialism</b></p>	<ul style="list-style-type: none"> <li>● An idea that took many forms, all of which had in common their attempt to offer an alternative to capitalism           <ul style="list-style-type: none"> <li>○ For the public ownership of large industries, transport, banks, etc., and the more equal distribution of wealth</li> </ul> </li> <li>● Marxism: the Communist form of Socialism           <ul style="list-style-type: none"> <li>○ Karl Marx and Friedrich Engels, The Communist Manifesto:</li> <li>○ "Workers of the world, unite!"</li> <li>○ Class struggle: bourgeoisie and proletariat</li> <li>○ Communists, in contrast to Socialists, opposed all forms of private property.</li> </ul> </li> </ul>
<p><b>Latin American Independence Movements</b></p>	<p><b>History</b></p>	<ul style="list-style-type: none"> <li>● The name "Latin America" comes from the Latin origin of the languages now most widely spoken (Spanish and Portuguese).</li> <li>● Haitian revolution Toussaint L'Ouverture Abolition of West Indian slavery</li> <li>● Mexican revolutions           <ul style="list-style-type: none"> <li>○ Miguel Hidalgo</li> <li>○ José María Morelos</li> <li>○ Santa Anna vs. the United States</li> <li>○ Benito Juárez</li> <li>○ Pancho Villa, Emiliano Zapata</li> </ul> </li> <li>● Liberators           <ul style="list-style-type: none"> <li>○ Simon Bolivar</li> <li>○ José de San Martín</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Bernardo O’Higgins</li> <li>● New nations in Central America: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua</li> <li>● Brazilian independence from Portugal</li> </ul>
	<p><b>Geography of Latin America</b></p>	<ul style="list-style-type: none"> <li>● Mexico: Yucatan Peninsula, Mexico City</li> <li>● Panama: isthmus, Panama Canal</li> <li>● Central America and South America: locate major cities and countries including           <ul style="list-style-type: none"> <li>○ Caracas (Venezuela)</li> <li>○ Bogota (Colombia)</li> <li>○ Quito (Ecuador)</li> <li>○ Lima (Peru) Santiago (Chile)</li> <li>○ La Paz (Bolivia)</li> </ul> </li> <li>● Andes Mountains</li> <li>● Brazil: largest country in South America, rain forests, Rio de Janeiro, Amazon River</li> <li>● Argentina: Rio de la Plata, Buenos Aires, Pampas</li> </ul>
<p><b>Immigration, Industrialization, and Urbanization</b></p>	<p><b>Immigration</b></p>	<ul style="list-style-type: none"> <li>● Waves of new immigrants from about 1830 onward           <ul style="list-style-type: none"> <li>○ Great migrations from Ireland (potato famine) and Germany</li> <li>○ From about 1880 on, many immigrants arrive from southern and eastern Europe.</li> <li>○ Immigrants from Asian countries, especially China</li> <li>○ Ellis Island, “The New Colossus” (poem on the Statue of Liberty, written by Emma Lazarus)</li> <li>○ Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco</li> </ul> </li> <li>● The tension between ideals and realities           <ul style="list-style-type: none"> <li>○ The metaphor of America as a “melting pot”</li> <li>○ America perceived as “land of opportunity” vs. resistance, discrimination, and “nativism”</li> <li>○ Resistance to Catholics and Jews</li> <li>○ Chinese Exclusion Act</li> </ul> </li> </ul>
	<p><b>Industrialization and Urbanization</b></p>	<ul style="list-style-type: none"> <li>● The post-Civil War industrial boom           <ul style="list-style-type: none"> <li>○ The “Gilded Age”</li> <li>○ The growing gap between social</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>classes       <ul style="list-style-type: none"> <li>○ Horatio Alger and the “rags to riches” story</li> <li>○ Growth of industrial cities: Chicago, Cleveland, Pittsburgh</li> <li>○ Many thousands of African-Americans move north.</li> <li>○ Urban corruption, “machine” politics: “Boss” Tweed in New York City, Tammany Hall</li> </ul> </li> <li>● The condition of labor Factory conditions: “sweat shops,” long work hours, low wages, women and child laborers       <ul style="list-style-type: none"> <li>○ Unions: American Federation of Labor, Samuel Gompers</li> <li>○ Strikes and retaliation: Haymarket Square;</li> <li>○ Homestead, Pennsylvania Labor Day</li> </ul> </li> <li>● The growing influence of big business: industrialists and capitalists       <ul style="list-style-type: none"> <li>○ “Captains of industry” and “robber barons”: Andrew Carnegie, J. P. Morgan, Cornelius Vanderbilt</li> <li>○ John D. Rockefeller and the Standard Oil Company as an example of the growing power of monopolies and trusts</li> <li>○ Capitalists as philanthropists (funding museums, libraries, universities, etc.)</li> </ul> </li> <li>● “Free enterprise” vs. government regulation of business: Interstate Commerce Act and Sherman Antitrust Act attempt to limit power of monopolies</li> </ul>
<p><b>Reform</b></p>		<ul style="list-style-type: none"> <li>● Populism Discontent and unrest among farmers       <ul style="list-style-type: none"> <li>○ The gold standard vs. “free silver”</li> <li>○ William Jennings Bryan</li> </ul> </li> <li>● The Progressive Era       <ul style="list-style-type: none"> <li>○ “Muckraking”: Ida Tarbell on the Standard Oil Company; Upton Sinclair, The Jungle, on the meat packing industry</li> <li>○ Jane Addams: settlement houses</li> <li>○ Jacob Riis, ghettos in the modern city.</li> </ul> </li> <li>● Reform for African-Americans       <ul style="list-style-type: none"> <li>○ Ida B. Wells: campaign against</li> </ul> </li> </ul>

		<p>lynching</p> <ul style="list-style-type: none"><li>○ Booker T. Washington: Tuskegee Institute, Atlanta Exposition Address, “Cast down your bucket where you are”</li><li>○ W. E. B. DuBois: founding of NAACP, “The problem of the twentieth century is the problem of the color line,” The Souls of Black Folk</li></ul> <ul style="list-style-type: none"><li>● Women’s suffrage Susan B. Anthony Nineteenth Amendment (1920)</li><li>● The Socialist critique of America: Eugene V. Debs</li></ul>
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July 2019						
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August 2019						
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September 2019						
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October 2019						
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November 2019						
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December 2019						
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March 2020						
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April 2020						
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May 2020						
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June 2020						
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28	29	30				

- First Day
- Last Day (half day)
- Teacher WorkDay/PD
- Holidays
- Vacation
- Half-Day

1047 hours and 179 days (22 hrs built in)

Makeup days: Jan.6, Jan.20, May 1, Mar.13, Mar.27

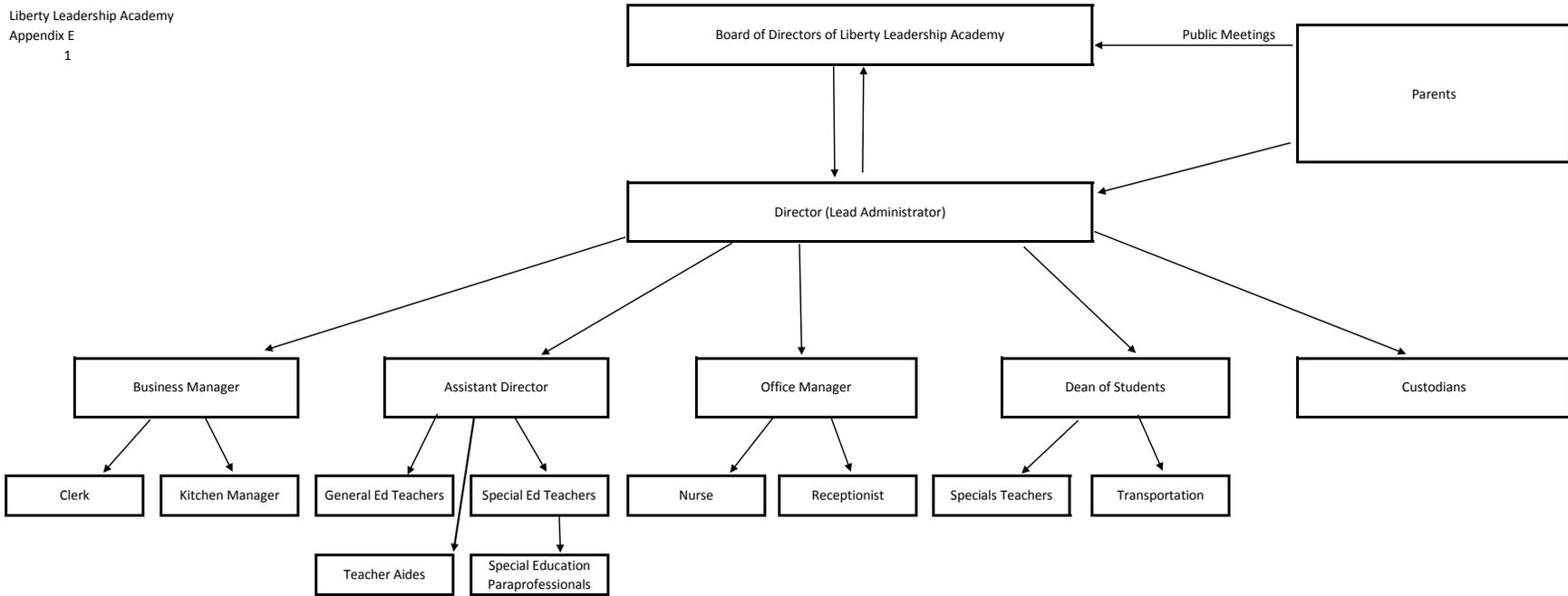
1025 hours required/6 hour days

Q1:228

Q2:207

Q3:390

Q4:222





# Arch Archunde

817 Vandalia Drive • Cary, NC 27519 • Phone: 919.799.0378 • E-Mail: fauxmhyr@gmail.com

## Professional Skills

Experienced manager dedicated to continuous process improvement in the face of rapidly evolving and changing markets. Extremely results-oriented and proactive in addressing and resolving problems. Enthusiastic team player with a strong work ethic and advanced complex problem solving skills.

## Experience

Weatherby Health Care Mar 2016 - Current

- Sales Manager

American Leadership Academy Jan 2011 - Dec 2015

- Executive Director Business Development and Marketing Jan 2015 - Dec 2015
- Executive Director / Superintendent May 2012 - Dec 2014
- Director Queen Creek, AZ High School Campus Jul 2013 - Jan 2014
- Director San Tan Valley, AZ Elementary Campus Jan 2011 - Apr 2012

Enterprise Rent-A-Car Sept 2000 - Dec 2011

- Group Rental Manager - Nottingham UK Aug 2006 - Dec 2011
- Area Manager - Ogden/N. Utah Apr 2005 - Aug 2006
- Airport Rental Manager - Salt Lake City, UT Oct 2004- Mar 2005
- Branch Rental Manager - Orem, Utah Jan 2003 - Oct 2004
- Corporate Account Manager - Northern Utah Jul 2001 - Dec 2002
- Management Trainee - Provo, UT Sept 2000-Jul 2001

## Education

Brigham Young University Sep 1997 - Jul 2000

- Bachelor of Arts - ENGLISH

**Appendix F:**

**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: Liberty Leadership Academy
2. Full name: Arch Archunde

Home Address: 817 Vandalia Drive, Cary, NC 27519

Business Name and Address: Weatherby Healthcare, 5003 S Miami Blvd, Durham, NC 27703

Telephone No.: 919.799.0378

E-mail address: fauxmhyr@gmail.com

3. Brief educational and employment history.  
BA of Arts in English from BYU 2000. 6 years in Educational Administration (Principal and Superintendent). 20 years of professional sales and business management

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

No:       Yes:  **XXX**

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 hired Stuart Enkey in Arizona to work for the charter school of which I served as Executive Director (Superintendent.) Stuart was one of my principals. Stuart reconnected with me a few months ago. I have six children, and I see a real need for choice in education in this area. I believe parents' needs are not being met in terms of having a real partnership with their local schools. Parents want smaller schools and more accessibility. As a member of this community, as a parent, and as someone who has seen the model I helped create in AZ work successfully, I want to bring that type of opportunity to North Carolina.

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

**Our job is to perpetuate the vision and mission of the school as outlined in the Charter. We must ensure that North Carolina educational standards and requirements are being met. We also have the responsibility to make sure that the children needs are our first priority, both in terms of providing the appropriate level of academic rigor and performance, but also in creating a safe and character building environment. Are job is to ensure consistency throughout the school as well as providing a forum where our partner, the parents, needs are heard, considered, and implemented.**

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.

In my prior career I helped open eight new schools; 6 elementary and 2 high schools. I have served as the principal at two campuses; 1 elementary and 1 high school. My responsibility as Executive director included the management of all 8 campuses, creating enrollment plans, interviewing and hiring protocols, as well as working with the local community. I helped develop parent and student handbooks, curriculum, school policies, as well as met regularly with the State Charter Board.

8. Describe the specific knowledge and experience that you would bring to the board.  
6 years of experience in Charter School System that received an A rating in the state of AZ, Lighthouse Status by the FranklinCovey organization, and numerous other awards.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?  
Our mission is to educate and empower students in a moral and wholesome environment. We believe that the primary responsibility to educate children is their parent's. We seek to be a partner to our parents and our community in educating children and training them to lead.
2. What is your understanding of the school's proposed educational program?  
Traditional educational utilizing the Core Knowledge Sequence as an operating system for academic proficiency at each grade level.
3. What do you believe to be the characteristics of a successful school?  
A successful school is one that sees itself as a true educational partner to its parents, one that strives to create an environment where students know that they are cared for as individuals, that prizes leadership and character, and challenges students to set an example for other both in and out of school.
4. How will you know that the school is succeeding (or not) in its mission?  
Attracting, retaining, and developing engaged parents and happy students who know they are loved will be the measure of our success. Where parents are engaged and students know they are loved all other results follow.

### **Governance**

1. Describe the role that the board will play in the school's operation.  
Our job is to monitor and ensure compliance and alignment with State Standards and the our approved charter; budget, academic performance, school discipline, atmosphere, impact on our community and opportunities to serve, and feedback from our parents.
2. How will you know if the school is successful at the end of the first year of operation?

I have used and would like to implement a Service Quality Index where we solicit feedback from our parents. Parent and student satisfaction is key to a successful school. Academic performance is key but equally if not more so is student and parent engagement. We should also be monitoring disciplinary records as well as enrollment and withdrawal statistics.

3. How will you know at the end of five years of the schools is successful?  
Academic performance. Sustained Growth. Parent and Student engagement (Service quality score and volunteers hours-parental involvement)
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
  - 1) Clearly define our mission and expectation as a school
  - 2) Be faithful to the message and make it prolific throughout the school and everything we do
  - 3) Make that mission a compass directing all of our decisions and course corrections as school.
  - 4) Hold ourselves accountable through regular KPI measurements; academic benchmarking and assessment, classroom observation and teacher evaluations, and feedback from our parents.
  - 5) Conduct 360 degree assessment for the leadership of our school.
  - 6) Seek ongoing professional training and development opportunities for our staff and faculty
  - 7) Seek service opportunities and other ways to make an investment and partner with our community
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 bring it before the rest of the board immediately. The board would then confront the party(ies) in question for inquiry. The individual(s) would then be suspended pending an investigation, the results of which would determine an outcome up to an including expulsion from the board. Appropriate authorities would be contacted and involved when and where appropriate (state charter board, police, etc) and parents informed should the situation be relevant to the entire body of the school.

\*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

#### Certification

I, Sean Archunde, 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 Liberty Leadership Academy Charter School is true and correct in every respect.

  
Signature

22 SEPT 2017  
Date

# Maria Whitehead

869 Vandalia Dr.  
Cary, NC 27519  
919-650-2644  
mmosaico@yahoo.com

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## EDUCATION

**M.Sc. Biochemistry and Molecular Biology,**  
University of Calgary, June 2000  
Thesis: The Utility of Bacteriophage  $\lambda$  in Gene Targeting

**B.Sc. Molecular Biology/Nutritional Science,**  
Brigham Young University, April 1995

## EXPERIENCE

**Homemaker** **September 2009- present**

- Interacted with educators at elementary, middle, and high school for all my children and step children

**Research Associate, Transgenic Mouse Models** **October 2000 – August 2009**  
SAIC-Frederick, Frederick, MD

- Managed all aspects of gene targeting facility
- Collaborated with investigators on all critical project goals
- Participated in all aspects of production of germ line animals
- Maintained data and results for all gene targeting experiments

## PUBLICATIONS/ABSTRACTS

- Published 4 peer reviewed papers and 3 meeting abstracts

## COMMUNITY SERVICE

- Advisor of women's service organization (125 members), 2012-2014, 2015-2017
- Advisor of young women organization (12-18 yr olds), 2012
- Secretary of women's service organization (1600 members), 2008-2009
- President of women's service organization (170 members), 2003-2008
- Secretary of women's service organization (150 members), 1998-2000
- State of Utah - Big Sister, 1993-1994
- Coaching
  - City of Rockville, Grade 5/6 Boys Bantam basketball team, 2000-2004
  - Calgary Minor Basketball Association, 1999, 1997, 1996
    - Grade 10/11 Girls "A" and "B" basketball teams
  - Red Deer Lake School, Calgary AB, 1995
    - Grade 7/8 junior boys volleyball team

**Appendix F:**

**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: Liberty Leadership Academy (LLA)
2. Full name: Maria Luisa Whitehead

Home Address: 869 Vandalia Dr., Cary, NC 27519

Business Name and Address:

Telephone No.: 919-650-2644

E-mail address: mmosaico@yahoo.com

3. Brief educational and employment history.

I have a Master of Science in biochemistry and molecular biology. Before choosing to stay home with my children, I worked for 15 years in genetic research.

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

No: X      Yes

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

I was proactively looking for an opportunity to become involved in a charter school that had the same vision for education and environment that I think is important. I want to serve on this board because my educational values align with those of this charter's and I want to have a more direct impact on my children's education.

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

The appropriate role of a board member is to provide input and perspective based on one's educational and professional experience and/or perspective as a parent. It is also to ensure that diverse perspectives are included in board discussions and decision making as they relate to the school's mission.

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 not served on another charter school's board, but I believe that I have plenty of experience from my other community service that will allow me to be an effective board member. I have served in multiple leadership positions, including 5 years as president, of various women's service organizations. I have also volunteered for many years as a coach in various youth sport programs.

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

I have the ability to work with a diverse group towards a common goal. I have had to manage, organize, communicate, delegate, strategize, problem-solve, and serve with many individuals. These are all skills and experience that will help me as I serve on this board.

### **School Mission and Program**

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

That children can be effectively and well educated in a moral and uplifting environment.

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

LLA will have rigorous academics that are taught in a knowledge based way (direct instruction).

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

Successful schools are ones that have great school spirit and community (children want to be there and love to learn). One where there are high standards both for conduct and academics. In addition there is a dedicated and motivated staff and administration working together with parents to achieve the school's goals and purposes.

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

We will know if our school is succeeding if we have happy children and happy parents (seen by retention), happy staff and administration (low turnover), and we are meeting our academic goals.

### **Governance**

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

The role of the board is to ensure that all decisions related to instruction, personnel, and structure support the mission of the school.

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

Our biggest indicator of success at the end of the first year of operation will be our retention rate and staff turnover.

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

At the end of 5 years we will know our school is successful if we are meeting all our academic and financial goals. We will have a high parent satisfaction shown in our retention rate and low staff turnover. We will have increased our school size with the addition of high school. We will also have started to integrate extracurricular activities. A big indicator of success will be if we are having discussions about expanding our school to additional campuses.

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

To ensure success the board will need to have an excellent working relationship with the director. There will be regular contact and reporting. We will need to make sure that the school is staffed appropriately with educators who believe and want to implement the school's mission.

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 school's council to determine if the behavior was indeed unethical. If it is, they would be asked to resign. If they refuse to do so, then a meeting would be held to hear all sides of the situation and the board would vote. Unethical behavior is unacceptable and contrary to what we stand for.

\*Please include the following with your Information Form

- a ***one page*** resume
- a national criminal background check

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

### **Certification**

I, **Maria Luisa Whitehead**, 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 **Liberty Leadership Academy** Charter School is true and correct in every respect.



Signature

September 20.2017

Date

**Appendix F:**

**Charter School Board Member Information Form**

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

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

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

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

**Background**

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

2. Full name: Meilani Gates Hock

Home Address: 312 Wedgemere St Cary NC 27519

Business Name and Address: Hock Homes, LLC 312 Wedgemere St Cary NC 27519

Telephone No.: 925-997-5161

E-mail address: meilani@hockhomes.com

3. Brief educational and employment history.

BA in History Teaching, MeD International Curriculum Development

Worked as a 8th Grade History Teacher for 1 yr.

Taught women business trying to start their own businesses in Africa, Laborers in Mexico learning English, and Investors learning Real Estate in NC. Wrote curriculum for each.

Current- Own my own Real Estate Investing Firm. We flip houses, buy rentals, buy/sell notes.

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

No: X                      Yes:

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

I attended the first informational session and was hooked. I was impressed with the organization, the background of some of the other leaders, and the mission of the charter. I asked immediately how I could get more involved. They approached me a month later.

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

Ensure the school is running smoothly and meeting the needs of the students and their families, as well as taking care to manage the use of hard earned public funds.

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.

Experience teaching in traditional schools, as well as unique domestic and international, adult focused technical schools. I think this will provide some creative ideas in how to tie diversity to our traditional needs.

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

Most importantly, I'm a financial person that values tax dollars. I am excited for the leadership opportunities this brings for my five children, but also want to keep a close eye on what is being done with our tax dollars. I've seen friends with good and bad experiences with charters, I want to ensure ours is good.

### **School Mission and Program**

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

To provide a wholesome, culturally diverse and literate, morally based atmosphere for kids to thrive and grow as students and as leaders. Focusing on the individual student's happiness instead of productivity to determine success, while making sure they are advancing in learning.

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

Knowledge base learning, building blocks of cultural literacy that every leader should know and understand that builds context that builds upon each other. Focus on direct teacher to class connection and differentiated lesson plans.

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

A morally based atmosphere, where kids don't have to be embarrassed for being a "good kid" but instead praised for it and their successes.

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

Feedback from students and parents. Communication is key. If they feel happy, and are advancing, it is a success.

### **Governance**

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

Provide oversight to make sure the administrator is abiding by guidelines set out by the state and make sure the goals of the school are being met.

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

Met the budget and happy students/staff/parents with a high retention rate.

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

Qualify for a public bond. Checkin on our measurables 5 main areas of Mission, Education, Operations, Finances, Governance. Ready and a demand from the area, to be looking at opening more campuses.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Budget meetings, student/faculty/parent surveys, and direct and routine contact with the Director. Perhaps a parent advisory board. Focus on our measurable smart goals.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Hold a meeting to hear the member's side, then take a vote. Majority rules. If needed, consult with School Counsel.

\*Please include the following with your Information Form

- a **one page** resume
- a national criminal background check

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

### **Certification**

I, MeiLani Hock, 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 Liberty Leadership Academy Charter School is true and correct in every respect.

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Signature

Date

## MeiLani Hock

312 Wedgemere St, Cary, NC 27519

(925) 997-5161

meilani@hockhomes.com

### EDUCATION

**Brigham Young University, Provo, UT**

BA—History Education (2003) & MEd—International Development (2007)

### SUMMARY

Dynamic, hardworking, organized leader with a background in education, curriculum development, teaching, event planning, non-profit work, training seminars, public relations, trade shows, and project management. Passionate about teaching, especially teaching educators, by creating atmospheres that inspire teachers to be better for their students. Financially focused on investments and making helping companies, including her own, stay within a budget and be efficient in making money for the future. Strong communicator and achievement oriented.

### PROFESSIONAL EXPERIENCE

**HOCK HOMES – North Carolina**

**2012-Present**

***Owner/Manager/Realtor/Investor***

Specializes in rehabbing homes in downtown Raleigh and Durham neighborhoods improving neighborhoods and quality of life.

Winner of 2017 Triangle Real Estate Investors Association Deal of the Year

Educated dozens of investors on options in the field of real estate to broaden their portfolios

Developed rental portfolios for clients; analyzing data and making thirty year projections to compare to other investment options and how it correlated with their retirement plans

**GENETREE and SMGF – US, UK, West Africa**

**2007-2010**

***Director of Marketing and Public Relations/Director of Public Affairs***

Trained hundreds in the US, UK, and West Africa to ensure understanding of the distinctiveness of the product

Spoke at domestic and international seminars and trade shows to exhibit the product and explain usefulness

Coordinated details of speaking events, trade show exhibitions, and gratitude dinners for our donors

Managed teams to develop a portfolio of sales and instructional materials for customers in over 170 countries

Coordinated, escorted, and prepped media VIPs from ABC, NBC, FOX and various radio and print outlets

Wrote and produced commercials and press releases that resulted in radical increase of sales

**GO ENGLISH – Hermosillo Mexico**

**2008**

***Director of Curriculum Development***

Wrote the curriculum for teens and adults looking to broaden their marketability by learning English and the American culture

Coordinated the teachers needs including travels from their native country to Mexico and their living arrangements while working for Go English

Managed the staff to ensure they properly represented the company at all time while they were living in Mexico

**The Church of Jesus Christ of Latter-day Saints – New York, NY/Accra, Ghana** **2006**

***The Office of Public and International Affairs***

Worked with Director to coordinate volunteers and finalize details of public events, conferences, and UN events

Assisted Directors in compiling and editing press releases for all projects in the West African region

Trained Young Single Adults in Nairobi, Kenya on the importance of self reliance and life choices

**EMPOWERING NATIONS – Provo, UT/Ghana**

**2005-2006**

***Community Relations Coordinator/In-country Supervisor***

Created and facilitated community fundraisers and committees to finance humanitarian projects in five countries

Recruited and managed volunteer committees and clubs to raise funds and awareness for project needs

Managed and coordinated accommodations in the Ghanaian community for 50+ volunteers to provide:

- Medical assistance to those left suffering while the country was on a medical strike
- Health education to those suffering from Guinea Worm in five villages
- Orphanage assistance in both public and private orphanages and education to over 500 students

**RESCUE A MILLION – New York, NY/Kenya**

**2005-2006**

***Program Coordinator/On-site Communications Director***

Analyzed efficiency of humanitarian programs and leaders in Africa to ensure donations were effectively used

Recruited international activists/volunteers to increase developing needs awareness on college campuses

Reported status of organization's work with United Nations Ambassadors

**CLEAR CREEK FAMILY RANCH – Orderville, UT**

**1998-2004**

***Director of Activities***

Planned and coordinated all details for family reunions and church camps including activities and food

Worked with head of the group to make sure their event fit their needs and size (20-500 people)

Taught seminars and devotionals on relationships, personality types, and personal planning

**VOLUNTEER EXPERIENCE**

Kids Are Music (Event/Show Coordinator), Local Community Event Planner (Amazing Date), The Church of Jesus Christ of Latter-Day Saints (Youth Activity Planner, Full-Time Missionary, Teacher), ONE (Volunteer Recruiter and Coordinator), Adaptive Aquatics (Disability Partner), Courage Reins (Training/Therapy Assistant), Ballroom Hour Senior Center (Dance Instructor)

## **THE BYLAWS OF LIBERTY LEADERSHIP ACADEMY INC.**

Accepted September 18, 2017

### **Background.**

**Liberty Leadership Academy Inc.** Liberty Leadership Academy Inc began with the vision of bringing choice and quality to families in North Carolina. Liberty Leadership Academy registered with the state of North Carolina as a non-profit corporation on September 6, 2017. LLA is governed in accordance with the following Bylaws and applicable laws and regulations.

### **Section 1. Name, Mailing Address, Corporate Seal and Fiscal Year.**

#### **1.1 Name.**

The name of this organization shall be the "Liberty Leadership Academy Inc.", hereafter referred to as the "Organization."

#### **1.2 Mailing Address.**

The mailing address of the Organization shall be 869 Vandalia Drive, Cary, NC 27519. The Board of Directors may change this address as necessary.

#### **1.3 Location.**

The Board of Directors shall establish the principal location of the Organization in the are of West Cary or East Chatham County NC. The Board of Directors may change the principal office of the Organization from time to time. In the event of any such change, the Board of Directors shall file a certificate of change with the North Carolina Secretary of State.

#### **1.4 Corporate Seal.**

The Board of Directors may adopt and alter the corporate seal or may elect to discontinue use of the corporate seal due to changes in North Carolina law.

#### **1.5 Fiscal Year.**

The fiscal year of the Organization shall, unless otherwise decided by the Board of Directors, begin on August 1 of each calendar year and end on July 30 of the following calendar year.

### **Section 2. Purpose of the Organization.**

#### **2.1 Purpose.**

The objectives and purposes of the Organization are:

- 1) to create happy productive citizens in a moral and wholesome environment built on cultural literacy and personal relationships;
- 2) to foster quality public education and advance the interest of public school students through promotion and advocacy of charter schools;
- 3) to provide opportunities for innovative learning and assessments;
- 4) to provide parents, guardians, legal custodians and students with greater options in choosing a school in North Carolina; and
- 5) to hold teachers, parents, guardians, legal custodians, students and school administrators accountable for student educational performance and for all other lawful purposes not inconsistent with applicable law and regulation including but not limited to those applicable provisions of N.C.G.S.115C.

These objectives and purposes will be accomplished through the operation of Liberty Leadership Academy

### **Section 3. Basic Policies of the Organization.**

#### **3.1 Affiliations.**

The Organization shall be non-sectarian and non-partisan.

#### **3.2 Use of Organization's Name.**

The name of the Organization or the name of any members in their official capacities shall not be used for any purposes not appropriately related to promotion of the objectives of the Organization.

#### **3.3 Cooperation with Other Agencies.**

The Organization may cooperate with other organizations and agencies concerned with child welfare/education but persons representing the Organization in such matters shall make no commitments that bind the Organization without prior approval of the Board of Directors.

#### **3.4 Sell or Distribution of Membership List.**

The Organization and all members are prohibited from selling or distributing the membership list of the Organization to any individual or organization.

#### **3.5 Conflict of Interest.**

The Board of Directors of Liberty Leadership Academy is committed to being governed, operated and maintained in an open and transparent manner in accord with applicable law and regulation. The North Carolina General Assembly established charter schools in part to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools (N.C.G.S.115C-238.29A). To effectuate this purpose the General Assembly further provided that charter schools are exempt from statutes and rules applicable to a local board of education or a local school administrative unit, except as provided in the Charter School Statute and as provided in its charter and charter application (N.C.G.S. 115C-238.29E). The State Board of Education requires the adoption and implementation of a Conflict of Interest Policy.

The Board, in order to further the purpose of being governed, operated and maintained in an open and transparent manner in accord with applicable law, shall once each fiscal year require its Directors to declare in a regularly scheduled meeting of the Board, open to the general public, and during open session, what specific interest or relationships the Director may have that fall within the definition in this policy as a "conflict of interest." This declaration and any such amendments thereto, shall be recorded in the minutes of the Board of Directors and subject to inspection by the general public. In addition, each Director shall declare in open session at a regularly scheduled meeting should an additional, different or new conflict of interest arise or an existing conflict of interest change, alter or cease to exist.

A Conflict of Interest occurs when a Director or member of the Director's immediate family receives direct benefit from action of the Board of Directors. Immediate Family is defined as a Director's spouse, child, step-child, child for which the Director provides the primary care, child's spouse, grandchild, parent, sibling and parent of sibling of the Director's spouse.

A Director receives a Direct Benefit from the action of the Board of Directors if the Director or his/her spouse: (1) has more than a ten percent (10%) ownership or other interest in an entity that will receive a Direct Benefit from the action of the Board of Directors; (2) derives any

income or commission directly from action of the Board of Directors; or (3) acquires property from action of the Board of Directors.

As all teachers and teacher assistants and some other employees are contracted for employment for only one year, it is specifically permitted for a Director to participate in the discussion of and vote for the award of a contract of employment to the Director, or an immediate family member of the Director, if the Director's name, or immediate family member's name, is included in a list containing at least five (5) other names who are not Directors and who are to be offered contracts for employment.

A Director shall not participate in the discussion and/or vote of a matter if the Director feels that a conflict of interest actually compromises the Director's objectivity.

A Director may elect not to participate in either the discussion and/or vote of a matter if the Director feels that a conflict of interest has the appearance of substantially compromising the Director's objectivity.

No Director may solicit or receive any gift, reward, or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the discussion or vote of the Director or action by the Board of Directors.

#### **Section 4. Membership in the Organization.**

##### **4.1 Membership.**

The Organization will not have members.

#### **Section 5. Board of Directors.**

##### **5.1 Composition.**

The Liberty Leadership Academy governing body shall be named the Board of Directors. The Board of Directors shall be members of the community committed to the mission and values of Liberty Leadership Academy.

##### **5.2 Initial Appointment.**

The initial Board of Directors was assembled at the time the Charter application was submitted. Their tenure will become effective at the beginning of the 2019-2020 school year.

##### **5.3 Placement.**

The Directors will decide their order of exit upon the beginning of their tenure. From that time forward one Director will step down each year to make way for a new Director.

##### **5.4 Tenure.**

###### **5.4.1 Term.**

Each Director shall hold office for seven years unless the Director dies, resigns, is removed, or becomes disqualified. Directors shall assume office at the close of the fiscal year at which time their appointment is declared and shall serve for seven years thereafter until their successor shall have been duly appointed. They may be re-appointed by the Board after the lapse of one year from the time they vacated their office, whether by resignation, removal, disqualification, or otherwise.

A plaque shall be presented to each Board of Director at the end of his/her term in recognition of service to Liberty Leadership Academy. Further, an appropriate resolution shall be placed in the minutes of the Board expressing appreciation to each Board of Director at the end of his/her term.

###### **5.4.2 Absences.**

Should any Director be absent from four (4) consecutive regular meetings of the Board of Directors, his/her seat on the Board shall be declared vacant and the vacancy filled in a manner specified herein.

#### **5.4.3 Disqualification.**

Should a Director engage in gross misconduct, attempt to misuse their position on the board, or engage in activity that reflects negatively on the Organization, then the other Directors on the Board may vote to declare that Director disqualified by at least five votes or a super majority.

#### **5.5 Resignation.**

Any Director may resign by delivering written resignation to the Board of Directors. Such resignation shall become effective upon receipt unless it is specified to be effective at some later time.

#### **5.6 Vacancies.**

Should a vacancy arise on the Board of Directors for any reason, the Board of Directors shall select a new Director by a majority vote of the remaining Directors to be held as soon as possible following the creation of the vacancy. The new Director shall serve a regular term.

#### **5.7 Powers.**

The affairs of the Organization shall be managed by the Board of Directors who shall have and may exercise all the powers of the Organization. The Board of Directors shall have authority only when acting as a body duly in session. They shall have no authority over school affairs as individuals or as groups of individuals. The Board of Directors shall be actively involved in fundraising, student and staff recruitment, establishing direction for the school and providing oversight with regard to the operations of the school. The powers of the Board of Directors shall include, but not be limited to:

- i. Adopt rules to govern the conduct of the Board of Directors' affairs;
- ii. Approve the minutes of the Organization;
- iii. Enter into contracts on behalf of the Organization;
- iv. Obtain financing for the Organization;
- v. Prepare and file with Federal, State and Local government agencies application for all permits and authorizations required by law;
- vi. Elect the officers of the Organization;
- vii. Establish standing and ad hoc committees and make appointments thereto as deemed necessary;
- viii. Approve the plans of work/recommendations of the standing/ad hoc committees;
- ix. Present a report to the staff, parents, and community members involved with the Organization regarding the state of the Organization and its financial affairs;
- x. Appoint an outside auditor for annual audits;
- xi. Appoint legal counsel;
- xii. Periodically assess criteria of student achievement;
- xiii. Establish the annual academic calendar;
- xiv. Modify, rewrite, alter, or repeal the Articles of Incorporation, the Bylaws and the school Charter, subject to the applicable statutes;
- xv. Establish admission policies and procedures;

- xvi. Prepare and approve the annual budget;
- xvii. Audit bills and disburse the funds of the Organization;
- xviii. Approve all monetary expenditures;
- xix. Approve requests for reimbursements and reasonable expenses incurred in connection with business of the Organization;
- xx. Appoint the staff of the Organization and fix their compensation;
- xxi. Approve the candidates for Director and hire for that position;
- xxii. Hire, evaluate and dismiss the Director;
- xxiii. Conduct the appeal hearings of students who have appealed expulsion, disciplinary or other actions;
- xxiv. Engage in such other activities as are specifically authorized by the law;
- xxv. Select such banks or depositories as it shall deem proper for the funds of the Organization;
- xxvi. Determine who shall be authorized from time to time on the Organization's behalf to sign checks, drafts or other orders for the payment of money, acceptances, notes or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments;
- xxvii. Institute, prosecute, defend and settle any claim, cause of action or litigation through any judicial, administrative dispute resolution process, whether formal or informal;
- xxviii. All general powers enumerated in N.C.G.S. 55A-3-02 and 55A-3-03, except as expressly limited or prohibited in the Bylaws.

#### **5.8 Delegation.**

The Board of Directors shall have power to delegate any of its roles and responsibilities to the Director while still maintaining accountability and oversight.

### **Section 6. Business.**

#### **6.1 The Board Sets its Priorities**

The Board of Directors is empowered to set its own agenda and conduct business as it sees best.

### **Section 7. Adoption and Modification of Charter, Articles of Incorporation, Bylaws and Policies.**

The Board of Directors may modify, rewrite, alter or repeal the Articles of Incorporation, these Bylaws or any policy of the Organization. The Board of Directors may modify, rewrite, alter or repeal the Charter of this organization subject to applicable law. The Director will identify areas of need and/or concern and make recommendations to the Board of Directors for addition to or modification of the Charter of this Organization, the Articles of Incorporation, the Bylaws or current policies. The Board of Directors will vote on these recommendations at either a regularly scheduled meeting or a special called meeting. A quorum of the Board of Directors must be present. A majority vote of votes cast will be required for adoption, modification or repeal the Charter of the Organization, the Articles of Incorporation, the Bylaws or policies.

### **Section 8. Meetings.**

#### **8.1 Compliance.**

All meetings of the Organization will be held in compliance with the Open Meeting laws of the State of North Carolina N.C.G.S. §143-318.11.

## **8.2 Regular Meetings.**

Regular meetings of the Board of Directors may be held at such time and at such places as the Board of Directors determine. Regular meetings will occur at least once a quarter. Board meetings will adjourn within three hours of the designated starting time unless a majority of Directors vote to approve continuing the meeting.

### **8.2.1 Call or Notice.**

Call or notice shall not be required for regular meetings, provided that reasonable notice is made of the first regular meeting following the determination of the Board of Directors of the time and place of regular meetings.

### **8.2.2 Quorum.**

A quorum at any meeting of the Board of Directors for the conduct of business shall consist of a majority of the Directors then in office.

### **8.2.3 Action by Vote.**

Action by vote at any meeting of the Board of Directors may be taken when a quorum is present and voting shall decide any question, including election of officers, unless otherwise provided by laws or these Bylaws.

### **8.2.4 Closed Sessions.**

Closed sessions shall be held only when required to permit the Board of Directors to act in the public interest as provided by law. By majority votes of its members present, the Board of Directors may hold or retire to a Closed Session as permitted by law.

## **8.3 Special Meetings.**

### **8.3.1 Special Meetings of the Board of Directors.**

Special meetings of the Board of Directors may be held any time and at any place when called by the Chairperson of the Board of Directors or by two or more Directors in compliance with the Open Meeting laws of the State of North Carolina N.C.G.S. 143-318.11. Appropriate public notice shall be given.

## **8.4 Voting.**

The simple majority of the votes cast by the Board of Directors present at a meeting of the Board of Directors shall be the act of the Board of Directors.

## **Section 9. Officers and Agents.**

### **9.1 Number and Qualifications.**

The officers of the Organization shall be a Chairperson of the Board of Directors, a Vice-Chairperson of the Board of Directors, a Treasurer and a Secretary. An officer shall be a Director.

### **9.2 Election.**

The officers shall be elected annually by a majority vote of the Board of Directors at the first regular meeting of the Board of Directors following the beginning of a new fiscal year, in accordance with the provisions of these Bylaws. Officers shall serve until their successors are elected, unless no longer a Director. If at any time a vacancy exists in these offices, an officer shall be elected from the Directors at any special or regular meeting of the Board of Directors to fill a vacant position for the remainder of the term.

### **9.3 Term of Office.**

The Chairperson, the Vice-Chairperson, Treasurer and the Secretary shall hold office for one year, until the first regular meeting of the Board of Directors following the Annual Meeting of the Membership and until his/her qualified successor is chosen. No officer shall hold more than one office at a time but an officer may continue in office at the agreement of the board.

### **9.4 Duties and Responsibilities.**

#### **9.4.1 Chairperson.**

The Chairperson of the Board of Directors shall preside at all meetings of the Board of Directors, except as the Board of Directors shall otherwise determine and shall have such other powers and duties as may be determined by the Board of Directors. The Chairperson shall prepare the agenda for each meeting and furnish it to each Board of Director prior to the regularly scheduled meeting. The agenda shall include a consent agenda that lists items to be passed with a single motion. Any item on the consent agenda may be removed by request of any Board of Director and shall then be placed on the discussion agenda for consideration by the Board.

#### **9.4.2 Vice-Chairperson.**

The Vice-Chairperson of the Board of Directors shall have and exercise all the powers and duties of the Chairperson in his/her absence or in the event of his/her inability to act as Chairperson. The Vice-Chairperson shall have such other powers and duties as may be determined by the Board of Directors. In the case of vacancy in the office of Chairperson, the Vice-Chairperson shall assume that office until the elections held by the Directors following the start of a new fiscal year.

#### **9.4.3 Treasurer.**

The Treasurer shall be the chief financial officer of the Organization. The Treasurer shall monitor and review the Organization's financial affairs, funds, securities and valuable papers and shall present to the Board of Directors full, accurate statements of the records thereof. The Treasurer shall have such other powers and duties as may be determined by the Board of Directors. The Treasurer shall ensure that an annual audit is conducted pursuant to applicable law.

#### **9.4.4 Secretary.**

The Secretary shall record and maintain records of all proceedings of all meetings of the members and Board of Directors in a series of books kept for that purpose. In addition, a digital record of the minutes shall also be maintained. These books shall be open at all reasonable times to the inspection of any member of the general public pursuant to North Carolina Public Records Law. Such book or books shall also contain the original or attested copies of the Articles of Incorporation, the Bylaws, the names of all the members and Directors and the residence address of each Director. Minutes of all open sessions of regularly scheduled meetings, special called meetings and meetings of the general membership shall also be accessible via the LLA website.

## **Section 10. Parental, Guardian, Legal Custodian Involvement.**

Parental, Guardian and Legal Custodian involvement and input in decision-making for the Organization will flow through the Director who will act as their representative to the Board of Directors.

### **Section 11. Removal of Elected Officers and Directors**

Any elected Officer or Director of the Organization may be removed from office for failure to perform his/her duties or conduct detrimental to the Organization by a five vote majority of the Directors.

### **Section 13. Personal Liability.**

The Directors, Officers and members of the Organization shall not be personally liable for any debt, liability, or obligation of the Organization or the school. All persons, corporations or other entities extending credit to, or contracting with, or having any case against the Organization or school, may look only to the funds and property of the Organization or the school for the payment of any such contract or claim, or for payment of debt, damages, judgments, or decrees, or of money that may otherwise become due or payable to them from the Organization or the school.

### **Section 14. Execution of Instruments.**

#### **14.1 General.**

All contracts, deeds, leases and other non-financial instruments authorized to be executed by an Officer of the Organization shall be signed by the Chairperson of the Board of Directors and the Secretary of the Organization, except as the Board of Directors may generally or in particular cases otherwise determine. All bonds, notes, checks, drafts and other financial instruments authorized to be executed by an Officer of the Organization shall be signed by any two of the following: the Chairperson, the Business Director, the Administrative Director or Treasurer of the Organization.

#### **14.2 Guarantees.**

The Organization shall make no contracts of guarantee.

### **Section 15. Dissolution.**

In the event of dissolution of the Organization, assets will be distributed in accordance with the Articles of Incorporation and the laws of the State of North Carolina.

### **Section 16. Rules of Procedure.**

The proceedings and deliberations of the Organization shall be in accordance with rules adopted and amended by the Board of Directors. All matters not governed by such rules shall be governed by the parliamentary practices established by *Robert's Rules of Order, Newly Revised*.



# 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

### LIBERTY LEADERSHIP ACADEMY INC.

the original of which was filed in this office on the 6th day of September, 2017.



Scan to verify online.

Certification# c201724800450-1 Reference# c201724800450-

1

Verify this certificate online at  
<http://www.sosnc.gov/verification>

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 6th day of September, 2017.

*Elaine F. Marshall*

I Secretary of State

[Type here]

Date Filed: 9/6/2017	SOSID: 1622235 AM Elaine F. Marshall North Carolina Secretary of State C2017 248 00450
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State of North Carolina  
Department of the Secretary of State

ARTICLES OF INCORPORATION NONPROFIT  
CORPORATION

Pursuant to 555A-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.

- The name of the nonprofit corporation is: Liberty Leadership Academy inc.

\_\_\_\_\_

- 2 (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS S55A-140(4).

Stuart Enkey

- The name of the initial registered agent is:

\_\_\_\_\_

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

869 Vandalia Drive

Number and Street:

\_\_\_\_\_

Cary 27519 Wake City: State: Zip Code: County:

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: \_\_\_\_\_

\_\_\_\_\_

- The name and address of each incorporator is as follows:

Name	Address
Stuart Enkey	869 Vandalia Drive, Cary, NC 27519

\_\_\_\_\_

[Type here]

- 
- 
6. (Check either "a" or "b" below.)
- a. Or he corporation will have members.
  - b. he 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.

CORPORATIONS DIVISION

P. O, BOX 29622

RALEIGH, NC 27626-0622  
Form

Revised November, 2016

Reference# C201724800450-

[Type here]

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

9194800687

Principal Office Telephone Number:

\_\_\_\_\_

869 Vandalia Drive

Number and Street:

\_\_\_\_\_

Cary NC 27519 Wake City: State: Zip Code: County:

\_\_\_\_\_

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: \_\_\_\_\_

State: Zip Code:

10. (Optional: Listin of Officers See instructions forwh this is im octant)

Privacy Redaction

Name	Address	Title

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

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

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

\_\_\_\_\_

This is the 5th day of September, 2017.

Liberty Leadership Academy Inc.

[Type here]

Liberty Leadership Academy

Appendix H

5

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Incorporator Business Entity Name



*Signature of Incorporator*

Stuart Enkey, President

---

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.

CORPORATIONS DIVISION

P, oe BOX 29622

RALEIGH, NC 27626-0622 Form N-OI

Revised November, 2016

Reference# C201724800450-

[Type here]

Articles of Incorporation of Liberty Leadership Academy Inc. The undersigned, a majority of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of North Carolina, do hereby certify:

First: The name of the Corporation shall be Liberty Leadership Academy Inc.

Second: The place in this state where the principal office of the Corporation is to be located is the City of Cary, Wake County.

Third: Said corporation is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

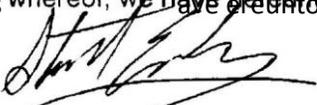
Fourth: The names and addresses of the persons who are the initial trustees of the corporation are as follows:

Name: Stuart Enkey Address: 869 Vandalia Drive, Cary, NC 27519

Fifth: No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, 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 Article Third hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other 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, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Sixth: Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, we have hereunto subscribed our names this 5th day of September, 2017.

Signed: 

Name: Stuart Enkey

Date: September 5th, 2017

[Type here]

Reference# C201724800450- Page: of 4

# INSURANCE PEOPLE

Below are the estimated annual premiums: **Liberty Leadership Academy**

## **Property Premium Estimate** **\$5,900**

Building	\$5,000,000
Contents	\$600,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

## **General Liability Premium Estimate** **\$2,921**

<b>Rating Basis:</b>	Students	702
	Faculty	45

### **Limits:**

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

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

### **Premium Estimate** **\$4,888**

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

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

Wrongful Act to include any actual or alleged act, error, omission, misstatement, misleading statement, neglect, or breach of duty by or on behalf of the Insured Organization, including educational malpractice

or failure to educate, negligent instruction, failure to supervise, inadequate or negligent academic guidance of counseling, improper or inappropriate academic placement or discipline.

# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		
One School Bus		<b>\$1,150</b>
Limit of Liability	\$1,000,000	
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$13,987</b>
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$2,458,200	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$31,647</b>
Student Accident Coverage		\$7.00/ student

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

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

# INSURANCE PEOPLE

Below are the estimated annual premiums: **Liberty Leadership Academy**

**Property Premium Estimate** **\$5,900**

Building	\$5,000,000
Contents	\$600,000
Deductible	\$1,000
Form	Special
Equipment Breakdown Included	

**General Liability Premium Estimate** **\$2,921**

<b>Rating Basis:</b>	Students	702
	Faculty	45

**Limits:**

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

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

**Premium Estimate** **\$4,888**

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

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

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

# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		
One School Bus		<b>\$1,150</b>
Limit of Liability	\$1,000,000	
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$13,987</b>
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$2,458,200	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$31,647</b>

Student Accident Coverage \$7.00/ student

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

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

## Cary Schools 2014/2015 EOG results Grades 3-5 -

- a. Cary Elementary Schools Reading: 75.5%, Math: 79.1%
- b. Adams Elementary Reading: 65.0%, Math: 75.1%
- c. Alston Ridge Elementary Reading: 84.7%, Math: 83.5%
- d. Briar Cliff Elementary Reading: 71.2%, Math: 68.3%
- e. Carpenter Elementary Reading: 76.5%, Math: 80.5%
- f. Cary Elementary Reading: 73.8%, Math: 77.5%
- g. Davis Drive Elementary Reading: 92.1, Math: 94.4%
- h. Farmington Woods Elementary Reading: 73.5.%, Math: 74.6%
- i. Green Hope Elementary Reading: 89.4%, Math: 90.7%
- j. Highcroft Elementary Reading: 88.5 %, Math: 90.4%
- k. Kingswood Elementary Reading: 57.4, Math: 60.2%
- l. Mills Park Elementary Reading: 89.1%, Math: 90.2%
- m. Northwoods Elementary Reading: 64.4%, Math: 69.1%
- n. Penny Road Elementary Reading: 75.0%, Math: 80.4%
- o. Reedy Creek Elementary Reading: 60.1%, Math: 68.3%
- p. Turner Creek Elementary Reading:77.3%, Math: 80.9%
- q. Weatherstone Elementary Reading: 73.4%, Math: 80.9%

**Appendix P:**

**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: DONNA RASCOE
- Date of Review: NA - Not yet a Non Profit (501C-3 Pending): will do at later Date
- 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: Pending Board Approval
- Date of Review: NA - Will complete when board selects Auditor
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

- Name of the Contact for Selected EMO/CMO: NA
- Date of Review: NA LLA is not using an EMO/CMO.
- Signature of Board Members Present (Add Signature Lines as Needed):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

- Name of the Contact: NA
- Name of the Selected Financial Service Provider: NA
- Date of Review: NA LLA is not contracting with a financial services
- Signature of Board Members Present (Add Signature Lines as Needed):
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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

- Name of the Contact: NA
- Name of the Selected PowerSchool Service Provider: NA
- Date of Review: NA LLA is not contracting for this service
- Signature of Board Members Present (Add Signature Lines as Needed):
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

**Certification**

I, STUART ENKEY, 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 LIBERTY LEADERSHIP ACADEMY Charter School is true and correct in every respect.



Signature

9/21/2017

Date