

Appendix A: Evidence of Educational Need

Parent Interest Meetings were held on Thursday, June 29, 2017 and Thursday, July 27, 2017. A brief presentation was made by Mr. Enkey (Lead Administrator) and Mr. Archunde (Board Member) about the mission and values of the school. They related their past experiences and passion for education. Parents were enthusiastic about the possibility of Jordan Lake Academy. One couple attended the meeting mistaking it for a rowing club meeting. Even though their children were too old for our target market they stayed and expressed interest in helping the school. As the mother said: “we wish you would’ve been here five years ago.” Further meetings were held in June, July 27th, and August 24th of 2018 with similar responses.

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

Notable responses from parents:

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

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

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

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

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

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

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

Jordan Lake Academy Sample Survey

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

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

Email address *

Name *

Address *

Phone number

Why are you interested? (Check any that apply)

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

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

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

2nd Grade ELA using Core Knowledge

Domain & Texts	Standards
<p>Domain 1: Fairy Tales & Tall Tales</p> <ul style="list-style-type: none"> ● <i>The Fisherman and His Wife</i> ● <i>The Emperor's New Clothes</i> ● <i>Beauty and the Beast</i> ● <i>Paul Bunyan</i> ● <i>John Henry</i> ● <i>The Ballad of Casey Jones</i> 	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>
<p>Domain 2: Early Asian Civilizations</p> <ul style="list-style-type: none"> ● <i>The Indus River Valley</i> ● <i>Hindus and Hinduism</i> ● <i>The Tiger, the Brahman, and the Jackal</i> ● <i>The Blind Men and the Elephant</i> ● <i>Diwali</i> ● <i>Buddhist and Buddhism</i> ● <i>The Yellow and Yangtze Rivers</i> ● <i>Paper, Writing, and Calligraphy</i> ● <i>The Magic Paintbrush</i> ● <i>The Importance of Silk</i> ● <i>China's Great Wall</i> ● <i>Confucius</i> ● <i>Chinese New Year</i> 	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI. 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7 Explain how specific images contribute to and clarify a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p>Domain 3: The Ancient Greek Civilization</p> <ul style="list-style-type: none"> ● <i>The Ancient Greeks</i> ● <i>Mount Olympus</i> ● <i>The Olympic Games</i> ● <i>Athens and the Olive Tree</i> ● <i>Marathon</i> ● <i>Thermopylae: The</i> 	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p> <p>RL.2.7 Use information gained from the illustrations and</p>

<p><i>Persians Strike Again</i></p> <ul style="list-style-type: none"> • <i>The Great Thinkers of Greece</i> • <i>Alexander the Great</i> 	<p>words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Identify the reasons an author gives to support ideas in a text.</p>
<p>Domain 4: Greek Myths</p> <ul style="list-style-type: none"> • <i>The Twelve Gods of Mount Olympus</i> • <i>Prometheus and Pandora</i> • <i>Demeter and Persephone</i> • <i>Arachne the Weaver</i> • <i>Theseus and the Minotaur</i> • <i>Daedalus and Icarus</i> • <i>Hercules</i> • <i>Oedipus and the Riddle of the Sphinx</i> • <i>Atalanta and the Golden Apples</i> 	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
<p>Domain 5: The War of 1812</p> <ul style="list-style-type: none"> • <i>America in 1812</i> • <i>Mr. and Mrs. Madison</i> • <i>Another War Already?</i> • <i>The Attack on Washington DC</i> • <i>Broad Stripes and Bright Stars</i> • <i>The Battle After the War</i> • <i>Peace and Pirates</i> 	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>
<p>Domain 6: Cycles in Nature</p> <ul style="list-style-type: none"> • <i>The Cycle of Daytime and Nighttime</i> • <i>The Reasons for Seasons</i> • <i>Four Seasons in One</i> 	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text</p>

<p><i>Year</i></p> <ul style="list-style-type: none"> ● <i>The Life Cycle of a Plant</i> ● <i>The Life Cycle of a Tree</i> ● <i>Which Came First, the Chicken or the Egg?</i> ● <i>The Life Cycle of a Frog</i> ● <i>The Life Cycle of a Butterfly</i> ● <i>The Water Cycle</i> 	<p>relevant to a grade 2 topic or subject area. RI.2.7 Explain how specific images contribute to and clarify a text.</p>
<p>Domain 7: Westward Expansion</p> <ul style="list-style-type: none"> ● <i>Going West</i> ● <i>Mr. Fulton’s Journey</i> ● <i>The Journal of a Twelve-Year Old on the Erie Canal</i> ● <i>The Story of Sequoyah</i> ● <i>The Trail of Tears</i> ● <i>Westward on the Oregon Trail</i> ● <i>The Pony Express</i> ● <i>Working on the Transcontinental Railroad</i> ● <i>The Buffalo Hunters</i> 	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images contribute to and clarify a text. RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text</p>
<p>Domain 8: Insects</p> <ul style="list-style-type: none"> ● <i>Insects Everywhere</i> ● <i>What Makes an Insect an Insect?</i> ● <i>Life Cycles of Insects</i> ● <i>Social Insects: Bees and Wasps</i> ● <i>Social Insects: Ants and Termites</i> ● <i>Insects that Glow and Sing</i> ● <i>Armored Tanks of the Insect World</i> ● <i>Friend or Foe</i> 	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.5 Know and use various text features to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images contribute to and clarify a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text</p>
<p>Domain 9: The Civil War</p>	<p>RI.2.2 Identify the main topic of a multiparagraph text as well</p>

<ul style="list-style-type: none"> ● <i>Harriet Tubman</i> ● <i>The Controversy over Slavery</i> ● <i>Abraham Lincoln</i> ● <i>The Division of the United States</i> ● <i>The War Begins</i> ● <i>Robert E. Lee</i> ● <i>Clara Barton</i> ● <i>The Emancipation Proclamation</i> ● <i>Ulysses S. Grant</i> ● <i>The End of the War</i> 	<p>as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text</p> <p>RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>
<p>Domain 10: The Human Body</p> <ul style="list-style-type: none"> ● <i>The Amazing Human Body</i> ● <i>Anton van Leeuwenhoek</i> ● <i>Cells and Tissues</i> ● <i>Organs</i> ● <i>The Digestive System</i> ● <i>The Excretory System</i> ● <i>Nutrients</i> ● <i>A Well-Balanced Diet</i> ● <i>A Healthy Human Body</i> 	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.7 Explain how specific images contribute to and clarify a text.</p> <p>RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text</p>
<p>Domain 11: Immigration</p> <ul style="list-style-type: none"> ● <i>E Pluribus Unum</i> ● <i>A Little Giant Comes to America</i> ● <i>Life in the City</i> ● <i>From Ireland to New York City</i> ● <i>Gold Mountain</i> ● <i>A Land of Opportunity</i> ● <i>A Mosaic of Immigrants</i> ● <i>Becoming a Citizen</i> ● <i>We the People</i> ● <i>Immigration and Citizenship</i> 	<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Identify the reasons an author gives to support ideas in a text.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>
<p>Domain 12: Fighting for a Cause</p> <ul style="list-style-type: none"> ● <i>People Who Fought for a</i> 	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

<p><i>Cause</i></p> <ul style="list-style-type: none"> ● <i>Susan B. Anthony: An Advocate for Woman’s Rights</i> ● <i>Eleanor Roosevelt: A Voice for Human Rights</i> ● <i>Mary McCleod Bethune: A Dedicated Teacher</i> ● <i>Jackie Robinson: Champion of Equality</i> ● <i>Rosa Parks: The Mother of the Civil Rights Movement</i> ● <i>Martin Luther King Jr.: Defender of the Dream</i> ● <i>Cesar Chavez: Protector of Workers’ Rights</i> ● <i>Celebrating Those Who Fought for a Cause</i> 	<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>RI.2.5 Know and use various text features to locate key facts or information in a text efficiently</p> <p>RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Identify the reasons an author gives to support ideas in a text.</p>
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In Seventh grade, students take Math 7 from the Saxon Math Curriculum. Because Saxon Math is extensively spiraled, concepts are not broken down into larger Units. One week of learning may include a lesson on Square roots, measuring capacity, mental multiplication strategies, or classifying triangles. Concepts are introduced in carefully planned sequence where manageable “bites” are spread over the course of the year to build knowledge incrementally. Because of this, the table shows major concepts that are covered. The entire curriculum can be completed in 32 weeks by completing a single lesson, investigation, or test per day. This allows time for EOGs, remediation, and other interruptions to the school day that arise over the year. Lessons take 40 - 75 minutes and are composed of 4 parts: Warm-Ups, New Concepts, Lesson Practice, and Mixed Practice.

Saxon 7

Numbers & Operations	
Numerations	Digits, Reading & Writing Numbers, Ordinal Numbers, Place Value, Number Lines, Expanded Notation
Operations	Addition, Subtraction, Multiplication, Division, Roots, Powers, Order of Operations, Inverse Operations
Fraction Concepts	Fractions and Mixed Numbers, Decimals, Percents, Rations &

	Rates
Estimation	Verifying reasonableness; Rounding whole numbers, decimals, mixed numbers, sums differences, products, quotients, roots,
Number Theory	Fact Families, Even and Odd, Factors, Prime and Composite, GCF, LCM, Divisibility, Prime Factorization
Number Sets and Number Systems	Integers, Negative Numbers, Irrational Numbers, Roman Numerals, Whole numbers, Decimal number systems
Measurement	
Units	US Customary, Metric, Temperature, Time, Square & Cubic units, Degrees of arc, Standard abbreviations, Nonstandard units
Unit Conversion	US Customary, metric, between systems, simplifying mixed measures, unit multipliers
Measuring	Length, time, capacity, mass/weight, angles, rotation, selecting appropriate units,
Indirect Measure	Scale factor, Using similar triangles, 2D and 3D scale drawings
Tools	Ruler, protractor, thermometer, balance scale, measuring cup, stopwatch
Geometry	
Basic Terms	Points, segments, rays, lines, angles, planes
Lines	Parallel, perpendicular, intersecting, horizontal, vertical, oblique
Angles	Acute, obtuse, right, straight, complementary, supplementary, transversals, calculate to find unknown angle measures, angle bisectors
Polygons	Triangles, Quadrilaterals, Sides & Vertices, Describing and Classifying, drawing, area, perimeter, regular, congruence, complex figures, interior and exterior angles, sum of angle measures,
Circles	center, radius and diameter, circumference, pi, area, arcs, sectors, concentric circles
Solids	Describing and classifying, faces, edges, and vertices, drawing, volume, surface area, polyhedrons, platonic solids, nets
Area	Triangles, rectangles, parallelograms, trapezoids, circles, complex figures

Perimeter	Polygons, Circles, Complex figures
Volume	Prisms, cylinders, pyramids
Coordinate Geometry	Naming and graphing ordered pairs, origin
Transformations	Reflection, Rotation, Translation
Algebra	
Patterns	Numeric, geometric, story-problem, triangular
Sequences	Terms, arithmetic, geometric, pictorial, fibonacci
Integers	Adding, Subtracting, Multiplying, Dividing
Algebraic Concepts	Variables, symbols of inclusion, evaluating, substitution
Equations	Solving for an unknown, solving multi-step equations, writing an equation for a given word problem
Functions	Formulas, input-output tables, function rules, graphs, linear functions, rates
Properties	Associative property of addition/multiplication, Commutative property of addition/multiplication, Identity property of multiplication, Distributive property, Zero property of multiplication
Graphing	Number line, coordinate plane, origin, points, lines
Statistics, Data Analysis, and Probability	
Statistics and Data Analysis	Collecting data (bias, open ended questions, qualitative vs quantitative), organizing and analyzing data(average, mean, median, mode, range, , representing data (graphs)
Probability	Likely or unlikely, chance, odds, outcomes, tree diagrams
Problem Solving Strategies	
Act out the problem, use logical reasoning, draw a diagram, draw a picture, find a pattern, work backward, make a chart, graph, or list, guess and check (trial and error), distinguish between relevant and irrelevant information, find missing information, extend patterns, apply solution strategies for simple problems to complex problems, use an algorithm	

High School Electives

Core Electives (Must be completed upon graduation) (13 credits)	<ul style="list-style-type: none"> ● English I ● English II ● English III ● English IV ● Physical Science ● Biology ● Earth & Environmental Sciences ● Chemistry or Physics ● Civics & Economics ● World History ● American History I ● American History II ● Health & Physical Education
Students will take 4 of the 5 courses listed, starting at either Saxon Math Course III or Algebra I and completing each subsequent course (4 credits)	<ul style="list-style-type: none"> ● Saxon Math Course III ● Algebra I ● Algebra II ● Geometry ● Calculus/Trigonometry
Choose 6 additional credits to graduate. More courses will be added as qualified staff are selected. These courses can be taken each year for a new credit.	<ul style="list-style-type: none"> ● 2 Credits of a Foreign Language (Spanish only offered to start) ● Math Labs (for remediation) ● English Lab (for remediation) ● Chorus ● Theater ● Leadership ● Creative Writing ● Art
Additional Courses the Board would be interested in adding in future years.	<ul style="list-style-type: none"> ● Technology ● Band ● Orchestra ● Dance ● Family Life/Home Economics ● Photography

9th Grade Earth Science

According to the North Carolina Department of Public Instruction, “ The North Carolina Science Essential Standards maintain the respect for local control of each Local Education Authority (LEA) to design the specific curricular and instructional strategies that best deliver the content to their students.”

<http://www.dpi.state.nc.us/docs/curriculum/science/scos/support-tools/new-standards/science/earth-env.pdf>

First Quarter	
<p>EEn.1.1 Explain the Earth’s role as a body in space.</p>	<ul style="list-style-type: none"> ● EEn.1.1.1 Explain the Earth’s motion through space, including precession, nutation, the barycenter, and its path about the galaxy. ● EEn.1.1.2 Explain how the Earth’s rotation and revolution about the Sun affect its shape and is related to seasons and tides. ● EEn.1.1.3 Explain how the sun produces energy which is transferred to the Earth by radiation. ● EEn.1.1.4 Explain how incoming solar energy makes life possible on Earth.
<p>EEn.2.1 Explain how processes and forces affect the lithosphere.</p>	<ul style="list-style-type: none"> ● EEn.2.1.1 Explain how the rock cycle, plate tectonics, volcanoes, and earthquakes impact the lithosphere. ● EEn.2.1.2 Predict the locations of volcanoes, earthquakes, and faults based on information contained in a variety of maps. ● EEn.2.1.3 Explain how natural actions such as weathering, erosion (wind, water and gravity), and soil formation affect Earth’s surface. ● EEn.2.1.4 Explain the probability of and preparation for geohazards such as landslides, avalanches, earthquakes and volcanoes in a particular area based on available data
Second Quarter	

<p>EEn.2.2 Understand how human influences impact the lithosphere.</p>	<ul style="list-style-type: none"> ● EEn.2.2.1 Explain the consequences of human activities on the lithosphere (such as mining, deforestation, agriculture, overgrazing, urbanization, and land use) past and present. ● EEn.2.2.2 Compare the various methods humans use to acquire traditional energy sources (such as peat, coal, oil, natural gas, nuclear fission, and wood).
<p>EEn.2.8 Evaluate human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth.</p>	<ul style="list-style-type: none"> ● EEn.2.8.1 Evaluate alternative energy technologies for use in North Carolina. ● EEn.2.8.2 Critique conventional and sustainable agriculture and aquaculture practices in terms of their environmental impacts. ● EEn.2.8.3 Explain the effects of uncontrolled population growth on the Earth's resources. ● EEn.2.8.4 Evaluate the concept of "reduce, reuse, recycle" in terms of impact on natural resources.
<p>EEn.2.4 Evaluate how humans use water.</p>	<ul style="list-style-type: none"> ● EEn.2.4.1 Evaluate human influences on freshwater availability. ● EEn.2.4.2 Evaluate human influences on water quality in North Carolina's river basins, wetlands and tidal environments.
<p>Third Quarter</p>	
<p>EEn.2.3 Explain the structure and processes within the hydrosphere.</p>	<ul style="list-style-type: none"> ● EEn.2.3.1 Explain how water is an energy agent (currents and heat transfer). ● EEn.2.3.2 Explain how ground water and surface water interact.
<p>EEn.2.5 Understand the structure of and processes within our atmosphere.</p>	<ul style="list-style-type: none"> ● EEn.2.5 Understand the structure of and processes within our atmosphere. ● EEn.2.5.1 Summarize the structure and composition of our

	<p>atmosphere.</p> <ul style="list-style-type: none"> ● EEn.2.5.2 Explain the formation of typical air masses and the weather systems that result from air mass interactions. EEn.2.5.3 Explain how cyclonic storms form based on the interaction of air masses. EEn.2.5.4 Predict the weather using available weather maps and data (including surface, upper atmospheric winds, and satellite imagery). EEn.2.5.5 Explain how human activities affect air quality.
Fourth Quarter	
EEn.2.6 Analyze patterns of global climate change over time.	<ul style="list-style-type: none"> ● EEn.2.6.1 Differentiate between weather and climate. ● EEn.2.6.2 Explain changes in global climate due to natural processes. ● EEn.2.6.3 Analyze the impacts that human activities have on global climate change (such as burning hydrocarbons, greenhouse effect, and deforestation). ● EEn.2.6.4 Attribute changes to Earth's systems to global climate change (temperature change, changes in pH of ocean, sea level changes, etc.).
EEn.2.7 Explain how the lithosphere, hydrosphere, and atmosphere individually and collectively affect the biosphere.	<ul style="list-style-type: none"> ● EEn.2.7.1 Explain how abiotic and biotic factors interact to create the various biomes in North Carolina. ● EEn.2.7.2 Explain why biodiversity is important to the biosphere. ● EEn.2.7.3 Explain how human activities impact the biosphere.

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2020						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

February 2021						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

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

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1029 hours and 171.5 days

Makeup days March 19, April 2, February 12, May 7, January 18, March 5

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

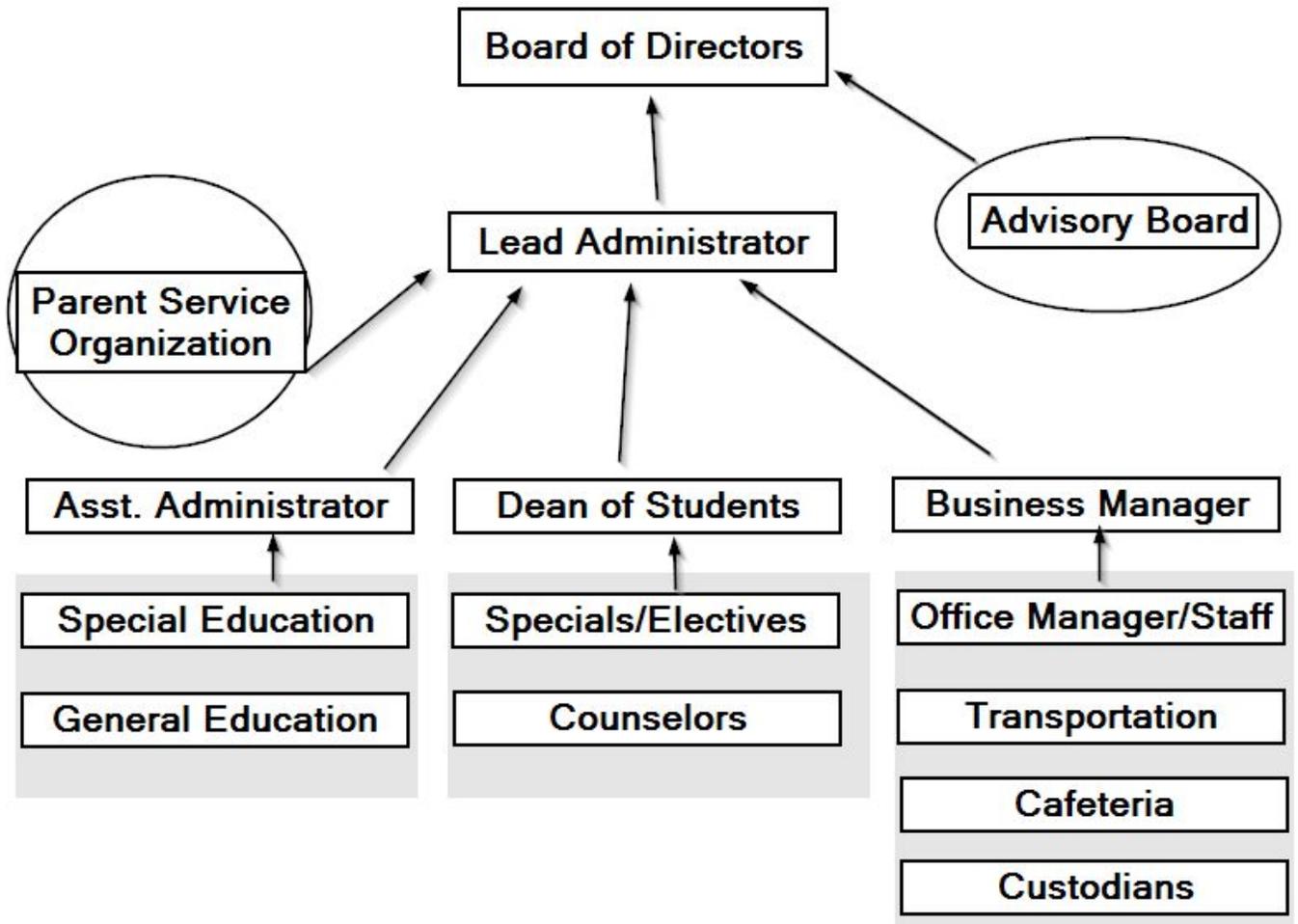
1025 hours required/6 hour days

Q1: 258 hours/ 43 days ends 10/23

Q2: 240 hours/ 40 ends 1/15

Q3: 249 hours/41.5 ends 3/19

Q4: 282 hours/47 ends 6/4



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: **Jordan Leadership Academy**

2. Full name: **Arch Archunde**

Home Address: **817 Vandalia Drive, Cary, NC 27519**

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

Telephone No.: **919.799.0378**

E-mail address: **fauxmhyr@gmail.com**

3. Brief educational and employment history.

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

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

No: Yes **XXX**

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

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

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

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

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

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

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

School Mission and Program

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

Governance

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

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

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

Academic performance. Sustained Growth. Parent and Student engagement (Service quality score and volunteers hours-parental involvement)

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

- 1) Clearly define our mission and expectation as a school
- 2) Be faithful to the message and make it prolific throughout the school and everything we do
- 3) Make that mission a compass directing all of our decisions and course corrections as school.
- 4) Hold ourselves accountable through regular KPI measurements; academic benchmarking and assessment, classroom observation and teacher evaluations, and feedback from our parents.
- 5) Conduct 360 degree assessment for the leadership of our school.
- 6) Seek ongoing professional training and development opportunities for our staff and faculty
- 7) Seek service opportunities and other ways to make an investment and partner with our community

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

I would bring it before the rest of the board immediately. The board would then confront the party(ies) in question for inquiry. The individual(s) would then be suspended pending an investigation, the results of which would determine an outcome up to an including expulsion from the board. Appropriate authorities would be contacted and involved when and where appropriate (state charter board, police, etc) and parents informed should the situation be relevant to the entire body of the school.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

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

Sean Archunde
Signature

10 SEPT 2018

Date

Arch Archunde

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



Professional Skills

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

Experience

Weatherby Health Care

Mar 2016 - Current

- Sales Manager

American Leadership Academy

Jan 2011 – Dec 2015

- Executive Director Business Development and Marketing Jan 2015 – Dec 2015
- Executive Director / Superintendent May 2012 – Dec 2014
- Director Queen Creek, AZ High School Campus Jul 2013 – Jan 2014
- Director San Tan Valley, AZ Elementary Campus Jan 2011 – Apr 2012
-
- Enterprise Rent-A-Car Sept 2000 – Dec 2011
- Group Rental Manager - Nottingham UK Aug 2006 – Dec 2011
- Area Manager – Ogden/N. Utah Apr 2005 – Aug 2006
- Airport Rental Manager – Salt Lake City, UT Oct 2004- Mar 2005
- Branch Rental Manager – Orem, Utah Jan 2003 – Oct 2004
- Corporate Account Manager – Northern Utah Jul 2001 – Dec 2002
- Management Trainee – Provo, UT Sept 2000- Jul 2001

Education

Brigham Young University

Sep 1997 – Jul 2000

- Bachelor of Arts - ENGLISH

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve: Jordan Lake Academy (JLA)
2. Full name: Maria Luisa Whitehead

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

Business Name and Address:

Telephone No.: 919-650-2644

E-mail address: mmosaico@yahoo.com

3. Brief educational and employment history.

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

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

No: X Yes

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

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

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

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

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

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

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

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

School Mission and Program

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

That when partnering with families, children can be effectively and well educated in a moral and uplifting environment.

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

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

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

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

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

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

Governance

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

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

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

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

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

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

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
To ensure success the board will need to have an excellent working relationship with the director. There will be regular contact and reporting. We will need to make sure that the school is staffed appropriately with educators who believe and want to implement the school's mission.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would contact the school's council to determine if the behavior was indeed unethical. If it is, they would be asked to resign. If they refuse to do so, then a meeting would be held to hear all sides of the situation and the board would vote. Unethical behavior is unacceptable and contrary to what we stand for.

*Please include the following with your Information Form

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

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

Certification

I, **Maria Luisa Whitehead**, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for **Jordan Lake Academy** charter school is true and correct in every respect.

Signature



September 5, 2018

Date

Maria Whitehead

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

EDUCATION

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

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

EXPERIENCE

Homemaker **September 2009- present**

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

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

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

PUBLICATIONS/ABSTRACTS

- Published 4 peer reviewed papers and 3 meeting abstracts

COMMUNITY SERVICE

- Teacher in children's organization (18mth- 3 yr olds)- 2018
- Advisor of young women organization (12-18 yr olds)- 2012, 2018
- Advisor of women's service organization (125 members), 2012-2014, 2015-2017
- Secretary of women's service organization (1600 members), 2008-2009
- President of women's service organization (170 members), 2003-2008
- Secretary of women's service organization (150 members), 1998-2000
- Coaching
 - Town of Morrisville, 5/6 yr old co-ed basketball team, assistant coach, 2018
 - City of Rockville, Grade 5/6 Boys Bantam basketball team, 2000-2004
 - Calgary Minor Basketball Association, 1999, 1997, 1996
 - Grade 10/11 Girls "A" and "B" basketball teams
 - Red Deer Lake School, Calgary AB- Junior boys volleyball team, 1995

Appendix F:

Charter School Board Member Information Form

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

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

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

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

Background

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

2. Full name: Meilani Gates Hock

Home Address: 312 Wedgemere St Cary NC 27519

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

Telephone No.: 925-997-5161

E-mail address: meilani@hockhomes.com

3. Brief educational and employment history.

BA in History Teaching, MeD International Curriculum Development

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

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

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

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

No: X Yes:

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

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

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

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

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

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

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

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

School Mission and Program

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

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

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

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

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

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

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

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

Governance

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

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

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

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

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

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

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

*Please include the following with your Information Form

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

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

Certification

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

Signature

MeiLani Hock

Date 8/27/18

MeiLani Hock

312 Wedgemere St, Cary, NC 27519

(925) 997-5161

meilani@hockhomes.com

EDUCATION

Brigham Young University, Provo, UT

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

SUMMARY

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

PROFESSIONAL EXPERIENCE

HOCK HOMES – North Carolina

2012-Present

Owner/Manager/Realtor/Investor

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

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

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

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

GENETREE and SMGF – US, UK, West Africa

2007-2010

Director of Marketing and Public Relations/Director of Public Affairs

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

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

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

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

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

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

GO ENGLISH – Hermosillo Mexico

2008

Director of Curriculum Development

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

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

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

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

2006

The Office of Public and International Affairs

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

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

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

EMPOWERING NATIONS – Provo, UT/Ghana**2005-2006*****Community Relations Coordinator/In-country Supervisor***

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

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

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

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

RESCUE A MILLION – New York, NY/Kenya**2005-2006*****Program Coordinator/On-site Communications Director***

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

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

Reported status of organization's work with United Nations Ambassadors

CLEAR CREEK FAMILY RANCH – Orderville, UT**1998-2004*****Director of Activities***

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

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

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

VOLUNTEER EXPERIENCE

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

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.*

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Background

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

2. Full name: John Robert Bonney

Home Address: 1020 Bellenden Drive, Durham NC 27713

Business Name and Address: Weatherby Healthcare, 5003 S. Miami Blvd, Suite 400, Durham NC 27703

Telephone No.: 207-701-7499

E-mail address: jrdbonney@gmail.com

3. Brief educational and employment history.

- Masters Degree in Exercise & Sports Science
- Recruiter for Weatherby Healthcare for past 4 years
- Co Owner of Bonney & Sons Utility Company, Electrical Utility Contractor holder of 2 U.S. Patents

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?

- Arch (one of the founding members) discussed with me the mission and vision for the charter and his previous experience with them. Having a healthy distrust of the public education system due to my experience in it personally and my wife's experience in it as a teach for 8 years, I jumped at the opportunity to create a learning and growing environment for children that was more than just a prepping ground for a state exam. The other board members and I share similar values and opinions which has made this an easy board to work with.

6. What is your understanding of the appropriate role of a public charter school board member?
 - To set the mission and vision of the school and to ensure it provides the highest level of education and care to its students and faculty. They must ensure the compliance and integrity of the school, and be the primary drivers for the direction and approval of its curriculum, the hiring of staff, and the long term success of the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 - I have been in a leadership role in one capacity or another my entire life whether in school, at work, in my community, or in my church. I have the ability to listen and understand the view points and opinions of others, and to help focus and guide discussions and decisions by maintaining a broad view of the subject matter.

8. Describe the specific knowledge and experience that you would bring to the board.
 - I have been granted a unique perspective into the public education system due to my combination of experience as a home school student and a student in the public education system. I feel that both methods lack in some regard, and I would strive to bring the best of both into a charter school.
 - I am the oldest of 9 siblings and have always felt a responsibility for the care and direction of children. The opportunity and responsibility to make a positive impact on the lives of kids who will become the future citizens of this country and of this world is one I look forward to.
 - I have also gained insight into the life and tribulations of public educator since I am married to one who was actively teaching until a short time ago. The system for learning in a public school is broken, and not one I would readily subject my child to. I would strive to make sure the faculty and staff had the tools, support, and voice needed to thrive, and therefore ensure a quality environment for our students that would lead to success.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
 - a. In a nutshell, the mission and guiding beliefs are the things that would make an incredible human being by anyone's standard. That is the ultimate goal: to ensure they are happy, wholesome, productive individuals in their own unique ways who will ultimately have a positive impact in their circle of influence throughout life.

2. What is your understanding of the school's proposed educational program?
 - a. Direct instruction, cultural literacy, knowledge based learning with an emphasis on spiral based learning to ensure that content taught at the beginning of a semester is remembered and utilized all the way through and can be built upon each year.

3. What do you believe to be the characteristics of a successful school?
 - a. One that values and supports its teachers, engages the parents of the students, has a strong educational curriculum, and focuses on relationships to support, engage, and challenge our students.

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

In addition to the obvious measures of testing, we will rely on reports from the director as well as candid feedback from parents and students.

Governance

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

The board will lay out the mission and goals, and the director and staff will execute them. The board will review and provide oversight and evaluate progress. The board should be a part of community that they are serving and should make an effort to remain in touch with the community.

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

We will look at objective measures such as fiscal solvency, whether we have full enrollment or enough enrollment to make the budget, whether or not parents are re-enrolling their kids, and test score results. Subjectively we'll gauge if faculty, students, and parents are happy by maintaining an open dialogue with each.

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

Same as above, with an emphasis on increased enrollment if it was low to begin with.

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

Keeping each other accountable, remaining focused on tasks set forth as a group, remaining engaged and enthusiastic about the school and its mission. We should be seeking out feedback from outside sources (parent advisory board or parent service organization) to ensure we do not become too inwardly focused.

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

If it was not a sensitive situation, a direct approach outlining concerns to the offending party should be acceptable. If it is a sensitive situation, the member could be reported to the charter board separately or in a closed session.

*Please include the following with your Information Form

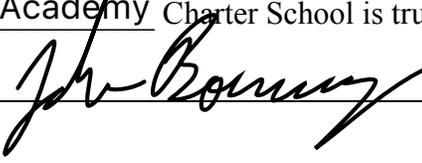
- a **one page** resume
- a national criminal background check

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

Certification

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

Signature

A handwritten signature in black ink, appearing to read "John Bonney", written over a horizontal line.

9/6/18

Date

John R. D. Bonney, ATC, LAT, PES

1020 BELLENDEN DRIVE ♦ DURHAM, NC 27713 ♦ (207) 701-7499 ♦ jrdbonney@gmail.com

EDUCATION

University of North Carolina, Chapel Hill, NC- August 2012 – May 2014

Masters of Arts in Exercise and Sports Science - Specialization in Athletic Training

University of Southern Maine, Gorham, ME - August 2008 – May 2012

Bachelor of Science in Athletic Training

EXPERIENCE

Weatherby Healthcare - August 2014 - Present

Consultant specializing in job placement for physicians and assisting facilities across the country with their staffing needs

Gatorade Summer Camp Manager - April 2014 - August 2014

Responsible for all aspects of the Gatorade camps at UNC-Chapel Hill. Managed and directed a staff of 30+ employees

Nike Summer Camps - July 2011 - August 2013

Head Athletic Trainer overseeing a staff of 6 other employees for a camp of 600+ per week

Bonney & Sons Utility Contractors - September 2003 - Present

Co-Owner of business specializing in overhead and underground utility construction as well as holder of 2 US Patents for inventions related to utility construction.

VOLUNTEERISM

Founding Board Member of Jordan Lake Academy - February 2018 - Present

Families Moving Forward - August 2012 - Present

Chapel Hill Soup Kitchen - August 2012 - May 2014

Adaptive Aquatics for Children and Teens with Disabilities - August 2012 - May 2013

LEADERSHIP

Founder and Director of 3 Employee Network Groups at Weatherby Healthcare

Manager for Gatorade Sports Camps

Head Athletic Trainer for Nike Sports Camps

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: *Jordan Lake Academy*

2. Full name: *Deborah Peart*

Home Address: *8829 New Hope Farm Rd., New Hill NC 27562*

Business Name and Address:

Telephone No.: *919-303-1776*

E-mail address: *austenfann@gmail.com*

3. Brief educational and employment history.

B.A. English - BYU Provo UT 1994

Technical Writer - CallWare Technologies, Salt Lake City UT 1994-1996

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? *My friend, Maria Whitehead, recruited me. I'd like to help shape this school in hopes of sending my youngest daughter to this school when we get it opened.*

6. What is your understanding of the appropriate role of a public charter school board member? *That I will help make policy decisions regarding the school, but not have a hand in the day-to-day running of the school.*

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. *I have not served on a previous board, however I have 5 children, 2 of which have graduated from high school and 3 of which currently attend charter schools. As a result, I know a little about education and charter schools (and public schools as our 2 oldest attended public schools exclusively).*

8. Describe the specific knowledge and experience that you would bring to the board. *education and charter schools (and public schools as our 2 oldest attended public schools exclusively).*

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
We want to use principles relating to The 7 Habits of Highly Effective People and an education that focuses, among other things, on "cultural literacy"
2. What is your understanding of the school's proposed educational program?
We will use the Saxon Math program and Core Knowledge Language Arts (CKLA) to create students that know how to be satisfied & happy in life-
3. What do you believe to be the characteristics of a successful school?
High test scores, high teacher satisfaction, low teacher turn over, strong reputation in the community, significantly more students wanting to attend the school than available spots, school is fiscally sound.
4. How will you know that the school is succeeding (or not) in its mission?
If we achieve all I listed in the previous question, I'd say we are succeeding.

Governance

1. Describe the role that the board will play in the school's operation.
We will make policy but not be involved in day-to-day runnings.
 2. How will you know if the school is successful at the end of the first year of operation?
If a lot of the students return the 2nd year and if word of mouth causes the 2nd year applications to increase.
 3. How will you know at the end of five years of the schools is successful?
If the school is running smoothly, has a strong reputation in the community and is fiscally sound.
 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Hire an amazing principal is one of the most important things - which I believe we have. The principal is SO important to the culture, morale, and overall success of a school in both direct AND indirect ways.
 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 air my worry both in written form and during a board meeting. If it was not resolved satisfactorily, I would step down from the school board because I would not want to be associated w any unethical behavior. If necessary, I would notify the authorities.
- *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, Deborah Peart, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Jordan Lake Academy Charter School is true and correct in every respect.

Deborah A Peart
Signature

9-26-18
Date

Deborah Peart

8829 New Hope Farm Rd.
New Hill, NC 27562
(919) 303-1776
austenfann@gmail.com

Education:

B.A. in English, Brigham Young University, Provo, UT (1993)

Work Experience:

CallWare Technologies, Technical Writer, (June 1993–September 1996)

Duties: Wrote and edited computer telephony software manuals that accompanied the software that our company produced.

Interests:

Raising my 5 children, running, church involvement, gourmet cooking, bargain hunting, traveling

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: Jordan Lake Academy
2. Full name: Trudy McLeod

Home Address: 259 Crestmont Ridge Drive

Business Name and Address: Jordan Lake Academy

Telephone No.: 917-370-0070

E-mail address: trudymcleod@gmail.com

3. Brief educational and employment history.
Please see attached resume for details. College majors in Accounting and Business Administration. Stay at home Mother with track record of consistent community and school volunteerism and involvement.
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?
How were you recruited? Approached by existing member due to involvement in local schools.
6. What is your understanding of the appropriate role of a public charter school board member?
Board members help set the school vision and strategy, they hold school leader(s) accountable to executing the overall plan of the school and delivering outcomes needed in the communities served. They would also use their talents and experience to help shape write the bylaws and shape the vision of the charter.
7. Describe any previous experience you have that is relevant to serving on the charter school's board.

I have consistently volunteered at the school that my daughter's have attended . Taking on many roles whether classroom mom, committee chair or event planner. I have held board positions and other roles with Mocha Moms Inc , which is a national non-profit organization.

8. Describe the specific knowledge and experience that you would bring to the board.
The greatest knowledge I would bring to the board is the key role that I have played for 12 years of being a very involved Mom. I have come know children in an in depth manner. Seeing what makes them tick, when their minds are going and need to be fed, when they are passionate about something and how easily that can change if things knock them down and they begin to lose their confidence. I've seen how we can quickly help them to turn that around as adults if we can listen and give them the chance to process and grow. It amazes me how the first five years of child's life can make such a difference in the rest of their development and not everyone gets the same upbringing during those foundational years but there's always an opportunity to help them flourish during that time by giving them some extra time and attention.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Our mission is to create happy and productive citizens in an environment built on cultural literacy and personal relationships. This ranges from optimized teacher to student ratios to understanding the variety of ethnicities in the local Triangle area and more broadly, the top 10 economies in the world. With a focus on teaching good decision-making / life skills, students will understand and appreciate that actions have consequences.
2. What is your understanding of the school's proposed educational program?
Direct instruction, cultural literacy, knowledge based learning
3. What do you believe to be the characteristics of a successful school?
A thriving school where parents eagerly recruit neighbors and friends to attend due to their satisfaction with the development and growth of their children evidenced by noticeable improvements in educational achievement, decision making and self awareness.
4. How will you know that the school is succeeding (or not) in its mission?
Updates from the director will tell us if objectives are being met. Conversations with parents and degree of parent involvement in school programming will be indicators of health and sustainability of success.

Governance

1. Describe the role that the board will play in the school's operation.
The board will lay out mission and goals, director and staff will execute. We will also review and provide oversight and evaluate outcomes.
2. How will you know if the school is successful at the end of the first year of operation?
While solvency will be one indicator, we'll focus on the number of parents signed up to return the subsequent year and the number of new applications received compared to pre-determined objectives. Performance against state approved test scores and matriculation rates will be additional indicators.
3. How will you know at the end of five years of the schools is successful?
If the criteria in question two proves successful, we'll endeavor to keep indicators the same. The thought

is that these indicators should allow us to account for changes in community demographics, state / national standards, and degree of fiscal responsibility as well as how much the student body had grown.

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

The best thing we can do is hold ourselves accountable to our charter and use that as the filter for every decision we have to make. We need to be able to challenge each other's thinking to avoid anything that resembles group think and keep the expressed needs of the community at the forefront – not what we think they need but what they've told us they need.

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?

Options include discussing with the board at large and reaching agreement on next steps with that party. We can involve external counsel including possibly board members of other charter schools. We can also report that party's actions to the charter board.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

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

Signature

Date

9/9/2018

Trudy McLeod

917-370-0070

trudymcleod@gmail.com

Objective

To secure an opportunity with a growing, fast paced, and dynamic company to allow me to leverage my skills and experience on the company's behalf.

Experience

WiVidea **2008 - Present**
Co-Founder **Atlanta, GA**

- Customer insights team lead responsible for market segmentation and messaging
- Material contribution to the concept and physical development efforts of a wireless technology / consumer product
- Editor of company sales and marketing collateral and key contact for strategic partners and stakeholders

K. Hovnanian Homes **2003 - 2005**
Sales Support Specialist **Plainfield, IL**

- Customer pre-screening, qualification, and contract preparation
- Coordinate marketing collateral
- Maintain positive relationships with existing residents and contractors

Blue Cross Blue Shield **1999 - 2001**
Customer Service Representative **Aurora, IL**

- Educated inbound calling customers on parameters and benefits of insurance coverage options
- Solved coverage ambiguities on customer's behalf enlisting additional expertise as necessary
- Drove policy renewal and customer retention efforts

C.H.A.D.D **1995 - 1999**
Accounting and conference planning team lead **Plantation, FL**

- Accounts payable, receivable, and internal auditing.
- Responsible for membership renewal efforts.
- Planned annual conference including site selection, contract negotiation, and day of conference coordination

Education

DePaul University **2001 - 2005**

Business Administration and Accounting

Skills

Microsoft Excel, PowerPoint, and Outlook. Apple OSx. Call Center Reporting. PBX Operating Systems. ADP accounting. Accounting packages.

Appendix F:

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

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Background

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

2. Full name: Gregory McLeod

Home Address: 259 Crestmont Ridge Drive

Business Name and Address: Jordan Lake Academy

Telephone No.: 917-304-9500

E-mail address: gregfmcleod@gmail.com

3. Brief educational and employment history.

Please see attached resume for details.

MBA – Northwestern University

20 years professional experience in strategy development, sales, financial analysis, and change management.

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

No: Yes:

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?

How were you recruited? Approached by existing board member due to my civic involvement and demonstrated values. I am interested in serving on this board as I believe in serving and supporting organizations that focus on teaching young adults how to build good character in an effort to help them be positive and productive citizens of whatever communities they may eventually be a part of.

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

Board members help to set the school vision and strategy and hold school leader(s) accountable to executing the overall plan of the school and delivering outcomes needed in the communities served. They hold responsibility to ensure the school is in compliance with local and state charters.

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

I have served in a leadership capacity with other organizations such as the 100 Black men of the Triangle East with a focus on mentoring of young men 6th – 12th grade. I also mentored elementary school children at title one schools in Atlanta, GA as a part of Project Intersect. Former member of the Ambassador Andrew Young Leadership Council.

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

My experience in setting strategic objectives based on market needs will be leveraged from my work with my own startup company, current and past professional roles, as well as experiences sitting on the board of family owned companies. In all these instances, the focus has been on determining and meeting the needs of the areas served and let that be our true north versus what we “think / hope” those constituents want.

School Mission and Program

1. What is your understanding of the school's mission and guiding belief? Our mission is to create happy and productive citizens in an environment built on cultural literacy and personal relationships. This ranges from optimized teacher to student ratios to understanding the variety of ethnicities in the local Triangle area and more broadly, the top 10 economies in the world. With a focus on teaching good decision-making / life skills, students will understand and appreciate that actions have consequences.
2. What is your understanding of the school's proposed educational program?
Direct instruction, cultural literacy, knowledge based learning.
3. What do you believe to be the characteristics of a successful school?
A growing school where parents eagerly recruit neighbors and friends to attend due to their satisfaction with the development of their children evidenced by noticeable improvements in educational achievement, decision making and self awareness.
4. How will you know that the school is succeeding (or not) in its mission?
Updates from the director will tell us if objectives are being met. Conversations with parents and degree of parent involvement in school programming will be indicators of health and sustainability of success.

Governance

1. Describe the role that the board will play in the school's operation. The board will lay out mission and goals, director and staff will execute. We will also review and provide oversight and evaluate outcomes.
2. How will you know if the school is successful at the end of the first year of operation?
While solvency will be one indicator, we'll focus on the number of parents signed up to return the subsequent year and the number of new applications received compared to pre-determined objectives. Performance against state approved test scores and matriculation rates will be additional indicators.
3. How will you know at the end of five years of the schools is successful?
If the criteria in question two proves successful, we'll endeavor to keep indicators the same. The thought is that these indicators should allow us to account for changes in community demographics, state / national standards, and degree of fiscal responsibility.

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

The best thing we can do is hold ourselves accountable to our charter and use that as the filter for every decision we have to make. We need to be able to challenge each other's thinking to avoid anything that resembles group think and keep the expressed needs of the community at the forefront – not what we think they need but what they've told us they need.

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?

Options include discussing with the board at large and reaching agreement on next steps with that party. We can involve external counsel including possibly board members of other charter schools. We can also report that party's actions to the charter board.

*Please include the following with your Information Form

- a one page resume
- a national criminal background check

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

Certification

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

Signature

Date

9/9/18

Servant leader with 20 years leadership experience in sales, people development, P&L management, business case development, marketing, operations, financial analysis, and change management. Creative and insightful problem solver adept with issues from “C” Suite to front line.

Summary of Executive Strengths

Business Case ROI	Strategy Development and Execution	Process Improvement
Sales & Marketing	Business Intelligence	Team Leadership and Allegiance
P&L Management	Business Turnaround	Entrepreneurial
Strategic Partnerships	Negotiation	Compensation Design

Professional Experience

CHG Healthcare *Weatherby Healthcare
Senior Manager – Pulmonary & Critical Care

Raleigh, NC
2014 - Present

Southwest Airlines
Business Consultant

Dallas, TX
2013 – 2013

Southwest Airlines is USA’s largest domestic carrier. Perform business case development, financial modeling, and recommendations. Secure buy in and perform implementation.

Westwood One – Clear Channel Radio
VP- Director of Sales – GA Region

NYC & Atlanta, GA
2006 – 2012

Westwood One, / Clear Channel Radio develops, syndicates, and broadcasts content to radio and other media outlets nationally. Developed and lead team that markets advertising airtime.

(AIG) American International Group
Sales Executive

Chicago, IL
2003 – 2006

Sold short term financing via intermediaries or CXOs to companies with large lump sum insurance premium payments. Analyzed deal structure, pricing, and collateralization requirements.

Viacom – Black Entertainment Television (BET)
Affiliate Sales Manager

Chicago, IL
2001 – 2003

Black Entertainment Television is a Viacom owned conglomerate of nationally distributed network cable television properties. Sold BET signal licensing rights to cable operators thereby increasing distribution.

Lucent Technologies
Financial Analyst / Project Manager

Naperville, IL
1998 – 2001

Lucent Technologies provides telecommunications infrastructure hardware, software, and services. Performed financial analysis and forecasting for the 1,000 + member sales and technical service team.

Education

M.B.A, Kellogg School of Management – Northwestern University – 2005
Marketing, Finance, Management & Strategy, and International Business.

BA, Florida Atlantic University – 1998
International Business, Accounting, and Marketing.

THE BYLAWS OF LIBERTY LEADERSHIP ACADEMY INC.

Accepted September 18, 2017

Background.

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

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

1.1 Name.

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

1.2 Mailing Address.

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

1.3 Location.

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

1.4 Corporate Seal.

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

1.5 Fiscal Year.

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

Section 2. Purpose of the Organization.

2.1 Purpose.

The objectives and purposes of the Organization are:

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

These objectives and purposes will be accomplished through the operation of Jordan Lake Academy

Section 3. Basic Policies of the Organization.

3.1 Affiliations.

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

3.2 Use of Organization's Name.

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

3.3 Cooperation with Other Agencies.

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

3.4 Sell or Distribution of Membership List.

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

3.5 Conflict of Interest.

The Board of Directors of Liberty Leadership Academy is committed to being governed, operated and maintained in an open and transparent manner in accord with applicable law and regulation. The North Carolina General Assembly established charter schools in part to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools (N.C.G.S.115C-238.29A). To effectuate this purpose the General Assembly further provided that charter schools are exempt from statutes and rules applicable to a local board of education or a local school administrative unit, except as provided in the Charter School Statute and as provided in its charter and charter application (N.C.G.S. 115C-238.29E). The State Board of Education requires the adoption and implementation of a Conflict of Interest Policy. The Board, in order to further the purpose of being governed, operated and maintained in an open and transparent manner in accord with applicable law, shall once each fiscal year require its Directors to declare in a regularly scheduled meeting of the Board, open to the general public, and during open session, what specific interest or relationships the Director may have that fall within the definition in this policy as a "conflict of interest." This declaration and any such amendments thereto, shall be recorded in the minutes of the Board of Directors and subject to inspection by the general public. In addition, each Director shall declare in open session at a regularly scheduled meeting should an additional, different or new conflict of interest arise or an existing conflict of interest change, alter or cease to exist. Details of the conflict of interest policy are outlined in the organizations policies.

Section 4. Membership in the Organization.

4.1 Membership.

The Organization will not have members.

Section 5. Board of Directors.

5.1 Composition.

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

5.2 Initial Appointment.

The initial Board of Directors was assembled at the time the Charter application was submitted. Their tenure will become effective once state approval has been granted.

5.3 Placement.

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

5.4 Tenure.

5.4.1 Term.

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

5.4.2 Absences.

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

5.4.3 Disqualification.

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

5.5 Resignation.

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

5.6 Vacancies.

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

5.7 Powers.

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

- i. Adopt rules to govern the conduct of the Board of Directors' affairs;
- ii. Approve the minutes of the Organization;
- iii. Enter into contracts on behalf of the Organization;
- iv. Obtain financing for the Organization;

- v. Prepare and file with Federal, State and Local government agencies application for all permits and authorizations required by law;
- vi. Elect the officers of the Organization;
- vii. Establish standing and ad hoc committees and make appointments thereto as deemed necessary;
- viii. Approve the plans of work/recommendations of the standing/ad hoc committees;
- ix. Present a report to the staff, parents, and community members involved with the Organization regarding the state of the Organization and its financial affairs;
- x. Appoint an outside auditor for annual audits;
- xi. Appoint legal counsel;
- xii. Periodically assess criteria of student achievement;
- xiii. Establish the annual academic calendar;
- xiv. Modify, rewrite, alter, or repeal the Articles of Incorporation, the Bylaws and the school Charter, subject to the applicable statutes;
- xv. Establish admission policies and procedures;
- xvi. Prepare and approve the annual budget;
- xvii. Audit bills and disburse the funds of the Organization;
- xviii. Approve all monetary expenditures;
- xix. Approve requests for reimbursements and reasonable expenses incurred in connection with business of the Organization;
- xx. Appoint the staff of the Organization and fix their compensation;
- xxi. Approve the candidates for Director and hire for that position;
- xxii. Hire, evaluate and dismiss the Director;
- xxiii. Conduct the appeal hearings of students who have appealed expulsion, disciplinary or other actions;
- xxiv. Engage in such other activities as are specifically authorized by the law;
- xxv. Select such banks or depositories as it shall deem proper for the funds of the Organization;
- xxvi. Determine who shall be authorized from time to time on the Organization's behalf to sign checks, drafts or other orders for the payment of money, acceptances, notes or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments;
- xxvii. Institute, prosecute, defend and settle any claim, cause of action or litigation through any judicial, administrative dispute resolution process, whether formal or informal;
- xxviii. All general powers enumerated in N.C.G.S. 55A-3-02 and 55A-3-03, except as expressly limited or prohibited in the Bylaws.

5.8 Delegation.

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

Section 6. Business.

6.1 The Board Sets its Priorities

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

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

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

Section 8. Meetings.

8.1 Compliance.

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

8.2 Regular Meetings.

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

8.2.1 Call or Notice.

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

8.2.2 Quorum.

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

8.2.3 Action by Vote.

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

8.2.4 Closed Sessions.

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

8.3 Special Meetings.

8.3.1 Special Meetings of the Board of Directors.

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

8.4 Voting.

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

Section 9. Officers and Agents.

9.1 Number and Qualifications.

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

9.2 Election.

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

9.3 Term of Office.

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

9.4 Duties and Responsibilities.

9.4.1 Chairperson.

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

9.4.2 Vice-Chairperson.

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

9.4.3 Treasurer.

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

9.4.4 Secretary.

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

Section 10. Parental, Guardian, Legal Custodian Involvement.

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

Section 11. Removal of Elected Officers and Directors

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

Section 13. Personal Liability.

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

Section 14. Execution of Instruments.

14.1 General.

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

14.2 Guarantees.

The Organization shall make no contracts of guarantee.

Section 15. Dissolution.

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

Section 16. Rules of Procedure.

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



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

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

ARTICLES OF INCORPORATION

OF

LIBERTY LEADERSHIP ACADEMY INC.

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



Scan to verify online.

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

Elaine F. Marshall

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: Liberty Leadership Academy Inc.

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

3. The name of the initial registered agent is: Stuart Enkey

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

Number and Street: 869 Vandalia Drive

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

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

Number and Street or PO Box: _____

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

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

Name	Address
<u>Stuart Enkey</u>	<u>869 Vandalia Drive, Cary, NC 27519</u>
_____	_____
_____	_____

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

a. The corporation will have members.

b. The corporation will not have members.

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

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

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

Principal Office Telephone Number: 9194800687

Number and Street: 869 Vandalia Drive

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

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

Number and Street or PO Box: _____

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

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

Name	Address	Title

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

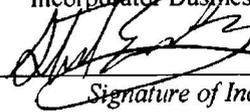
The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

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

This is the 5th day of September, 2017.

Liberty Leadership Academy Inc.

~~Incorporator~~ Business Entity Name



Signature of Incorporator

Stuart Enkey, President

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

NOTES:

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

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

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

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

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

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

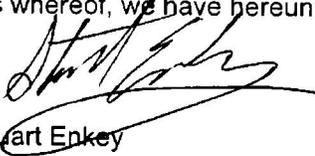
Name: Stuart Enkey Address: 869 Vandalia Drive, Cary, NC 27519

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

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

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

Signed:



Name: Stuart Enkey

Date: September 5th, 2017

INSURANCE PEOPLE

Below are the estimated annual premiums: **Jordan Lake Academy**

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

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

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

Rating Basis:	Students	702
	Faculty	45

Limits:

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

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

Premium Estimate **\$4,888**

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

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

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

INSURANCE PEOPLE

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

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

09/05/2018

NON-BINDING TERM SHEET
Liberty Leadership Academy

The following non-binding term sheet sets forth the terms on which EPR Properties, through one of its subsidiaries, including, without limitation, Education Capital Solutions (“ECS” or “Landlord”) would consider funding the future acquisition and development of an education property for Liberty Leadership Academy (“Liberty” or “Tenant”), a new public charter school to be located in Cary, North Carolina (the “Property”).

- Property: Yet to be identified
- Background: ECS would acquire a Property and fund 100% of the development of said property into a 700 student, K-8th grade public charter school campus that would be commonly referred to as Liberty Leadership Academy (the “School Facility”), up to maximum of \$10,000,000. ECS would lease the School Facility to Tenant on a triple net basis (the “School Lease”).
- Developer/GC: ECS reserves the right to review, recommend or approve any potential renovation or construction work and the Developer or General Contractor the School recommends to complete the same. Any construction contracts would be on a GMP Design-Build form approved by ECS.
- ECS’s Contribution: Up to a cumulative maximum of \$10,000,000, which would include all costs associated with the acquisition, development and construction/renovation of a School Facility (including any development fees, accrued Construction Term Rent and Deferred Rent).
- School Lease: ECS and the School would enter into a NNN lease which would provide, among other things:
1. Lease Term: Construction period plus 20 years, with three (3) 5-year extension options.
 2. Construction Term Rent: Construction rent for the School Property would accrue at 8.5% per annum of the expended ECS Contribution and would be added to the total Annual Rent amount at the end of the construction term.
 3. Annual Rent: An annual rental amount (paid in 12 equal monthly installments) equal to ECS’s Contribution multiplied by 8.5% with 2% annual escalations beginning in year 2.
For example: Year 1: 8.5%, Year 2: 8.67%, Year 3: 8.84% and so forth.
 4. Rent Deferral: The School would be entitled to defer its first two months of Annual Rent, in which case the deferred rent would be capitalized and included into ECS’s Contribution.
 5. School Purchase Right: The School would have the option to purchase the School Facility at the end of Lease Years 3, 5, 7, 10, 15 and 20 for a purchase price equal to ECS’s Contribution plus an “Exercise Fee” equal to 20% of the

April 23, 2018

ECS Contribution. A Lease Year is defined as 12 full months of cash rent payments having been made to ECS.

6. NNN Lease: The Lease would be on an absolute triple-net basis, with the School responsible for the cost of all real estate taxes, insurance, maintenance, repair and replacement (capital or otherwise) costs, and all operating expenses
7. Subletting and Assignment: None permitted without ECS consent.

Underwriting
Approval:

The issuance of any commitment or any other undertaking by ECS with respect to transaction described herein is subject to (1) the approval of the Board of Trustees and/or Investment Committee of EPR Properties in its sole and absolute discretion, (2) the School receiving an approved charter contract from the North Carolina State Board of Education and (3) ECS's satisfactory review of underwriting matters (financial or otherwise) and due diligence matters, which would include, among other items, the following:

- Condition and reputation of comparable traditional public and private schools in the specific School's market;
- Charter school market feasibility report;
- Demographic and economic trends in the School's market;
- Title, survey, zoning, geotechnical, environmental, property condition and other factors affecting the Properties;
- Projected capital expenditures for developing and opening the School;
- Scheduling, qualification of design team and contractor, and other construction factors;
- Projected initial and stabilized enrollments;
- Projected initial and stabilized tuition level; and
- Projected initial and stabilized operating expenditures.

Non-Binding Effect:

ECS and School understand and agree that this Term Sheet is provided solely for discussion purposes only and is not a commitment of any kind. As such the terms and conditions set forth herein are not binding upon ECS or School. ECS may withdraw from such discussions at any time and for any reason in its sole and absolute discretion. School understands and agrees that ECS is not obligated to enter into the transaction contemplated by this Term Sheet, on the terms set forth herein or any other terms, unless and until ECS executes and delivers to School final documentation, the terms of which shall supersede in their entirety the terms set forth herein.

April 23, 2018

Submitted by:

Education Capital Solutions, LLC

By: _____

Name: _____

Title: _____

Accepted by:

Liberty Leadership Academy

By: _____

Name: _____

Title: _____

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students • Student interaction with students
- 2b Establishing a Culture for Learning**
 - Importance of content • Expectations for learning and behavior
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment • Response to students • Persistence

Jordan Lake Academy

Code of Student Conduct

We partner with parents and focus on relationships to support, engage, and challenge our students. Personal responsibility, citizenship, strong academics, social skills, and a moral focus are our guiding principles as we aim for success in college, career, or personal fulfillment.

Student and Parent Acknowledgement and Pledge

The Code of Student Conduct has been developed to help your child receive quality instruction in an orderly educational environment. The school needs your cooperation in this effort. Therefore, please (1) review and discuss the Code of Student Conduct with your child and (2) sign and return this sheet to your child's school. Should you have any questions when reviewing the Code of Student Conduct, please contact your child's school principal.

NOTE: FAILURE TO RETURN THIS ACKNOWLEDGEMENT AND PLEDGE WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN FROM BEING RESPONSIBLE FOR KNOWING OR COMPLYING WITH THE RULES CONTAINED WITHIN THE CODE OF STUDENT CONDUCT.

I have reviewed the Code of Student Conduct, and I understand the rights and responsibilities contained therein.

Parent:

To help keep my school safe, I pledge to adhere to the guidelines established within the Code of Student Conduct.

Student:

Date: _____

Our Values**Personal responsibility****Citizenship****Strong academics****Social skills****Moral focus****Covey's 7 Habits****Alcohol, Tobacco, and other Drugs**

A student shall not use, purchase, sell, distribute, be under the influence of, or possess any kind of tobacco, alcoholic beverage, paraphernalia, controlled substance (as defined by state law) or illegal or counterfeit substance.

Tobacco products include cigarettes, electronic cigarettes, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.

“Tobacco use” includes smoking, chewing, dipping, or any other use of tobacco products.

Electronic cigarettes or vaporizers that may not contain tobacco are also prohibited. Phone calls home, confiscation of the prohibited items, and involvement of law enforcement may occur.

Aggressive Physical/Verbal Action**Attendance**

Attendance is vital to every student's success in school.

Bullying/Threats

Bullying is not tolerated at Jordan Lake Academy. Bullying is a pattern of behavior that causes a hostile or fearful environment for another student or staff member. Bullying interferes with a student's education performance. Cyberbullying is bullying via the internet or other electronic means. Cyberbullying that impacts the learning environment, regardless of whether the bullying took place during school hours or on school property, is prohibited. Our goal is to create a positive, supportive climate. Every effort will be made to ensure students are contributing to this safe environment.

Bus

All students are expected to follow Code of Conduct expectations on all school property, which includes bus transportation. Fighting, damaging the bus, distracting the driver, using tobacco products, throwing objects from the bus, etc. is strictly prohibited to ensure the safety of the driver and all students.

Students may be suspended from the bus for up to 10 days. Students who consistently do not follow bus expectations and engage in unsafe behavior may require alternate transportation.

Cheating/Forgery/Plagiarism

Dress Code

Students are required to attend regular school hours in Jordan Lake Academy's approved dress code. Good grooming promotes pride and good behavior.

Girls may wear pants, shorts, jumpers, or skirts in tan, black, navy blue, or gray. Shirts should be a polo in red, white, or blue. All students must wear closed toed shoes. Jeans are not allowed except for Friday's. Friday wear may include blue jeans without holes or rips, and a JLA school tshirt.

Boys may wear pants or shorts in tan, black, navy blue, or gray. Shirts should be a polo in red, white, or blue. All students must wear closed toed shoes. Boys should have a belt and tuck shirts in beginning in third grade. Jeans are not allowed except for Friday's. Friday wear may include blue jeans without holes or rips, and a JLA school tshirt.

Students are not to wear clothing, buttons, patches, jewelry, make-up, face/body paint or any other items with words, phrases, symbols, pictures or signs that are indecent, profane, or substantially disruptive, including items that are reasonably expected to intimidate other students on the basis of race (for example; Ku Klux Klan or KKK, swastika, and the Confederate Flag), color, national origin, sex, gender, sexual orientation, disability, age, or religious affiliation. Presenting a bodily appearance which is disruptive, provocative, distracting, revealing, profane, vulgar, offensive or obscene, or which endangers the student is prohibited.

A phone call or note home will result if a student is not in compliance with the school dress code. Repeated offenses may result in further disciplinary action.

Disruptive Behavior or Minor Infractions

Firearms/Weapons/Dangerous Objects

Students may not bring dangerous objects, firearms, or other weapons onto school property. This may include, but is not limited to: BB guns, stun guns, air rifles, explosive devices, fireworks, bombs, grenades, rockets, or incendiary devices. Any student found in possession of these objects will receive OSS.

Gambling

Students shall not engage in any form of games of chance or gambling for money and/or objects of value. Consequences range from 1 day ISS to OSS depending on circumstances and repeated offenses.

Gang and Gang-related activities

Jordan Lake Academy does not tolerate gangs or gang related activity in accordance with our Core Values. This includes wearing clothing, using signs or language, defacing school property, or inciting others to engage in gang related activities.

Violation of this code ranges from instruction and loss of privileges at the elementary level up to out of school suspension at the high school level. Serious or consistent violations, or aggravating circumstances may result in increased consequences.

Insubordination

Medication

Medication must be brought to the school office by a parent or guardian. Students may not bring medication to school, and students must take prescribed medication in the clinic during school hours.

Profanity or Obscene Language

Sexual Behavior

Technology/Personal Devices

Electronic devices include cell phones, digital cameras, music players, electronic games, personal laptops, and tablets.

Elementary students are not allowed to possess electronic devices at school. Principals may grant specific, conditional waivers of this rule to individual students.

In middle and high schools, electronic devices must be turned off, put away, and kept out of sight during instructional time. Middle/high school students are allowed to use cellular phones for athletic events and after school events such as dances, unless otherwise notified by an administrator or other faculty member supervising the activity. Using cameras or other devices with picture capabilities in locker-rooms, restrooms or any other student changing areas, at any time is prohibited. Students shall be personally and solely responsible for the security of their electronic devices.

Violations of this rule will result in confiscation of the device, and a parent/guardian is required to pick up the item from the office.

Technology may be provided for educational purposes. Any student who uses the provided technology inappropriately will lose the privilege. Any student who uses technology to engage in cyber bullying, pornography, or other illicit activities may result in suspension.

Theft/Robbery

Students shall not steal or attempt to steal or knowingly be in possession of stolen property. Doing so may result in suspension.

Trespassing/ Breaking & Entering

Students are prohibited from trespassing on school property. Consequences include either in or out of school suspension, and may include police involvement.

Suspension

The principal must provide students with the opportunity to hold an informal hearing before suspension is issued. In this hearing, the student must be informed of the reasons for suspension verbally or in writing, and be allowed to respond with defense statements explaining the incident. If the student is a direct and immediate threat to the safety of students or staff, the hearing can be delayed. Students may not appeal a principal's decision. Parents will be notified by phone, email, or fax. Students have a right to take home textbooks, receive missing assignments when requested, and take any assessments missed upon return to school.

Long-Term Suspension

Parents will be notified of a principal's recommendation for a long term suspension by the end of the workday in which suspension was recommended. Both the parents and the Board must receive written notice that includes: a description of the incident, the rule or policy violated, the process and deadlines for appeal, hearing procedures, notice that the parent may retain an attorney or advocate, and notice that the parent has a right to review the student's educational records. (G.S. 115C-402). Parents have 4 school days to give written notice to the Board of their intention to appeal the decision. Parents must notify the Board of their chosen attorney at least 3 school day prior to the hearing. A student may decline the opportunity to appeal a long term suspension.

Students may not return to school is a hearing is pending, and it must occur before the suspension is over. The hearing will take place before Board members, with students and parents, and possible attorneys/advocates present. These members may review any audio, video, or written recordings pertaining to the incident. Names of witnesses can be withheld if there is a safety risk in revealing them. Witnesses may be questioned during the hearing, and the hearing will be recorded. The Board must reach a decision and in writing detail: the decision, findings, basis for the decision, a reference to the rules or policy violated, information that will be included in the student's record, and notice of the student's right and procedures to appeal. Students who choose to appeal the JLA's Board decision must do so within 5 school days of notice.

365 Day Suspensions & Expulsions

Students who violate firearm or destructive devices policies may be recommended for a 365 day suspension. The student and student's parent have a right to petition the board for readmission after 180 days, and the decision may be appealed. Any student age 14 or older who presents a clear threat to the safety of students or employees may be expelled following a hearing held by

JLA's Board. Alternative educational placement must be considered, and parents must receive intentions in writing. Unless the teacher consents, students may not return to a classroom where they have assaulted the teacher. No student may return to the classroom of a teacher

Students who find or inadvertently possess a prohibited object, such as a firearm should immediately notify staff and surrender the object. Student can surrender the object without receiving discipline so long as the object is one they can reasonably possess off of the school campus. This provision does not apply to firearms or destructive devices. Students can also report finding prohibited objects without violating the Code of Conduct, unless it occurs during an ongoing search of the school.

45 Day Screener

Student's Name	Grade	Start Date	Student ID#

	Yes	No	
Vision	____ ____ ____ ____	____ ____ ____ ____	Holds reading materials too close or too far away Squints or tilts head to see the board or objects at a reasonable distance Problems with eye health (i.e., tearing, sensitivity to light, eye rubbing, pain) Other: _____
Hearing	____ ____ ____ ____ ____ ____ ____ ____	____ ____ ____ ____ ____ ____ ____ ____	Responds inappropriately to questions/directions Frequently asks for information to be repeated or asks "What?" Watches others to imitate what they are doing Complains of earaches, ear pain, or head noises Difficulty localizing sounds/the speaker Consistently inattentive Uses nonverbal skills (i.e., gestures, nods, head turning, leaning in) Watches speaker intently/moves to see speaker Other: _____
Communication	____ ____ ____ ____ ____ ____ ____	____ ____ ____ ____ ____ ____ ____	Poor articulation Speech is not understandable by most listeners Ineffective communication/messages Difficulty learning new sounds/new words Voice problems (i.e., volume, rate, quality) Difficulty expressing ideas, responding to instructions Does not engage in age-appropriate conversations/discussions Other: _____
Cognitive or Academic	____ ____ ____ ____ ____	____ ____ ____ ____ ____	Learns very slowly compared to peers Attention problems (i.e., attention span, focus on less relevant stimuli) Below grade level in: reading, writing, math Difficulty recalling information Other: _____
Adaptive	____ ____ ____ ____ ____	____ ____ ____ ____ ____	Weak self-care skills (i.e., personal hygiene, dress, belongings) Poor social skills (i.e., working with peers, social perceptions/cues) Difficulty understanding directions, communicating needs, expressing ideas Inappropriate school coping behaviors (i.e., attention, organization, questioning behavior, following directions, monitoring use of time) Other: _____
Social or Behavioral	____ ____ ____ ____ ____	____ ____ ____ ____ ____	Exhibits externalizing behaviors (i.e., aggression, vandalism, bullying, excessive absenteeism) Exhibits internalizing behaviors (i.e., fears, phobias, depression, withdrawal) Inappropriate behaviors or feelings under normal circumstances Poor conduct/defiance in campus settings, unstructured environments Trouble transitioning between activities

	___ ___	___ ___	Difficulty developing or maintaining peer or adult relationships Other: _____
Motor	___ ___ ___	___ ___ ___	Gross motor development not age appropriate (i.e., clumsy or awkward; avoids physical tasks to possibly mask pain, fatigue, or lack of endurance) Fine motor skills not age appropriate (i.e., difficulty reaching, grasping, or manipulating objects; shaky, stiff, or weak movements) Other: _____

Date 45-day screening was completed: _____

Administrative Action:

- No concerns at this time.
 Concern(s) noted.
 Parent(s) notified on _____
- Referred for student study team
 - Referred to appropriate program administrator
 - Referred for Comprehensive Evaluation 504 Plan
 - Other: _____

Teacher's Signature: _____ Administrator's Signature: _____

❖ 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.

- o Name of the Contact for Selected EMO/CMO: N/A
- o Date of Review: JLA is not using EMO/CMO
- o 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.

- o Name of the Contact: N/A
- o Name of the Selected Financial Service Provider: N/A
- o Date of Review: JLA not contracting with a financial service provider
- o Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

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

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

Certification

I, Maria Whitehead, 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 Jordan Lake Academy Charter School is true and correct in every respect.

A handwritten signature in black ink, appearing to be 'M. Allen', written over a horizontal line.

9/28/2018

Signature

Date