

Appendix A
Evidence of Need

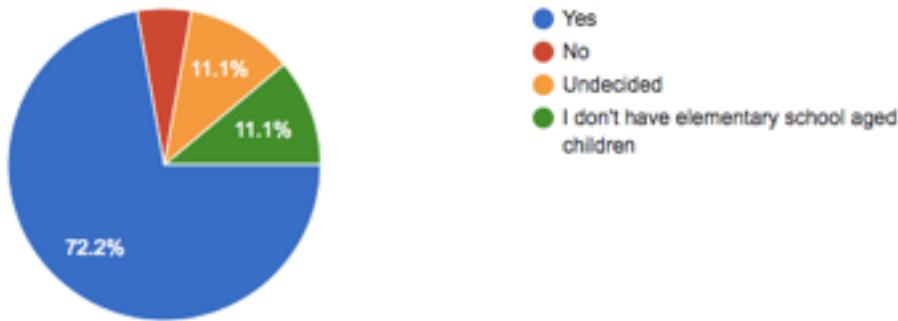
The board of Tillery Charter Academy conducted a survey to the residents of Montgomery County and neighboring Stanley County. Below, we have the results posted demonstrating the need for a charter school in the community. Tillery Charter Academy plans to start out with 144 students and our survey responses nearly matched that number. Parents overwhelmingly supported our board starting a school.

Since the formation of the board, we have addressed the county commissioners meeting, held a successful and well-attended community interest meeting, and have built a list of over 50 parents stating their interest in having their children attend Tillery Charter Academy in fall 2019.

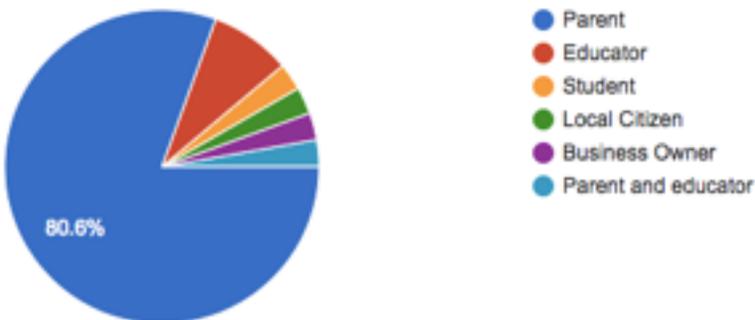
Montgomery County Schools has unfortunately not seen increases in proficiency throughout the year. As explained in the application, a majority of the schools in the LEA have flatlined, wading in mediocrity. This board formed because of frustration over the district's unwillingness to address concerns. We believe that Tillery Charter Academy's classical approach will provide much needed competition and that a rising tide lifts all boats. Tillery Charter Academy would be the county's first public charter option.

Survey Results:

Question: Would you consider sending your child to Tillery Charter Academy?



Question: Which of the following best describes you?



Core Knowledge at a Glance

| | Preschool | Kindergarten | First Grade | Second Grade | Third Grade |
|------------------------------|--|--|--|---|--|
| Language Arts/English | <ul style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills | <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | <ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases | <ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases |
| History and Geography | <p>Time:</p> <ul style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ul style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts | <p>World:</p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ul style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution |
| Visual Arts | <ul style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art | <ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art | <ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life | <ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture | <ul style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization |
| Music | <ul style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs |
| Mathematics | <ul style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money | <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry |
| Science | <ul style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools | <ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies | <ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies | <ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies | <ul style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies |

| | Fourth Grade | Fifth Grade | Sixth Grade | Seventh Grade | Eighth Grade |
|------------------------------|---|--|--|--|---|
| Language Arts/English | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English | <ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English |
| History and Geography | <p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ul style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures | <p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ul style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography | <p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform | <ul style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States | <ul style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico |
| Visual Arts | <ul style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States | <ul style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan | <ul style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) | <ul style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) | <ul style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution |
| Music | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs | <ul style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) | <ul style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) | <ul style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater) |
| Mathematics | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra | <ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra | <ul style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics | <ul style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs) |
| Science | <ul style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies | <ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies | <ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies | <ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies | <ul style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies |

Tillery Charter Academy
Appendix C: Instructional Calendar

Tillery Charter Academy's calendar provides 1,092 hours of instruction, therefore exceeding the requirement of 1,025 hours.

2019-2020 Calendar

| July 2019 | | | | | | | August 2019 | | | | | | | September 2019 | | | | | | | October 2019 | | | | | | |
|-----------|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | 1 | 2 | 3 | 4 | 5 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | | | | | | 27 | 28 | 29 | 30 | 31 | | |

| November 2019 | | | | | | | December 2019 | | | | | | | January 2020 | | | | | | | February 2020 | | | | | | |
|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | | | 1 | 2 | 3 | 4 | | | | | | | 1 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| March 2020 | | | | | | | April 2020 | | | | | | | May 2020 | | | | | | | June 2020 | | | | | | |
|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | | | | 1 | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | |
| | | | | | | | | | | | | | | 31 | | | | | | | | | | | | | |

- ★ = First and Last Days of School
- = Teacher Workdays
- = Holiday - No school
- = School Vacation Day - No school

Weather makeup days (in order):

January 3

April 10

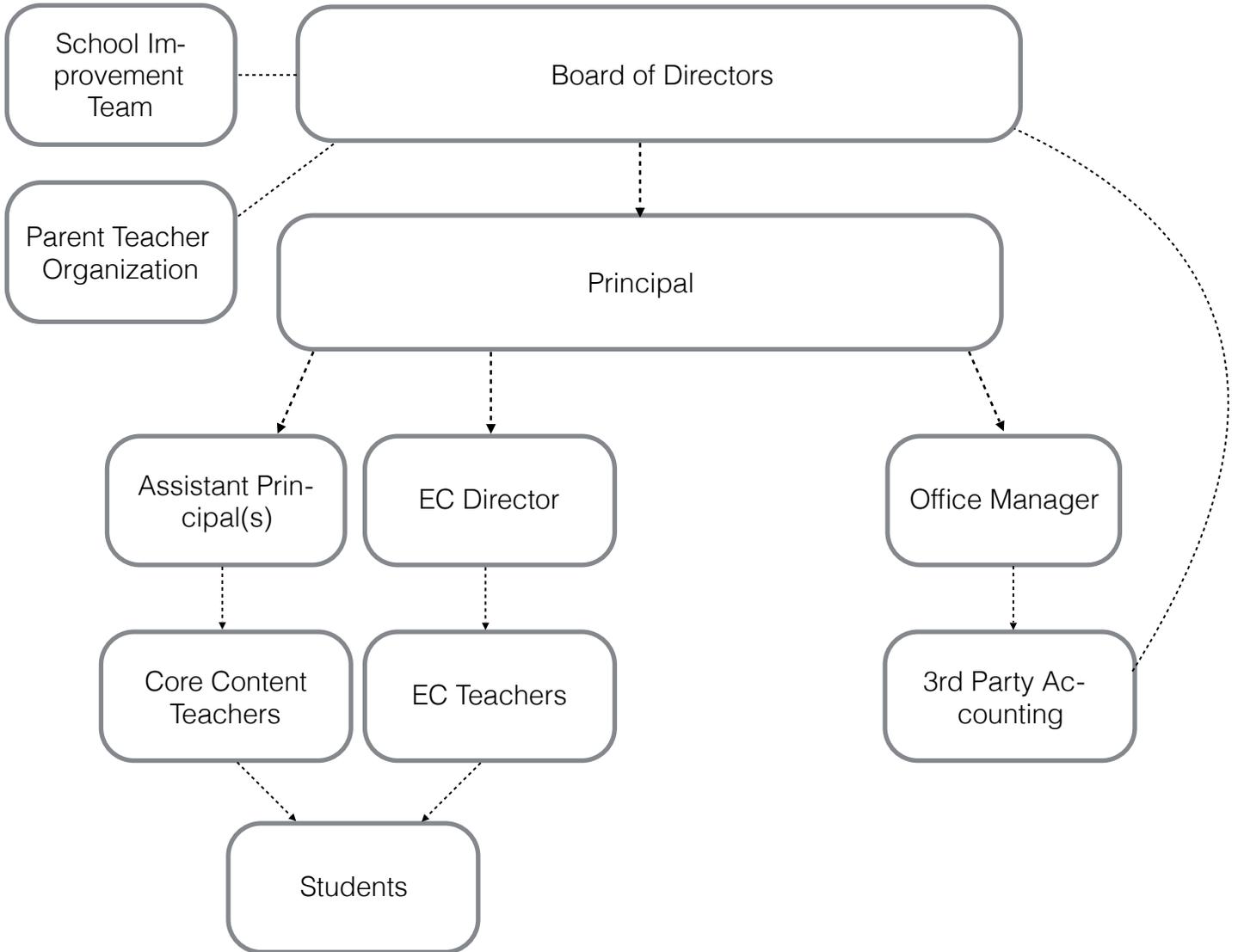
April 20

May 22

June 15

June 16

Tillery Charter Academy



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: TILLERY CHARTER ACADEMY

2. Full name: STACEY SHAW BRUTON

Home Address: 2071 LOVE JOY ROAD, TROY NC 27371

Business Name and Address: WALMART PHARMACY 1226 EAST DIXIE DRIVE ASHEBORO NC 27203

Telephone No.: 910-220-1465

E-mail address: STACEY.ASHLYN@GMAIL.COM

3. Brief educational and employment history.

APPALACHIAN STATE UNIVERSITY 1997-2000; CAMPBELL UNIVERSITY SCHOOL OF PHARMACY 2000-2004; PHARMACIST/PHARMACY MANAGER WALMART PHARMACY ASHEBORO NC 2004-PRESENT
BOOKKEEPER/OWNER J S SUPPLY, INC APRIL 2011-PRESENT

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

No: Yes:

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

I was recommended by my cousin Dana Dawson. I wish to serve in the hopes of providing a better education to children of this county, including my own son. I grew up in Montgomery County, and I want to see it succeed in education.

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

To oversee the business of the school. To ensure it is successful and functions appropriately while not being overbearing to the principal who is running the school on a daily basis.

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 do not have any experience serving on a school board previously. I have been on the Board of Trustees at my church, Love Joy UMC and am currently on the Pastor Parrish Committee there. While I don't have the formal experience, I do want what is best for our county and the children of the county. I feel that being from here and planning on living here for my life, makes me truly invested in the county and it's future.

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

My background is in science and math. I majored in Environmental Biology at ASU and I have my Doctorate of Pharmacy degree. I would love to bring an emphasis on these subjects to the children, as I feel they are important to help children get ahead and succeed in college. I know that being a product of the public school system in this county many years ago, I was not prepared in these subjects, or others for that matter, when it came time for me to go to college. I feel that in knowing what I missed and needed, I can help ensure that the children of today and the future get that.

School Mission and Program

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

To provide a quality education and produce thoughtful and high functioning, educated citizens.

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

To go back to a more classical way of teaching. Trying to excited children and make them want to learn. To not just teach how to take a test, but how to think for themselves.

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

A successful school is one that the children, teachers, and community love. A school that is well respected and provides an excellent education and opportunities for it's community. A school is also a business, so it must operate as such and do that effectively. A successful school is one that is invested in all the children, regardless of their social status or wealth. One that wants to see all it's children do well and succeed, and does whatever is possible for that to occur.

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

If there is high enrollment and that continues over the years. If childrens' grades are high and they are learning and want to go to school there year after year. If teachers are staying and there is not high turnover. The school cannot succeed without great teachers and community support. We won't be able to know if the school is successful or not for a while; it will take time to see this.

Governance

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

The board is ultimately responsible for the school. It will make recommendations to help ensure the school's success. To ensure the school can fulfill its mission and provide a high quality education.

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

If the school has good test scores. If there is an increase in the number of applicants. If the current teachers and administrators want to continue there. If all was able to be done with in the budget given also.

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

Hopefully, there will be a waiting list of applicants that want to attend a great school. The school will have been embraced by the community. It will be operating within the budget and continuing its mission well. Also, there will still be teachers and administrators that are wanting to continue their employment there. The test scores should be at or above the public school level and the children are wanting to stay.

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

The school will need an adequate budget to succeed. The board will need to ensure there are excellent teachers and administrators. They will also need to provide adequate equipment and facilities. Most of all I think the school will need community and parent involvement. Which may be the most challenging obstacle for this school. Our county needs change and we need to help them embrace it and see what good can come from it.

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 be sure I was correct in what I believed and then go to the Chair with my concern.

*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, Stacey Bruton, 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 Tillery Charter Academy Charter School is true and correct in every respect.

Stacey Bruton
Signature

9/7/17
Date

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Background

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

Full name: Mary Catherine Greene Byrd

2. Home Address: 1825 Love Joy Road Troy, NC 27371

Business Name and Address: N/A

Telephone No.: (910) 573-0467

E-mail address: mcgbyrd@gmail.com

3. Brief educational and employment history.

I have been a teacher in North Carolina for years and an assistant principal for 1 year. I have a BA in English and MSA in executive leadership.

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 recruited by word of mouth through a community meeting and I want to serve on this board because Montgomery County needs an alternative to the current public schools.

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

The role of a charter school is to offer an alternative public school option to children, parents, and teachers that fits at least one of the six legislative purposes outlined in the application.

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 been in education for 24 years and I have a masters in leadership. Also, I am from Montgomery County and was educated in Montgomery County Schools.

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

I know and have experiences in school systems and the various philosophies of education they use to operate their systems.

School Mission and Program

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

The charter school intends to provide students with a classical education through Core Knowledge and three guiding core values, Courage, Respect, and Spirit of Adventure that helps equip them as future citizens.

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

The school will use the Core Knowledge curriculum, Saxon Math, Shurley English, and be guided by three core values.

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

- Positive atmosphere
- Rigorous academic merit
- Guiding core values
- Strong leaders
- A strong and caring, but not overbearing board

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

The school will be meeting the goals set in the application and see consistent growth through MAP testing. With the implementation of our three core values, we will see a decrease in behavioral issues and greater student interest in helping their community.

Governance

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

The board will oversee the school by meeting at least once a month, but also letting the principal do their job and not be overbearing. The board needs to ensure that the school is performing well academically and financially.

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

Data driven instruction and support from community stakeholders will produce that can be compared to other schools.

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

The population will continue to grow with community support and academics. We will also meet all of the goals set in the application.

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

The board members need to be visible and accessible to the community members and the school. Their support and accessibility will foster good teaching. There will also need to be a good handle of finances, which is why our board has decided to collaborate with Goodall Consulting.

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 call the member personally and express my concern and remind him/her of our responsibility (if warranted) or go immediately to the board chair to express my concern. We need to act professionally as a board and ensure that no gossip spreads.

*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, Mary Catherine Byrd, 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 Tillery Charter School is true and correct in every respect.

Mary Catherine Byrd
Signature

9-6-17
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: Tillery Charter Academy

2. Full name: Rhonda Dillingham

Home Address: 236 S. Elm St. Asheboro, NC 27203

Business Name and Address: NC Association for Public Charter Schools

Telephone No.: 336-669-9996

E-mail address: rhonda@ncpubliccharters.org

3. Brief educational and employment history.

Diploma, Page High School, 1983

Certified Dental Assistant, GTCC, 1984

B.A.-English Education, Greensboro College, 1996

Central Davidson High School, 1996-1997

Asheboro High School, 1997-2006

Asheboro High School Zoo School, 2007-2012

Asheboro High School, 2012-2013

Uwharrie Charter Academy, 2013-2016

South Davidson High School, 2016-2017

NC Association for Public Charter Schools, 2017-present

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

No:

Yes:

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

I was asked by Eddie Goodall to serve. I’m happy to serve on the board because I believe in school choice and the options in Montgomery County are extremely limited.

6. What is your understanding of the appropriate role of a public charter school board member?
The Board's role is to provide support, oversight, guidance, and suggestions for school operations. It is not the Board's responsibility to see to the day-to-day running of the school. That is the administration's role. The Board's ultimate duty is to see to the school's fiscal and legal compliance. In order to do so, the Board must have thorough and intimate knowledge of the school's mission so that members can work with stakeholders to see that the mission is fulfilled. The Board must meet regularly to plan, budget, market, and evaluate the school's operations. The Board will work closely with the principal/director to be sure that all state and federal guidelines are upheld.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I was a founding board member of Uwharrie Charter Academy.
8. Describe the specific knowledge and experience that you would bring to the board.
I am a 20+ year education veteran with classroom knowledge as well as management experience. I understand and can identify strong instructional practices and classroom management strategies. I also understand the rigor involved in starting a new school since I am a co-founder of another charter school. As a former assistant principal, I bring an understanding of teacher evaluations, relationships with stakeholders, discipline methods, day-to-day operations, scheduling, community buy-in, communication and a wealth of other strengths that were honed as part of founding and running a school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Our mission is to provide a rigorous classical education with high academic and personal expectations that inspires students to be productive and thoughtful citizens in their communities and beyond.
2. What is your understanding of the school's proposed educational program?
The School is committed to meeting the needs of every student in the county and surrounding areas. The School's instructional program will be anchored by the Core Knowledge sequence, a classical-like approach to education. The Core Knowledge sequence is a detailed outline of specific content, aligned with the North Carolina State Standards. By offering a challenging approach to education, our targeted demographic will be able to spend time building that bank of knowledge and receiving the help they need along the way. The cross-curricular pedagogy with content alignment across disciplines brings strength to the curriculum.
3. What do you believe to be the characteristics of a successful school?
The ultimate test of a successful school is that the students are receiving a sound education in an atmosphere that values respect and nurturing. The learning environment inspires both students and teachers to do their best while encouraging parents to partner in their children's education for the sake of the student's future. The adults in charge must be 100% committed to carrying out the mission and vision of the school. The educators strive to build relationships with students in order to understand students' strengths and weaknesses so that learning can be tailored to the needs of each learner. Administration, faculty, and staff understand the importance of a positive, engaging, and fun learning environment. To create this type of school, it must operate within its budget with strong school leadership and community support. The school should be seen as a partner in the betterment of the community; therefore, it is imperative to collaborate and communicate with all stakeholders.

4. How will you know that the school is succeeding (or not) in its mission?
The measurement of Tillery Charter Academy's success will be seen by same performance standards as district schools. Those measures are through students' EOC/EOG scores as well as the school's overall School Performance Grade. Other quantitative measures include growing enrollment, waiting list, high-quality instructional staff, and a balanced budget.

Governance

1. Describe the role that the board will play in the school's operation.
The Board is legally responsible for upholding the charter's tenets (mission, vision, educational plan, budget) as well as its fiscal and legal compliance. In order to sustain a clear understanding of the school's progress toward its goals, the Board must meet regularly to evaluate the school and to recommend improvements when necessary. The Board will work closely with the school's director to ensure that the school is upholding its by-laws and mission with fiduciary responsibility. The Board will also work closely with the school's director to be ensure that the school meets all state and federal guidelines and is financially sound. Board governance entails oversight, guidance, support, and suggestions for school operations.
2. How will you know if the school is successful at the end of the first year of operation?
At the end of the first year of operation, success will mean that current students and staff wish to return, additional students wish to enroll, current students are meeting educational targets, and the school is operating within its budget. End-of-Grade test scores, parent satisfaction as indicated anecdotally as well as in surveys, teacher satisfaction as indicated anecdotally as well as in surveys, volunteer hours, and community outreach analysis are other measures of success.
3. How will you know at the end of five years of the schools is successful?
At the end of five years, if student attrition is low, staff retention is high, student enrollment increases significantly, educational goals are met, community support is strong, and the budget is balanced, then the school can consider itself successful. Through the effective leadership of the school's administration, the mission and vision of the school will be an intrinsic part of the school's everyday operations. A waiting list is another sign of success. Finally, the atmosphere of competition that a new school brings to the community should influence the other schools to strive harder for high academic standards.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Practical steps that the Board will need to take include formal information sessions for the public to learn about the school, informal conversations with community members to inform them of the school's existence and its mission, and possibly fundraising efforts to fund school start-up. The Board will need to develop a feasible budget and operate within it, taking projected student enrollment and faculty levels into account. The Board will also be involved in finding a suitable facility. The school's three pillars (finances, governance, and safety) will provide the framework for monitoring the level at which the faculty and administration are meeting the school's mission. It is imperative that the Board set a high standard of integrity within the community in order to build a culture of trust.
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?
Unlike district school boards, charter school boards are not elected. Any board member who behaves unethically or outside the best interest of the school bring unwanted negative attention to the school and charter schools as a whole. Therefore, it is my duty to bring the issue before the board for

discussion. A thorough and swift investigation would be crucial so that gossip is not allowed to foment. If it is proven that the board member's actions were indeed unethical, then I would recommend the member be dismissed. The process to handle such situations will be detailed in the board's by-laws.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

I, Rhonda Dillingham, 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 Tillery Charter School is true and correct in every respect.

Rhonda Dillingham

Signature

9/5/17

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: Tillery Charter Academy

2. Full name: Dianna S. Lariviere

Home Address: 320 Zion Church Road, Mount Gilead, NC 27306

Business Name and Address: Employer: Poisson, Poisson & Bower, PLLC, 300 East Wade Street, Wadesboro, NC 28170 (704-694-5515)

Telephone No.: 910-387-2891

E-mail address: Dianna.Lariviere@gmail.com

3. Brief educational and employment history.

- Associates Degree – Business Administration (Quinsigmond Community College, Massachusetts)
- Brams, Young & Levinson/Law Office of Kenneth J. McDonnell 1997-2011 (also in Massachusetts)
real estate law firm also handling wills, estates and health care proxies
Legal Assistant
- Poisson, Poisson & Bower, PLLC 2011-present (Wadesboro, North Carolina)
Workers’ Compensation Paralegal/Case Manager

1. 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:

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

Myself and Christine Fisher sought out Mr. Goodall because we felt there was an urgent need for parents to have an option for education in Montgomery County due to the lacking school system and the way the BOE does not address concerns of the community. Mr. Goodall has the knowledge and background to assist in building a successful charter school for many years to come. I wish to serve on the board because I have an understanding of what parents want in an educational plan for their children. I volunteer in the community

and witness the need and desire for a choice in education for parents. Having worked in the legal field as my career since 1997 I have a strong sense of determination and understand the importance of deadlines as well as providing a work product that is up to par with the standard expected. I feel that my legal background will provide a strong foundation for the board of Tillery Charter Academy.

3. What is your understanding of the appropriate role of a public charter school board member?
To ensure the mission and vision of the school is upheld by all who are involved in the school whether it be parents, educators, administrative staff, board members, consulting firms, etc. The school must succeed and as a board member it would be my duty to ensure that this school is both solid in educational and financial aspects. The board addresses concerns as well and I want to make sure that all requests and concerns are addressed properly and efficiently.
4. 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 a previous board, but I am a mother and a paralegal. I have a great passion as a mother to do what is right for the children of Montgomery County. I bring experience as a paralegal to the board with knowledge on governance.
5. Describe the specific knowledge and experience that you would bring to the board.
I was secretary of our local breed club (dog show world) for 1 year prior to moving from MA to NC. I have worked for a law office since the age of sixteen. My strong work ethic will be a great contribution to the board as I feel a strong foundation is how the board is ultimately going to succeed with Tillery Charter Academy.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
I am one of the founding board members who established the mission statement and core values and I am so excited for this opportunity to come to Montgomery County. I truly believe that the educational plan we have in place along with the hands on approach to learning will allow children of this age bracket to not only strive but enjoy every aspect of learning. The core values are so important for young children to have in order to have confidence and trust in both themselves and the administration. We want the children to know that this is a safe and inviting place for them to come and be themselves as well as look forward to what they will be learning each day.

At the end of the day what truly shows us that the children are learning and enjoying school are the test scores. We believe with our mission and core values we will meet or exceed our expected growth and that each student will look forward to the following school year. Our educational plan is solid and while talking with local parents there are so many excited for what Tillery Charter Academy has to offer to their children.

2. What is your understanding of the school's proposed educational program?
I truly believe the educational program using core knowledge that we have in place is the best approach to teach, especially at the elementary age. The program allows for children to absorb what they are learning and engage in the teachings. I cannot put it into words any better than the core knowledge website which states "[K]nowledge-based schooling puts the emphasis of early education on teaching and learning an enabling core of broadly shared knowledge—enabling because it builds strong foundations for later learning and opens doors to effective participation and mutual understanding in

the wider society.” A focus on reading and writing is so important for children. This program sets us apart from the county school systems.

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

I believe that not only way a school can 100% succeed is if every person whether employed, on the board or a parent is dedicated to the mission of the school and the children. With a strong PTO, administration, board and with help of the consulting firm this school has the tools to set the bar for not only the county but the surrounding areas as well. The educational plan and style of teaching is solid, especially for the targeted age group.

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

By having a strong and dedicated board and staff who has the same passion for the success of the school and students as I do and also to understand the ins and outs of how a school runs, the daily function, the financials, etc. I plan to “drop in” during school hours from time to time as well to understand the day-to-day operations. I will also have a child attending the school someday so as a board member and future parent I plan to be involved in field trips, fundraisers, etc. While understanding the day-to-day operations, I will also ensure that the board is not overbearing.

Governance

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

I believe the board is among one of the most important roles in operating a school. The board has the power to accomplish so many wonderful things and that ability and duty to the school should not be taken lightly. Monthly meetings will always address the progress of the school to ensure that the goals are met and that no issues are going unnoticed.

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

By the statistics and rating provided to the school and also by speaking with parents, staff and the children. It is also important to review the financials to make sure that the school operation is successful to continue for years to come. Also to ensure the board members, teachers, and staff all continue to mind the mission and vision of the school.

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

By the statistics/rating, the financials, the continued enrollment (lottery waiting list), feedback from parents, staff and other board members as well as showing the community that this is a wonderful opportunity and will not only assist these children in having a successful education and bright future but benefit our community as well. We can improve Montgomery County as a whole simply by offering the children an opportunity to thrive. I truly envision this school as a blessing to the children in the area and I am extremely proud to be an integral part of the process.

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

I believe close communication with the consulting firm and understanding the financials is key to long term success. The board will also monitor the staff to insure the mission, vision and educational plan is followed by all. The board assumes ultimate responsibility and a position as a board member should never be taken lightly.

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

As stated above, the board assumes ultimate responsibility and a position as a board member should never be taken lightly. I would immediately bring any concerns about a fellow board member before the board for discussion. A school is only as strong as the board and action must be taken swiftly should any board member be deemed unsuitable and removal required.

*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, Diana S. Lamine, 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 Tilley Charter School is true and correct in every respect.

Diana S. Lamine

09/07/17

Signature

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: Tillery Charter Academy
2. Full name: Christine Elizabeth Fisher

Home Address: 191 Memory Lane Mt. Gilead, NC 27306

Business Name and Address: N/A

Telephone No.: (704) 290-6783

E-mail address: chrissy.lavoie@gmail.com

3. Brief educational and employment history.

I have been a stay at home mom the last 3 years. In the past I have worked in customer service and have had multiple jobs working hands on with young children. I have completed some college, but currently do not have a completed degree. I graduated from Glastonbury High School in Connecticut in 2008.

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 saw a need for an elementary charter school in the Montgomery County area. There are no other charter schools within a reasonable distance. I wanted to see another choice for my children so I enquired about the steps to start a new charter.

I want to serve on the board of directors because I am passionate about wanting all children to be able receive a quality education so they can succeed in life. I also want to be make sure the school is held accountable so it can be successful.

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

As a public charter school board member my understanding of my role is to make sure the school is successful both academically and financially, while upholding the school's original mission. Part of my role on the board will also include being part of the process to hire an effective school leader that will uphold the school's standards and be accountable to the school board.

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

I have not had any prior experience in the past serving on another type of board. However, I believe I am capable of being an effective board member because I have passion and time for advocating what is best for the children. That is my drive, to provide the best educational opportunity for my children and others. I am approachable, allowing me to be a good listener. I am a good problem solver and explore and assess the pros and cons to all available options. These skills will be beneficial to the board because I can address problems and make decisions quickly and effectively.

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

I think that spending the last 3 years at home caring for my children everyday will bring the board a fresh perspective from a fully immersed parent. Each and every decision I make at home I have to keep my kids' best interests in mind. I want to continue to do the same when serving for the board, but at a much larger scale, for all the children at our school.

School Mission and Program

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

My understanding of the school's mission is that we will provide a classical approach to education using the Core Knowledge curriculum. The implementation of this curriculum will allow our students to achieve both personal success as well as preparing them to be productive citizens in our community.

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

My understanding of the school's proposed educational program is we are using the Core Knowledge curriculum. This curriculum will allow students to develop a strong foundation in language arts by teaching reading and writing together. The Core Knowledge curriculum also includes science, and history, music, and art. This curriculum allows for our teachers to be innovative and creative in the methods they use to teach our students. The Academy will also use Saxon Math and Shurley English which provide support to the Core Knowledge Sequence. Students will have the opportunity to have many hands on learning experiences, both inside and outside of the classroom through our three core values.

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

A successful school has highly educated and caring staff with students who are excited to come to school to learn. The school will be financially sound and be highly regarded by the local community.

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

The school will be successful in its mission if teachers are able to present the curriculum in a way that meets the style of learning for every student. This benchmark would be measured by meeting or exceeding our goal on the end of year assessments. A successful school will be able to continue to grow and expand each year. If a lottery is needed that indicates parents recognize the success of the school.

Governance

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

The board will make sure the school is meeting or exceeding its mission by working directly with the school director/principal. The board is also responsible to uphold a feasible budget and educational plan. We will work to do what is best for the students by upholding accountability of all aspects the school.

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

The school will have operated at or under budget and students/staff will plan to return the following year. Testing will show that students have grasped and fully understood the knowledge and skills they learned throughout the year.

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

We will be enrolling the maximum amount of students each year resulting in a lottery. Our school will have been able to successfully fulfill our mission while staying in budget, allowing us to build or update our own facility. Test scores will have improved each year which would have raised the bar for other local schools to compete with us.

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

The school board will need to be committed and focused on fulfilling the mission of the school. We will also need uphold accountability for a balanced budget, quality teachers, and an appropriate curriculum.

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 discuss the situation with the individual member to get their side of the story, then if necessary, bring the issue to the entire board to see if others agree the member in question was not acting ethically or in the best interests of the school. The board should address the issue and act accordingly.

*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, Christine Fisher, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Tillery Charter Academy Charter School is true and correct in every respect.

Christine Fisher
Signature

09/07/2017
Date

STACEY BRUTON

2071 Love Joy Road, Troy, NC 27371 H: 910-576-9601 ♦ C: 910-220-1465 ♦ stacey.ashlyn@gmail.com

WORK HISTORY

Pharmacist- Pharmacy Manager, 04/2004 to Current

Wal-Mart – Asheboro, NC

- Properly filled and dispensed an average of 400 prescriptions per day.
- Effectively resolved insurance rejections and other billing issues.
- Managed drug and supply inventories.
- Assisted other pharmacy staff with drug inventory, purchasing, and receiving.

Owner/Bookkeeper, 04/2011

J S Supply, Inc – Troy, NC

- Enter all banking transactions into QuickBooks for four NAPA stores
- Responsible for employee insurance/payroll and bills

EDUCATION

Doctor of Pharmacy: Pharmacy, 2004

Campbell University College of Pharmacy & Health Science - Buies Creek, NC

Completed Clinical Rotations at Wake Forest Baptist Health and Forsyth Medical Center.

1997-2000: Environmental Biology,

Appalachian State University - Boone, NC

1996-1997:

Western Carolina University - Cullowhee, NC

High School Diploma: 1996

West Montgomery High School - Mount Gilead, NC

ADDITIONAL INFORMATION

- Board of Trustees - Love Joy UMC 2015-2016
- Pastor Parrish Committee - Love Joy UMC 2017-

Mary Catherine Byrd

2625 Deerhorn Court
Asheboro, North Carolina, 27205 United States
910-573-0467
mcgbyrd@gmail.com

PROFESSIONAL EXPERIENCE

LEXINGTON CITY SCHOOLS, LEXINGTON, NORTH CAROLINA, UNITED STATES

Teacher, May 2016-present

- Create lesson plans for and deliver instruction to Functional Skills EC class
- Write and manage IEP paperwork and lead IEP meetings
- Manage three classroom assistants (assign duties and conduct performance evaluations)

ASHEBORO CITY SCHOOLS, ASHEBORO, NORTH CAROLINA, UNITED STATES

Teacher, March 2013-May 2016

- Create lesson plans for and deliver instruction to Functional Skills EC class
- Write and manage IEP paperwork and lead IEP meetings
- Manage three classroom assistants (assign duties and conduct performance evaluations)
- AVID program site coordinator

ANSON COUNTY SCHOOLS, Wadesboro, North Carolina United States

Teacher: AIG site facilitator, language arts, AVID elective, special education, Aug 2005 – March 2013.

- Initiate, facilitate, and moderate Philosophical Chairs and Socratic Seminar discussions..
- School Improvement Team chairperson
- AVID site coordinator
- Total Instructional Alignment site supervisor
- Common Formative Assessment facilitator
- Evaluate and grade students' class work, assignments, and papers.
- AVID elective and AVID language arts teacher
- Plan, evaluate, and revise curricula, course content, course materials, and methods of instruction.

ALAMANCE -BURLINGTON SCHOOLS, Burlington, North Carolina United States

Teacher, Aug 2004 – Jun 2005

- Cross Categorical Exceptional Children's teacher
- Journalism teacher / assistant yearbook advisor

EDUCATION

Elon College, Elon, North Carolina United States

BA in English, December 1993

- Softball scholarship
- Student Government Association secretary

Gardner-Webb University, Boiling Springs, North Carolina United States

MA in Executive Leadership Candidate, Aug 2012

- MA in Executive Leadership, July 2012

ADDITIONAL SKILLS

- Train other teachers to use Macbooks and Apple technology
- Experienced in writing IEP's with AutoCAD
- I write a weekly column in the Montgomery Post

References available upon request

Rhonda Dillingham
236 S. Elm St.
Asheboro, NC 27203
(336) 669-9996

Education

- Masters of Education work, August 2010-2011, High Point University (High Point, NC)
- Bachelor of Arts-Secondary English Education, May 1996, Greensboro College, (Greensboro, NC)
- Certified Dental Assistant, August 1984, Guilford County Community College (Jamestown, NC)

Certification/Licenses/Awards

- Greensboro College Alumni Excellence Award, 2016
- National Board Certification, Adolescent Literacy, January 2005
- Central Davidson High School Beginning Teacher Award, 1997
- B.A. English Education, 1996
- Secondary English, North Carolina Licensure, 1996

Activities

- Joined NC Public Charter Schools Association as a Board member, 2015
- Joined Greensboro College Alumni Board, 2014
- Trained as volunteer for Hospice of Randolph, 2014
- Presented at the NC Public Charter Schools Association, Conference, 2014
- Co-founded Uwharrie Charter Academy, 2013
- Represented Asheboro High School on the Superintendent's Advisory Council, Asheboro City Schools, August 2010-May 2011
- Chaired Asheboro High School Leadership Team, August 2006-2007, August 2009-May 2010
- Taught workshops on Project-Based Learning, Professional Development for 1:1 Laptop Initiative, Asheboro High School, May 2010
- Shared in duties related to founding of Asheboro High School Zoo School, first zoo school on east coast, 2006

Employment

- NC Association for Public Charter Schools, Executive Director, 2017-present
- Uwharrie Charter Academy, Asheboro, NC. Employed as Chief Curriculum Officer (assistant principal), 2013-2016
- Asheboro High School Zoo School, Asheboro, NC. Taught 10-12 grade English and Journalism with an emphasis on conservation and project-based learning while utilizing the NC Zoo, 2006-2013
- Asheboro High School, Asheboro, NC. Taught 9-12 grade English for inclusion, college prep, and Honors level students, 1997-2006
- Central Davidson High School, Lexington, NC. First year teacher of 10-11 grade English; produced best writing test scores in school's history, 1996-1997

Christine Fisher

191 Memory Lane | Mount Gilead, North Carolina 27306 | chrissy.lavoie@gmail.com

EMPLOYMENT:

Lowe's Home Improvement | Albemarle , North Carolina | October 2012 - June 2014
Customer Service Associate

- Greet customers
- Have product knowledge
- Sell appropriate products that meet customer's needs
- Answer phones
- Special order various products

Kids Count Daycare | Monroe, North Carolina | May 2011 - February 2012
Assistant Teacher

- Aid lead teacher in lessons
- Supervise children
- Communicate with parents

Randy Marion Buick GMC | Huntersville , North Carolina | August 2010 - May 2011
Receptionist

- Greet customers
- Answer phones
- Cash out customers
- Data entry

EDUCATION:

Springfield College | Springfield, Massachusetts |
Coursework in early childhood education, Sept 2008 - Dec 2009

Glastonbury High School | Glastonbury, Connecticut |
Graduated June of 2008

Dianna S. Lariviere

910-387-2891

320 Zion Church Road, Mt. Gilead, NC 27306
Dianna.Lariviere@gmail.com

Objectives

I enjoy a highly rewarding career where I can use my skills and knowledge to help the company and my coworkers be successful.

Education

June 2002 | Business Administration

Experience

**May 2011 | current
Paralegal/Case Manager**

Poisson, Poisson & Bower, PLLC | Wadesboro, North Carolina

Prepare new cases and making sure the files are up to date at all times, taking calls from clients, following up on treatment authorizations, documentation, workers' compensation benefits, preparing medical motions, interrogatories, correspondence, dictations, scheduling depositions, mediations, communications between all parties, reviewing medical records.

**September 1997 | February 2011
Legal Assistant**

Brams, Young & Levinson/Law Offices of Kenneth J. McDonnell | Boylston, Massachusetts

Prepare real estate closings to include ordering documents, title searches, settlement sheets, closing packages, funding, shipping of finalized closing packages to lenders. Assist with wills, trusts, healthcare proxies, estate/elder law documentation.

Skills

- Microsoft Office
- Manage multiple cases/files daily
- Excellent customer service
- Focus and efficiency in a high pace environment

Hobbies

- Beekeeping/Hobby Farm, Gardening, Photography, Arts & Crafts, Volunteering in the community with children

Bylaws

Tillery Charter Academy

ARTICLE I Organization

Section 1. Name The Corporation's name shall be Tillery Charter Academy.

Section 2. Principal Office The corporation's principal office shall be located at 191 Memory Lane, Mt. Gilead, NC 27306. The Board of Directors may change the principal office from time to time.

Section 3. Fiscal Year The fiscal year of the corporation shall begin on July 1 and end on the following June 30.

ARTICLE II Purpose

Section 1. Purpose The purpose of the corporation shall be the operation of a public charter school under the North Carolina General Statutes 115C-218 et seq. (Article 14A) as now enacted or hereafter amended.

ARTICLE III Members

Section 1. Members The organization shall have no members.

ARTICLE IV Board of Directors

Section 1. General Powers The business of the corporation shall be conducted by a Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

Section 2. Number The number of the directors shall be a minimum of 5 and a maximum of 13 members. The actual number of directors shall be determined by the Board of Directors and may be changed only by a 60% vote of the Board of Directors at any duly held meeting.

Section 3. Terms The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in August of 2017. After the

founding terms, the terms of the directors shall be 3 years, with no director serving for more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director's terms will expire in any one year.

Section 4. Election Directors replacing directors with expiring terms shall be elected by a 60% vote of the directors at the annual meeting of the Board of Directors or at any duly held meeting.

Section 5. Vacancies Any vacancies on the Board of Directors shall be filled by a 60% vote of the remaining Directors at any meeting.

Section 6. Qualifications Any person not precluded by law shall be eligible to serve on the board. A board candidate shall understand the mission and goals of the school and hold the fiduciary responsibility of a non for profit board member. The member shall be provided these bylaws, the Open Meetings Laws, the Charter School Statutes, the charter contract, the Conflicts of Interest Policy and the State Board of Education charter school policies.

Section 7. Removal Any director may be removed with or without cause by a 2/3 vote of the directors serving at the time at any duly held meeting.

Section 8. Conflict of Interest If a matter before the board places a director in a real or perceived conflict between the interests of the school and the interests of the director, whether the interest is pecuniary or other, the director shall inform the Board of Directors or a board member may bring such position before the board. The director with the conflict may thereafter be prohibited by the board from participating in discussions and votes on that matter. Each director shall sign a Conflict of Interest policy that shall be kept on file at the principal office of the Corporation. A conflict of interest shall be defined further as:

A conflict of interest is a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding a primary interest, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

ARTICLE V Meetings

Section 1. Regular Meetings The Board of Directors shall hold regular monthly meetings at a time and place designated by the Board of Directors.

Section 2. Special Meetings Special Meetings of the Board of Directors may be called by the chairman or a majority of the members of the Board of Directors. Directors shall be given a minimum of 48 hours notice of any special meeting and all meetings shall comply with the open meetings laws.

Section 3. Annual Meetings Annual meetings of the Board of Directors shall be held in August of each year at a date and time to be determined by the Board of Directors.

Section 4. Emergency Meetings Emergency meetings of the Board of Directors may be called by the chairman or a majority of the directors then serving.

Section 6. Participation At any meeting, directors may participate by any electronic means that allows all participating members to simultaneously hear and speak to each other during the meeting. A director participating in this type of meeting shall be considered present at the meeting.

Section 7. Manner of Acting Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a properly called meeting of the directors in which a quorum is present shall be the act of the Board of Directors.

Section 8. Compliance with Open Meetings Laws Notwithstanding any other provision of these Bylaws, the corporation shall comply in all respects with the North Carolina Public Schools Law, code section 115C-4 and any corresponding provision of subsequent North Carolina law, in connection with all regular, special, or emergency meetings of the Board of Directors.

ARTICLE VI Officers

Section 1. Officers The Corporation's officers shall consist of a chair, two (2) vice-chairs, a secretary, and a treasurer. Each officer shall have such authority and perform such duties as the Board of Directors may from time to time determine. No officer shall act in more than one capacity when the actions of two or more officers are required. Other officer positions may be added by a 2/3 vote of the board at a duly held meeting.

Section 2. Election Officers shall be elected by a majority vote of a quorum at the annual meeting. Each officer shall hold office until his death, removal, resignation, or disqualification or until his successor has been elected.

Section 3. Removal Any officer may be removed with or without cause by a majority vote of the Directors at any regular or special meeting.

Section 4. Terms Each officer shall hold office for a term of one year.

Section 5. Vacancies Any vacancy shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

Section 6. Chair The chair shall be the principal executive officer of the corporation and, subject to the ultimate authority of the Board of Directors, shall oversee the general management of the affairs of the corporation. He shall preside at meetings of the Board of Directors. He may sign and execute instruments in the name of the Corporation except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. He shall perform other duties incident to the office of the chairman and such other duties as from time to time may be assigned to him by the Board of Directors.

Section 7. Vice-Chair In the absence of the chair or in the event of his death, inability, or refusal to act, the vice-chairs shall perform the duties of the chair, and when so acting shall have all of the powers of and be subject to all the restrictions of the chair. The vice-chair shall perform such other duties as from time to time may be assigned to him by the Board of Directors and shall rotate their chairing of meetings when the chair is not present.

Section 8. Secretary The secretary shall keep the minutes of the meetings of the Board of Directors in books designated for that purpose. He shall see that all notices of meetings of the directors are duly given in accordance with these Bylaws and the North Carolina open meetings laws. He shall have charge of the books, records, and papers of the Corporation. He shall perform all duties incident to the office of secretary and such other duties that from time to time may be assigned to him by the Board of Directors.

Section 9. Treasurer The treasurer shall have charge and be responsible for all funds and securities, receipts, and disbursements of the Corporation. He shall be responsible for the deposit of all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors. He shall in general perform or cause to perform, the entire duties incident to the office of treasurer and such other duties that from time to time may be assigned to him by the Board of Directors.

ARTICLE VII

Contracts, Loans, Checks, and Deposits

Section 1. Contracts The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by at least two such officers as shall from time to time be determined by resolution of the Board of Directors when the disbursement or the creation of debt exceeds \$5,000. For checks or encumbrances less than \$5,001 the board shall develop policies and procedures in coordination with the board treasurer.

Section 4. Deposits All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VIII Indemnification

Section 1. Indemnification The corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the corporation) by reason of the fact that he is or was a director, officer, committee member, member, agent, or employee of the corporation or is or was serving at the request of the corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX Amendments

Section 1. Amendments These Bylaws may be amended by a 2/3 vote of a quorum present at any regular or special meeting provided that written notice of any proposed changes to the Bylaws are included in the notice of the meeting of the Board of Directors. Proposed changes to the Bylaws shall be submitted to the North Carolina State Board of Education for approval.

(We thank the board of Monroe Charter Academy for allowing us to use the framework of its Bylaws for our use.)



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

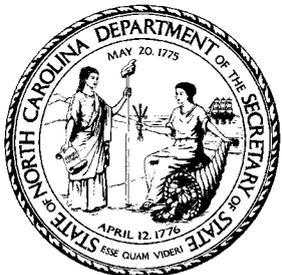
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

TILLERY CHARTER ACADEMY

the original of which was filed in this office on the 31st day of July, 2017.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 31st day of July, 2017.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

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

1. The name of the nonprofit corporation is: Tillery Charter Academy
- 2.x (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

3. The name of the initial registered agent is: Dianna S. Lariviere

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

Number and Street: 320 Zion Church Rd

City: Mt. Gilead State: NC Zip Code: 27306 County: Montgomery

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

Number and Street or PO Box: _____

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

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

| Name | Address |
|-----------------------------|---------------------------------------|
| Christine Elizabeth Fisher, | 191 Memory Lane, Mt. Gilead, NC 27306 |

W. Edward Goodall, 2132 Greenbrook Pkwy., Weddington, NC 28104

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

a. ___ The corporation will have members.

b.x ___ The corporation will not have members.

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

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

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

Principal Office Telephone Number: 704-290-6783

Number and Street: 191 Memory Lane

City: Mt. Gilead State: NC Zip Code: 27306 County: Montgomery

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

Number and Street or PO Box: _____

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

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

| Name | Address | Title |
|------|---------|-------|
| | | |
| | | |

11. **(Optional):** Please provide a business e-mail address: Privacy Redaction
The Secretary of State's Office will e-mail the bus_____ 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 26th day of July, 2017.

Incorporator Business Entity Name

W. Edward Goodall, Jr.

Signature of Incorporator

W. Edward Goodall, Incorporator
Type or print Incorporator's name and title, if any

NOTES:

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

Tillery Charter Academy
(page 3 of 4)

Purpose of Corporation

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

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

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

Prohibited Activities

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

of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

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

INSURANCE PEOPLE

Below are the estimated annual premiums: **Tillery Charter Academy**

Property Premium Estimate **\$450**

| | |
|---------------------|----------|
| Contents | \$50,000 |
| Deductible | \$1,000 |
| Form | Special |
| Equipment Breakdown | Included |

General Liability Premium Estimate **\$1,155**

| | | |
|----------------------|----------|-----|
| Rating Basis: | Students | 144 |
| | Faculty | 14 |

Limits:

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

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

Premium Estimate **\$3,057**

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

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

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

INSURANCE PEOPLE

| | | |
|--|---------------------|-----------------|
| Fidelity Bond Estimate | | \$332 |
| Limit | \$250,000 | |
| Auto Premium Estimate | | \$181 |
| Hired & Non Owned Autos Only | | |
| Limit of Liability | \$1,000,000 | |
| Head of Class Endorsement | | \$82 |
| Workers Compensation Premium Estimate | | \$3,123 |
| Statutory State - NC | | |
| Employers Liability | \$500/ \$500/ \$500 | |
| Payroll Estimate | \$496,000 | |
| Umbrella Premium Estimate | | \$2,387 |
| Limit of Liability | \$1,000,000 | |
| TOTAL ESTIMATED PREMIUM | | \$10,767 |
| | | |
| Student Accident Coverage | | \$7.00/ student |

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

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

08/21/2017

Appendix O: Tillery Charter Academy
Explanation of Charter Goals:

Operational Goals:

Goal 1: The Academy will have an average attendance rate of 94% in year one, 95% in year two, and 96% in year three.

The Academy will attain this goal through keeping accurate attendance numbers through PowerSchool and maintaining a healthy relationship with parents/guardians to ensure their child/children are excited to come to school everyday. In order to maintain that healthy relationship with parents, we plan on teachers meeting with parents on a quarterly basis and offering other opportunities outside of school to build a healthy school culture. The principal with the assistance of the Office Manager will report attendance data directly to the board on a monthly basis. The principal will address (if needed) any concerns about the attendance data.

Goal 2: The Academy will meet or exceed its enrollment projections in the first five years.

The Academy will aggressively market the school to the local community, provide adequate transportation throughout the county, and ensure parent satisfaction through a parent survey conducted twice a year.

Goal 3: The Academy will have less than a 10% attrition rate each year.

The Academy understands the economic trends of Montgomery County and its recent fluctuations in population. We will attain an our 90% retention rate by ensuring our parents are satisfied with their child's/ children's education through a Parent Satisfaction Survey. The survey will be given to parents twice a year (halfway through and the end of the year). The survey results will be given to the Board's academic committee to review and recommend changes/improvements. **We will not include fifth graders who have successfully graduated from the Academy in these numbers.

Financial Goals:

Goal 1: The Academy will have a cash reserve at end of year one of \$30,000 and increase that by a minimum of \$30,000 annually to achieve a reserve of \$90,000 at end of year three.

The Academy will have a close relationship with our LINQ accounting service provider. The board treasurer with the assistance of the Office Manager will make sure that there is a monthly financial report given to the Financial Committee. Once the financial committee reviews the report, they will recommend any changes if needed to the full board.

Goal 2: The Academy will make finances of the school transparent by putting the annual audited financial report on our website when received.

The Academy will provide a full report of the school's finances on the website on an annual basis. The report will be available in PDF format to download and print. The treasurer with the assistance of our LINQ service provider will prepare the public report. The report will then be approved by the Financial Committee, then finally the full board. Once the full board approves the report, the Office Manager will upload it to the school's website and parents will be notified. If a parent has questions regarding the Academy's financial report, the board will dedicate time at the next board meeting to address these questions.

Academic Goals:

Goal 1: The Academy, beginning in year 2, will exceed the results of the EOG (Proficiency) results of the Montgomery County district elementary schools, exceed it by 2% points in year 3, by 4 points in year 4, and by 6 points in year 5.

This goal will be measured by the End-of-Grade assessment required by the state of North Carolina once a year. The metrics that the Academy will use to attain this goal is the NWEA MAP testing (three times a year). We will also be measuring fluency through DIBELS to ensure that students are able to take these tests with confidence. The principal, with the assistance of the Office Manager will report the results of the NWEA testing to the board's Academic Committee three times a year. The board will then notify parents of their own child/children's results and the Academy's progress as a whole. The Principal will report the results of the End-of-Grade assessment to the full board. Once the board is notified, the Academy will notify parents and students on the results in relation to our goal.

Goal 2: The Academy will achieve at least a "B" rating according to the NC Accountability Model by the end of year five.

The Academy will attain this goal through the NWEA MAP testing (two to three times a year), grades 2-5 and ensuring progress through a report three times a year to the Academic Committee from the principal. The principal will also share the progress with the School Improvement Team. The Academic Committee and the School Improvement Team will then have the opportunity to make any recommendations to the full board on improvements. Once the board is notified, the Academy will notify parents and students on the results in relation to our goal. In addition to the NWEA MAP testing, EOG results will be reported to the board to decide what changes need to be made to ensure success.

Goal 3: Students will demonstrate their understanding of the Academy's core values at the end of each year through a presentation or a project.

The Academy will attain this goal by making it a requirement at the end of each school year. Students will participate in monthly seminars where educators and the principal will be responsible for inviting speakers, organizing class presentations, etc.. At the end of each year, the teachers will be responsible for a final project or presentation of the Academy's three core values.

Governance Goals:

Goal 1: The board will meet a minimum of 10 times a year and have an 80% cumulative attendance rate or higher.

The board will ensure that the Academy is operating properly and meeting expectations by planning on meeting at least once a month. The board chair with the assistance of the Office Manager, will set up a date and time each month to meet. Once a date is set and at least 80% of the members can attend (in person or virtually), parents will be notified via email, telephone, or a typed note sent home with the student. The Office Manager will also post the board's meeting date, time, and location on the website. If there is an urgent board meeting called, parents will be notified immediately via email and telephone.

Goal 2: The Academy will maintain a five-year record of governance compliance.

The Academy's board will constantly make sure that they are in compliance with the Office of Charter Schools, reporting financials properly, and ensuring that they are fostering a healthy learning environment for child. The board will meet every month and listen to reports by the School Improvement Team and the Parent Teacher Organization to identify any issues. The board's treasurer will work with our LINQ service provider to ensure compliance in financial reporting. The board will also work closely with the Office of Charter Schools to meet important reporting deadlines. The board will notify parents of the Academy's compliance in the annual report.

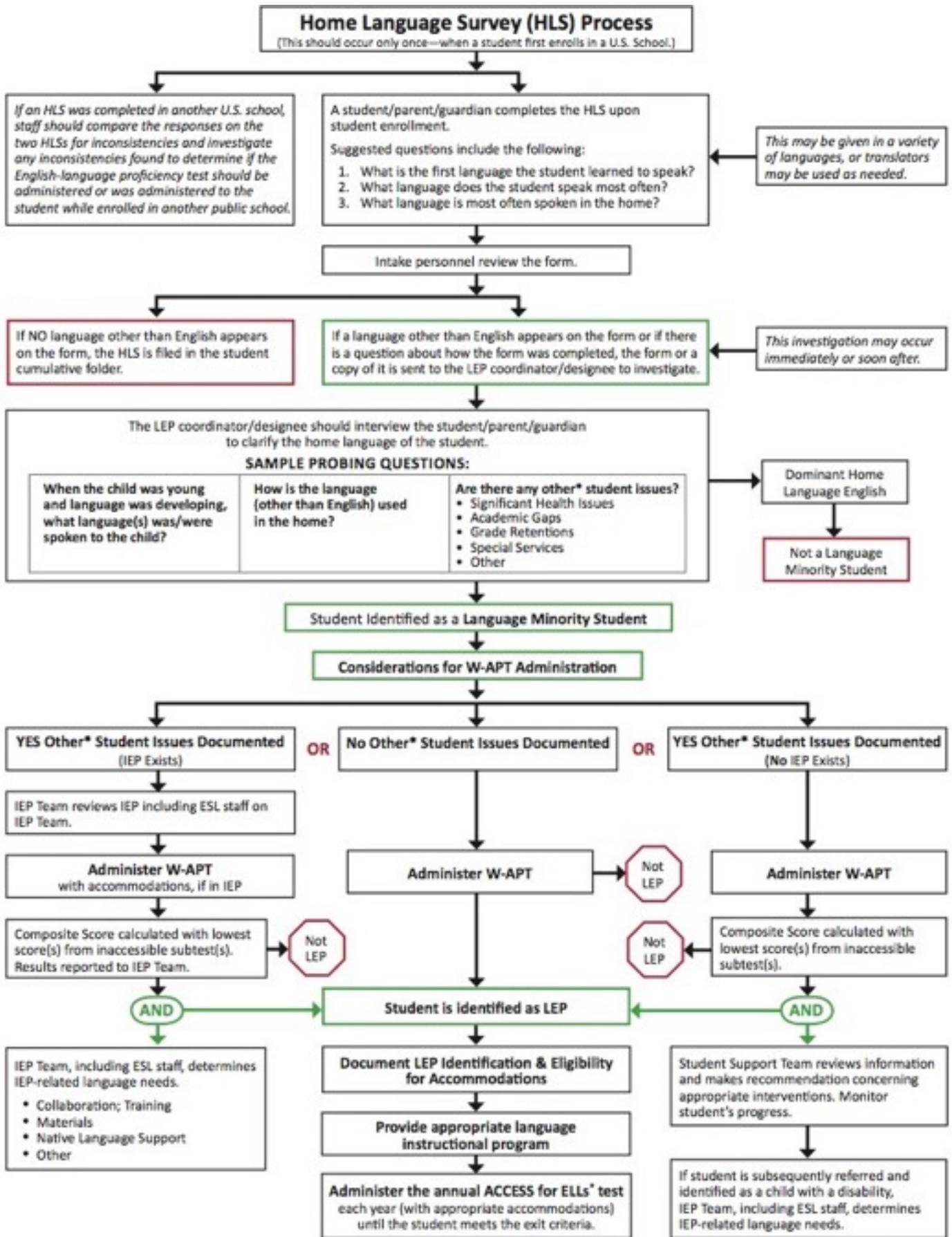
Goal 3: Every board member will receive a minimum of 8 hours of group, in-person governance training each year.

The Academy's board will seek a minimum of eight hours of governance training to ensure that the Academy is meeting expectations. The board chair will be responsible for seeking out the appropriate opportunities, including opportunities provided by NCDPI/Office of Charter Schools. The board will seek attend each opportunity for training as a team. After a training is completed, the board will notify all parents, teachers, and stakeholders via email.

Staffing Clarification:

Curriculum Coordinator:

The curriculum coordinator will be a core content teacher who is identified early on in the hiring process to assist the principal in implementing Core Knowledge. This teacher will receive the appropriate amount of professional development to assist other teachers throughout the year with implementing the curriculum. This teacher, because of their added responsibilities, will be compensated appropriately as seen in the salary range for core content teachers. (This is why the curriculum coordinator does not show up in the budget).



September 2, 2017

Mr. Steven DeBerry, Chair,
Montgomery County Board of Education
CC: Dr. Dale Ellis, Mr. Max A. Garner, Mr. Jackie Morris
Mr. Matthew Woodard, Ms. Christine Fisher, Ms. Dianna Lariviere
David Hostetler, Esq. David Machado, Alex Quigley, Steven Walker

In re: East and West Montgomery High School usage by a public charter school

Mr. DeBerry,

As a reminder, my firm has been engaged by parents in Montgomery County to assist them in the planning, application for, development, and opening of a local public charter school for grades K-5 in the summer of 2019.

Thank you for your emailed letter of July 20 this year that was a response to my letter of July 18. In that letter you said, "Based upon our discussions with the County, once the consolidation is complete the buildings at East Montgomery and West Montgomery will be razed to provide a clean site for industrial recruitment for Montgomery County."

I have recently communicated with the county manager and others about the ownership of the facilities and I am unsure as to whether the "consolidation is complete" and obviously the buildings both are being used for public education today.

This letter is intended to give the Montgomery Board of Education notice, required under N.C.G.S. 115C-218.35 et. seq., that the Board of Directors of Tillery Charter Academy, a North Carolina tax exempt corporation, does indeed request to enter into a lease or begin lease negotiations, including fact finding, with you and or the Board of County Commissioners of Montgomery County, for the facilities known as West Montgomery High School or those known as East Montgomery High School.

The statutes appear to exclude "razed to provide a clean site for industrial recruitment" as a use precluding the leasing to another public school. I list those applicable provisions of the law below for your reference.

Recognizing the charter applicant has not received its charter approval from the State Board of Education, its board respectfully and prudently acknowledges its desire to mitigate the potential elimination of the East or West Montgomery facility, by initiating this request. We believe that in the interest of all stakeholders, and specifically the parents and taxpayers of your county, a good-faith effort to address this request should begin immediately. I and other Tillery Charter Academy representatives are available to meet at your convenience so that we may share our interests and determine how we can all hopefully serve them.

Thank you for your service to public education.

Respectfully,
W. Edward Goodall, Jr. for Tillery Charter Academy
Christine Fisher, Chair, Board of Directors of Tillery Charter Academy
Certified Mail

N.C.G.S. 115C-218.35

(b) At the request of the charter school, the local board of education of the local school administrative unit in which the charter school will be located shall lease any available building or land to the charter school unless the board demonstrates that the lease is not economically or practically feasible or that the local board does not have adequate classroom space to meet its enrollment needs. For the purposes of this section, a building or land is available if it is closed, vacant, or otherwise unused for classrooms, administrative offices, or extracurricular activities of the schools of the local board of education. Notwithstanding any other law, a local board of education may provide a school facility to a charter school free of charge; however, the charter school is responsible for the maintenance of and insurance for the school facility.

(c) The local board of education shall make a decision on the charter's request to lease a building or land within 90 days of the request. If the local board of education does not make a decision within 90 days of the request of the charter school, the local board of education shall provide a written explanation of its reasons for not acting on the request within the 90-day time period to the North Carolina Charter Schools Advisory Board and the Joint Legislative Education Oversight Committee.

(d) If a charter school has requested to lease available buildings or land and is unable to reach an agreement with the local board of education, the charter school shall have the right to appeal to the board of county commissioners in which the building or land is located. The board of county commissioners shall have the final decision-making authority on the leasing of the available building or land.

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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: Kimberly Herrick, Attorney at Law
- Date of Review: September 6, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):

- Christine fisher
- Michael
- Rhonda Dilling
- Hausbrun
- Mary Catherine Byrd
- _____
- _____
- _____

❖ 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: Courtney LaLone, LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):

- Christine fisher
- Michael
- Rhonda Dilling
- Hausbrun
- Mary Catherine Byrd
- _____
- _____
- _____

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

- Name of the Contact for Selected EMO/CMO: N/A
- Date of Review: N/A
- 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: Marianne Levigne
- Name of the Selected Financial Service Provider: LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):

- Christine Fisher
- Walter
- Rhonda Dilling
- Stacy Strubbe
- Mary Catherine Byrd
- _____
- _____

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

- Name of the Contact: _____
- Name of the Selected PowerSchool Service Provider: LBA Haynes Strand PLLC
- Date of Review: September 6, 2017
- Signature of Board Members Present (Add Signature Lines as Needed):

- Christine Fisher
- Walter
- Rhonda Dilling
- Stacy Strubbe
- Mary Catherine Byrd
- _____
- _____

Certification

I, Christine E Fisher, 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 Tillery Charter Academy Charter School is true and correct in every respect.

Christine E Fisher

Signature

09/06/2017

Date