

Wilmington School of the Arts  
Appendix A1: Evidence of Educational Need

Wilmington School of the Arts will have as its target population all students and families from New Hanover County and surrounding counties who wish a choice in curriculum, instruction and school mission. The data from the surrounding communities indicates there is a strong need for a focus on more positive student outcomes, particularly among students who come from households that qualify for Free/Reduced Lunch. North Carolina School Report Cards released in September of 2018 show EOG test scores of some elementary schools in our proposed location are as low as 25%, lower than in previous years.

At the heart of our school lies a fundamental belief in the importance of the arts in education. Students explore and learn core subjects of language arts, math, science and social studies through direct experience, using a hands-on, rigorous curriculum with an arts-integrated focus. By connecting the arts with core subjects such as math, reading, and science, students learn about, comprehend, and value academic disciplines, as well.

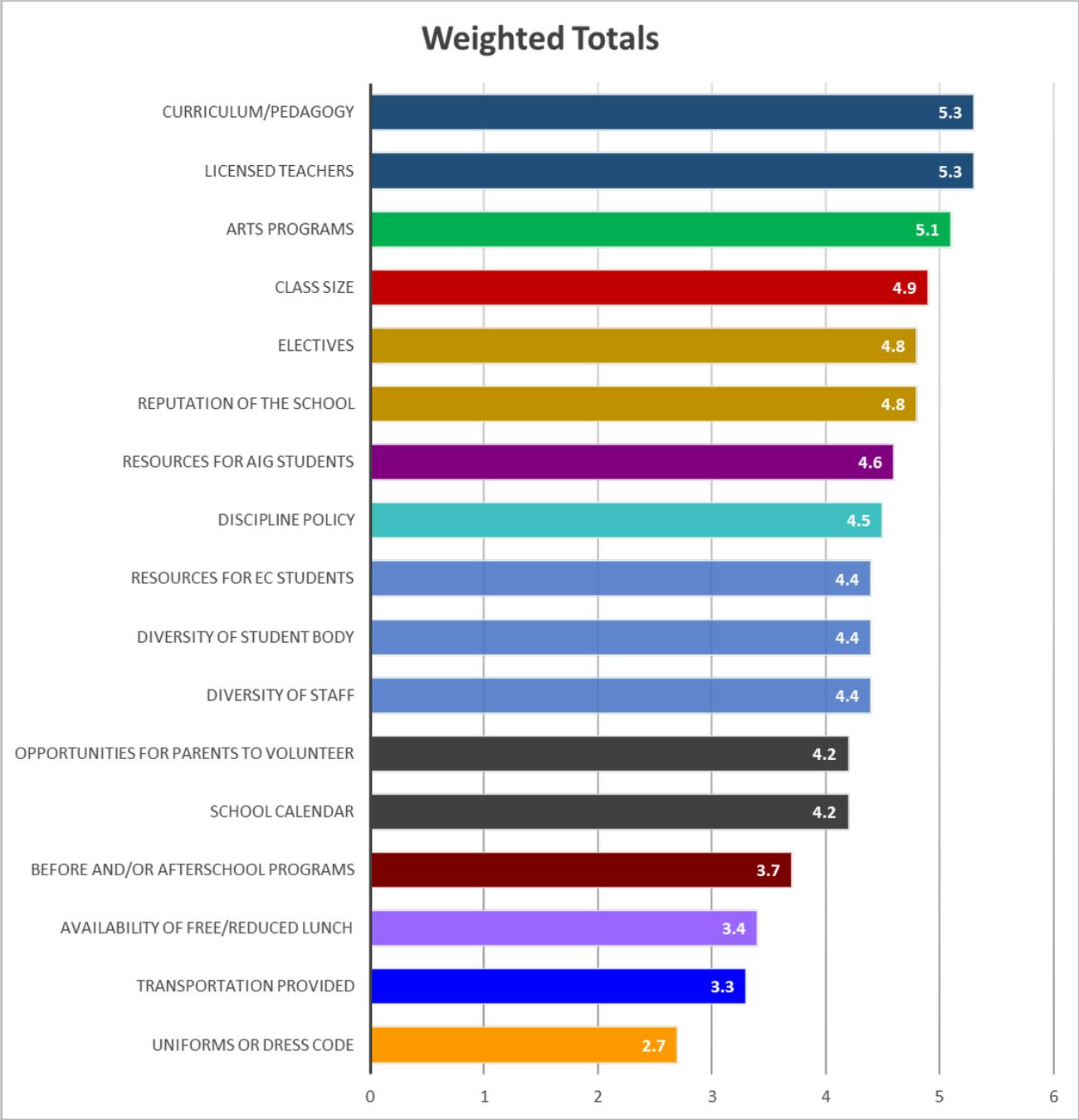
The benefit of an arts-based education is supported by more than a half-century of research, specifically as it improves academic achievement, social skills, intellectual development, motor control, attention and motivation, critical thinking, and creativity.

	Forest Hills Global Academy	Sunset Park Elementary	D.C. Virgo Preparatory Academy	A. H. Snipes Academy of Arts and Design	R. Freeman School of Engineering
Reading EOG Grade	43%	48%	34%	33%	35%
Math EOG Grade	47%	48%	25%	39%	34%
Overall Performance Grade	D	D	F	F	F
Percent of Economically Disadvantaged Students	70.2%	79.1%	89.5%	89.6%	90%

Shown below is the outcome of our community interest survey, which began in May of 2018 and will run until December of 2018. The respondents were 90% from New Hanover County, with 5% from Pender County and 5% from Brunswick County, which is the formula we used to project enrollment from each LEA. The responses demonstrate that the majority of those families who have elementary-aged children would enroll their child(ren) in WSA. Only 3 respondents out of 136 total said they would not consider enrolling their child at WSA.

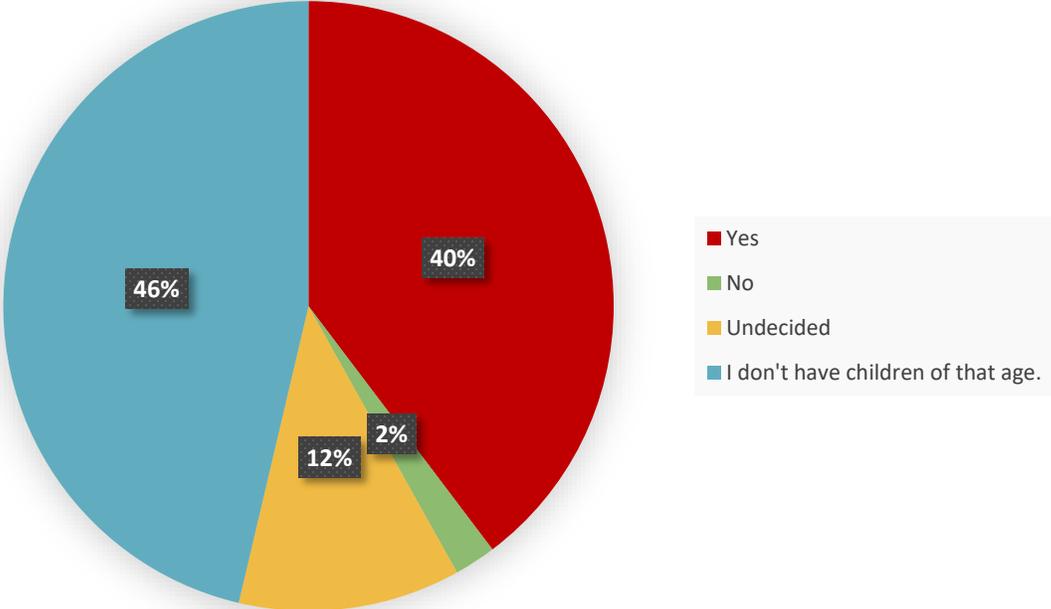
The survey also indicates that arts programs and school curriculum are top priorities for parents when choosing an elementary school for their children. Our school will provide both an arts focus and curricula that have been independently evaluated for alignment to rigorous college and career-ready standards to improve and deepen student learning.

Question 1: When considering elementary school education, please rank each of the following. (Please answer this question regardless of the current age of your child/ren.) (136 responses.)

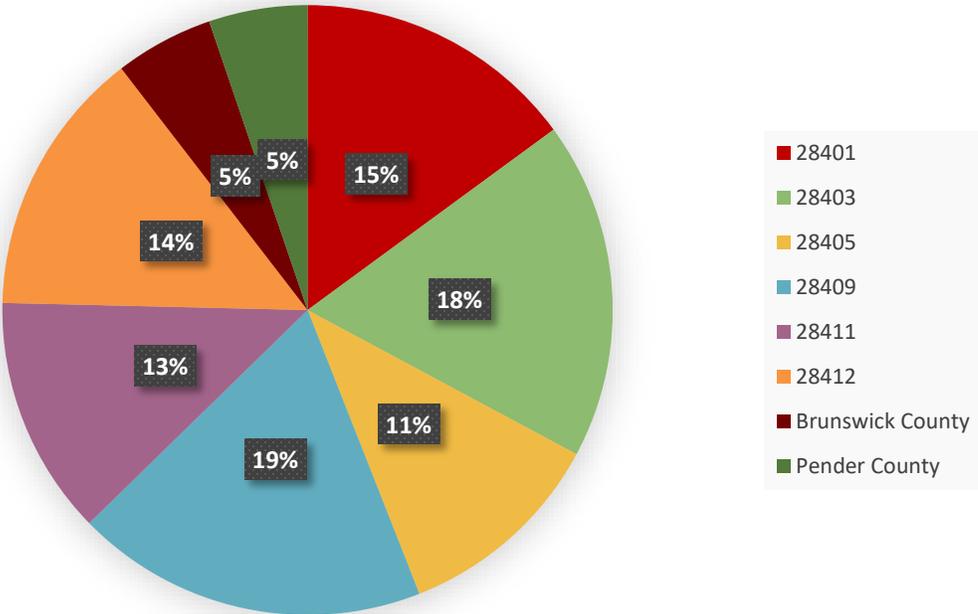


- 1 - Not a consideration at all
- 2 - Not very important
- 3 - Neutral or don't know
- 4 - Somewhat important
- 5 - Very important
- 6 - Highest priority

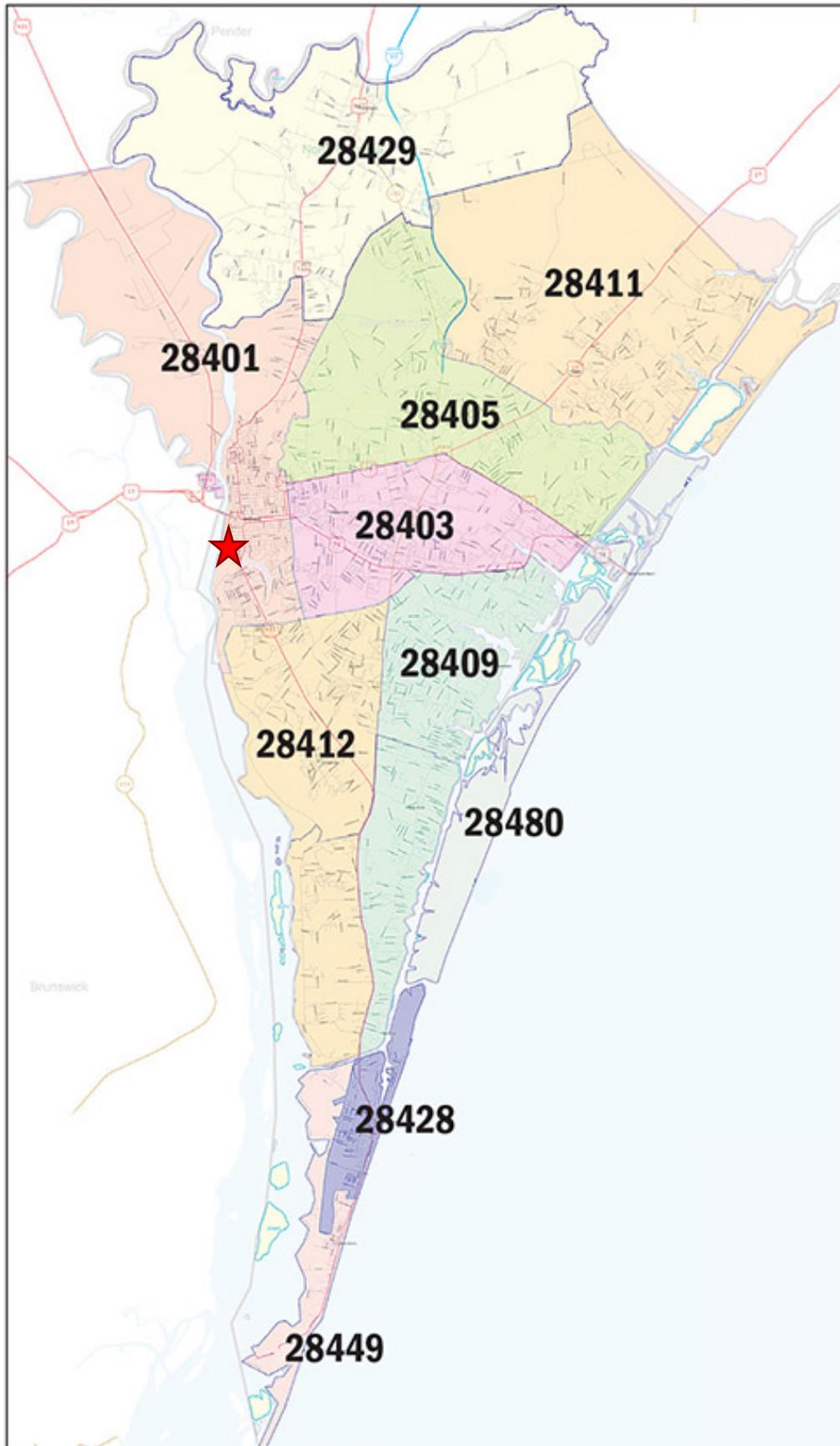
Question 2: If you have children entering Kindergarten, 1st grade, or 2nd grade in the 2019-2020 school year, would you consider enrolling your child at Wilmington School of the Arts? (136 responses.)



Question 3: What is your Zip Code? (136 responses.)



★ = Proposed School Location



Wilmington School of the Arts  
Appendix A2: Acceleration Evidences

**STATE OF NORTH CAROLINA**

**LEASE AGREEMENT**

**COUNTY OF NEW HANOVER**

**THIS LEASE AGREEMENT**, made and entered into by and between SUNSET PARK MISSIONARY BAPTIST CHURCH, hereinafter referred to as “Landlord”, and WILMINGTON SCHOOL OF THE ARTS, hereinafter referred to as “Tenant”.

**WITNESSETH**

Landlord hereby leases to Tenant, and Tenant hereby takes from Landlord the following described premises situated within the County of New Hanover, State of North Carolina:

The Sunset Park Missionary Baptist Church Educational Building at 231 Central Boulevard, Wilmington, NC 28401

**TO HAVE AND HOLD** the same for a term of five (5) years, commencing on the 1<sup>st</sup> day of January, 2019 .

1. Tenant agrees to pay Landlord as rent for said premises on or before the tenth day of each month the sum of \$3,500.00 and each and every month thereafter for 60 consecutive months. Tenant shall pay the sum of \$3,500.00 as a refundable deposit upon execution of this lease.
2. The demised premises shall be used and occupied for the purpose of operating a North Carolina Public Charter School with grades of Kindergarten through the second grade. Tenant at its own cost and expense will obtain any and all licenses and permits necessary for such use.
3. Tenant shall comply with all governmental laws, ordinances and regulations applicable to the use of demised premises, and shall comply with all governmental orders and directives for stated use of the demises premises, and shall comply with all governmental orders and directives for stated use of the demises premises, all at Tenant’s sole expense.

4. Tenant shall maintain and keep in good repair and operation the Education Building erected on the premises as well as the grounds surrounding the Education Building, the Sanctuary and the Landlord's lot across the street from the church. Tenant shall also obtain and pay Tenant's general liability and interior property loss insurance premiums in the amount of one million dollars for the Education Building.
5. Tenant shall throughout the demised terms take good care of the buildings and other improvements located upon the demised premises, and keep them free from waste or nuisances of any kind. Tenant shall keep the building and other improvements located on the demised premises in good condition and make all necessary repairs, including but not limited to glass, windows, doors, and the interior of the buildings generally. At the end or other termination of this Lease, Tenant shall deliver up the leased premises with all improvements located thereon, in good repair and condition, reasonable wear and tear and damage by fire, tornado, or other casualty only expected.
6. Tenant shall have the right to erect standard signs on the building or elsewhere on the demised premises, as it may desire subject to Landlord and applicable governmental laws, ordinances, regulations and other requirements, Tenant shall remove all signs at the termination of this Lease and such installations and removals shall be in such manner as to avoid injury, defacement, or overlooking of the building and other improvements.
7. Tenant will not permit the demised premises to be used for any purpose of which would render the insurance thereon void.
8. Landlord and Landlord's agents or representatives shall have the right to enter and inspect the demised premises at any time during normal business hours for the purpose of ascertaining the condition of the demised premises or in order to make such repairs as may be required to be made by the Landlord under the terms of this Lease.

9. Tenant shall pay its electric, water and other utility expenses when due. (utility meter #31019433) and natural gas meter (utility meter # 284898).
10. Tenant shall not assign this Lease or subject to whole or part of the demised premises to any lease without Landlord's consent which will be not unreasonably withheld.
11. In the case said premises shall be rendered untenable by fire, explosion or other casualty, the term hereby created shall cease and terminate.
12. Landlord shall not be liable to Tenant or Tenant's employees, agents, or visitors, or to any other person whomsoever, for any injury to person or damage to property on or about the demised premise, caused by negligence or misconduct of Tenant, its agents, servants, employees, or invitees. Tenant agrees to indemnify Landlord and hold it harmless for any injury to person or damage to property or about the demised premises, caused by the negligence or misconduct of Tenant, its agent, servants, employees or invitees.
13. The following event shall be deemed to be events of default by Tenant Under this Lease:
  - (1) Tenant shall fail to pay installment as rent as hereby reserved and said failure shall continue for a period of ten (10) days.
  - (2) Tenant shall fail to comply with any term, provision, or covenant of this Lease, other than the payment of rent and shall not cure such failure within thirty (30) days after written notice thereof to Tenant.
  - (3) Tenant shall become insolvent, or shall make a transfer in fraud of creditors, or shall make assignment for the benefit of creditors.
  - (4) Tenant shall file a petition under any sections or chapter of the National Bankruptcy Act, as amended, or under any similar law or statute of the United States or any state thereof; or Tenant shall be adjudged bankrupt or insolvent in proceedings filed against Tenant thereunder.
  - (5) A receiver or trustee shall be appointed for all or substantially all of the assets of the Tenant.
  - (6) Tenant shall desert or vacate any substantial portion of the premises.

Under the occurrence of any such events of default, Landlord shall have the option to pursue any one or more of the following remedies without any notice of demand whatsoever.

(A) Terminate this Lease in which event Tenant shall immediately surrender the premises to Landlord, and if Tenant fails to do so, Landlord may, without prejudice to any other remedy which it may have for possession or arrearages in rent, enter upon and take possession of the leased premises and expel or remove Tenant and any other person who may be occupying said premises or any part thereof, by force if necessary, without being liable for prosecution therefore; and Tenant agrees to pay Landlord on demand the amount of all loss and damage which Landlord may suffer by reason of such termination whether through inability to relet the premises on satisfactory terms or otherwise.

(B) Enter upon and take possession of the leased premises and expel or remove Tenant and any other person who may be occupying said premises or any part thereof, and do whatever Tenant is obligated to do under the terms of this Lease, and Tenant agrees to reimburse Landlord on demand for reasonable expenses including attorney fee and costs which the Landlord may incur in affecting compliance with Tenant's obligations under this Lease.

Pursuit of the foregoing remedies shall not preclude pursuit of any of the other remedies herein provided or any other remedies provided by law, nor shall pursuit of any remedy herein provided constitute a forfeiture or waiver of any rent due to Landlord hereunder or of any damages occurring to Landlord by reason of the violation of any of the terms, provision and covenants hereinafter contained.

14. If, on account of any breach or default by Tenant in Tenant's obligations under the terms and conditions of this Lease, it shall become necessary for Landlord to employ an attorney to enforce or defend any of the Landlord's rights or remedies hereunder, Tenant agrees to pay reasonable attorney's fee and court costs incurred by Landlord in such connection.

15. Landlord covenants, warrants, and represents that it has full right and power to execute and perform this Lease and to grant the estate demised herein and that Tenant, on payment of the rent herein reserved and performing the covenants and agreements herein contained shall peaceably and quietly have, hold and enjoy the demised premises during the full term of this Lease and extension or renewal hereof, provided however, that Tenant accepts this Lease subject and subordinate to any mortgage, deed of trust, or other lien presently existing upon the demised premises. Landlord is hereby irrevocably vested with full power and authority to subordinate Tenant's leasehold hereunder by any recorded mortgage, deed of trust, or other lien hereafter placed on the demised premise, and Tenant agrees upon demand to execute such further instruments subordinating this Lease as Landlord may request, provided such further subordination shall be upon the express condition that this Lease shall be recognized by the mortgages and the rights of Tenant shall remain in full force and effect during the term of this Lease so long as Tenant continues to perform all of the covenants and conditions of this Lease.

16. Each provision of this instrument or of any applicable governmental laws, ordinances, regulations and other requirements with reference to the sending, mailing or deliver of any notice or with reference to the making of any payment by Tenant to Landlord shall be deemed to complied with when and if the following steps are taken:

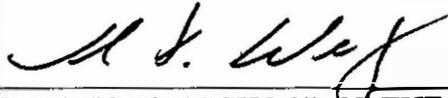
(A) All rent and other payment required to be made by Tenant to Landlord hereunder shall be payable to the Landlord, at the address herein below set forth or at such other address, as the Landlord may specify from time to time by written notice delivered in accordance herewith.

(B) Any notice or documents required or permitted to be delivered hereunder shall be deemed to be delivered whether actually received or not when depositing in the United States mail, postage prepaid, registered mail, return receipt requested, addressed to the parties hereto at their respective addresses set out opposite their names below, or at such other address as they have heretofore specified by written notice delivered in accordance herewith.

Entered into and executed on the 28 day of September, 2018.



SUNSET PARK MISSIONARY BAPTIST CHURCH  
Morris Powell, Trustee  
Board of Trustees  
231 Central Blvd.  
Wilmington, NC 28401



WILMINGTON SCHOOL OF THE ARTS  
John Westberg, Agent

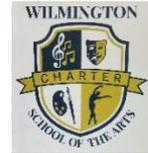
9/28/18

Wilmington School of the Arts  
Chairman BOD  
Barry Rice  
Barry Rice

9/28/18



## **WILMINGTON SCHOOL OF THE ARTS FACILITY DEVELOPMENT PLAN OUTLINE**



### **Introduction**

Schoolhouse Development, LLC is pleased to confirm our engagement as the facility development services provider for the Wilmington School of the Arts in Wilmington, North Carolina. Anticipating approval of the school's charter application by the North Carolina Board of Education Office of Charter Schools, Schoolhouse will commence with a facility development program which will be outlined below.

Schoolhouse Development is a national leader in facility development for charter schools. Schoolhouse has developed over 50 charter school facilities and over 2.4 million square feet of charter school buildings housing over 18,000 students. Last year, Schoolhouse developed over \$100 million in charter school facilities.

### **Initial Facility Plan**

As the school will be starting with 240 students in grades K-2, the school will lease space from the Sunset Park Baptist Church in Wilmington. Schoolhouse will provide funding, as part of the Facility Project Cost, to allow for Tenant Improvements in the leased space to ensure it meets code and is appropriate for use as classrooms. Upon completion of the permanent facility, the school will move into that space and consider continuing leasing the church's classrooms for Pre-Kindergarten use associated with the school.

Schoolhouse will also provide funds, as part of the Facility Project Cost, for start-up expenses such as school leadership, marketing, and enrollment.

### **Permanent Facility Plan**

Use of a temporary facility allows ample time to identify, vet, purchase, and develop the school's permanent facility. It also allows for better fiscal management as the school, starting small, grows to its full enrollment.

Working with the school's board and leadership, several potential sites have been identified for use as its permanent home, of which two have are being considered as finalists and will be subjected to further due diligence. Both sites meet the school's requirements regarding location to best serve the community's students and will meet the school's facility budget requirements. School leadership and Schoolhouse will also be taking into consideration the school's growth plan, growing to grades K-8 and a total of 720 students.

In developing the permanent facility, consideration will be given to the school's academic mission, teaching method, extracurricular requirements, and in providing a safe and healthy learning environment.

**SCHOOLHOUSE DEVELOPMENT, LLC**  
**3115 EAST LION LANE | SUITE 300**  
**SALT LAKE CITY, UTAH | 84121**



**Site One: Coca-Cola Bottling Plant  
921 Princess Street  
Wilmington, North Carolina**

This site was chosen based on its proximity to the arts district and downtown, and historical significance. The site provides an existing structure which can be renovated to feature a dynamic learning space, gymnasium, and theater space. The school will grow into the space on a phased facility growth plan encompassing from 2-3 phases based on enrollment growth projections.

A portion of the existing structure, a former Coca-Cola bottling plant, will be demolished to provide more space for outdoor activities, parking, etc. The renovation of existing structures many times provide real value for the school, which will be the case with this site.

Initial review of the site has been initiated by Schoolhouse with the expectation of the site going under contract in September. This includes evaluation of the site's suitability, including traffic impact.

The school and Schoolhouse are being represented by Adam Nichols of Clarendon Commercial Real Estate in Wilmington.

**Site Two: Star Media Building  
1003 17<sup>th</sup> Street South  
Wilmington, North Carolina**

This site also provides a solid location from which the school can serve the community, though not as close to the arts district and downtown as Site One. The facility is currently owned by Star Media as offices for the Wilmington Star News. The company is downsizing and no longer needs this much space.

The site was constructed in the 1970's and is an example of solid construction, providing real value for the school. The site has space for outdoor extracurricular activities (including a sports field), and plenty of parking and room for pickup/drop off. Significant renovation of the interior space will be required, but there is room for significant interior theater and arts space.

Initial review of the site has been initiated by Schoolhouse with the expectation of the site going under contract in September, should Site One not meet facility requirements. The school will grow into the space on a phased facility growth plan encompassing from 2-3 phases based on enrollment growth projections.

The school and Schoolhouse are being represented by Adam Nichols of Clarendon Commercial Real Estate in Wilmington.



## Conclusion

Schoolhouse can confirm the school has engaged in a plan that gives an initial classroom option while the permanent sites are being evaluated and eventually developed. The school would be ready to open for the 2019-2020 school year (K-2) and move into its permanent facility for the 2020-2021 school year, or before.

Schoolhouse can also confirm the funding and resources are available to provide these services and lease the facility to the school until enrollment and financial stability allows for the school to purchase the facility using permanent funding sources.

If there are any questions or for more information regarding this proposal, please feel free to contact Schoolhouse at the number or email below.

S.E. (Chip) Harp  
Vice President – Southeast

[chipharp@schooldev.us](mailto:chipharp@schooldev.us)  
229.560.1967

12306 Cicero Drive  
Alpharetta, Georgia 30022

SCHOOLHOUSE DEVELOPMENT, LLC  
3115 EAST LION LANE | SUITE 300  
SALT LAKE CITY, UTAH | 84121



EXISTING EDUCATION BUILDING

REMOVE WINDOW & BRICK UP OPENING WITH MATCHING BRICK. PATCH PLASTER WALL. PAINT ENTIRE WALL BETWEEN STAIRS. NEW WD. 16" FRAME & TRIM A.

NEW BRICK WALL & FOUNDATION.

ADD 2 NEW RISERS, TREAD & PLATFORM.

ADD 1 STRETCHER COURSE & 1 FROWLOCK ON TOP OF EXIST. WALL.

NEW BRICK WALK ON TOP OF EXIST. WALL. DET. SH. 1.

APPROX. 15'-0"

NEW BRICK STEPS SEE DET. SH. 1.

NEW BRICK WALK.

REMOVE WALL.

CUT OFF WALL & PATCH BRICKWORK.

EXIST. WALL TO REMAIN.

COLONADE

BRICK FLOOR

RAMP UP

WD. COLS.

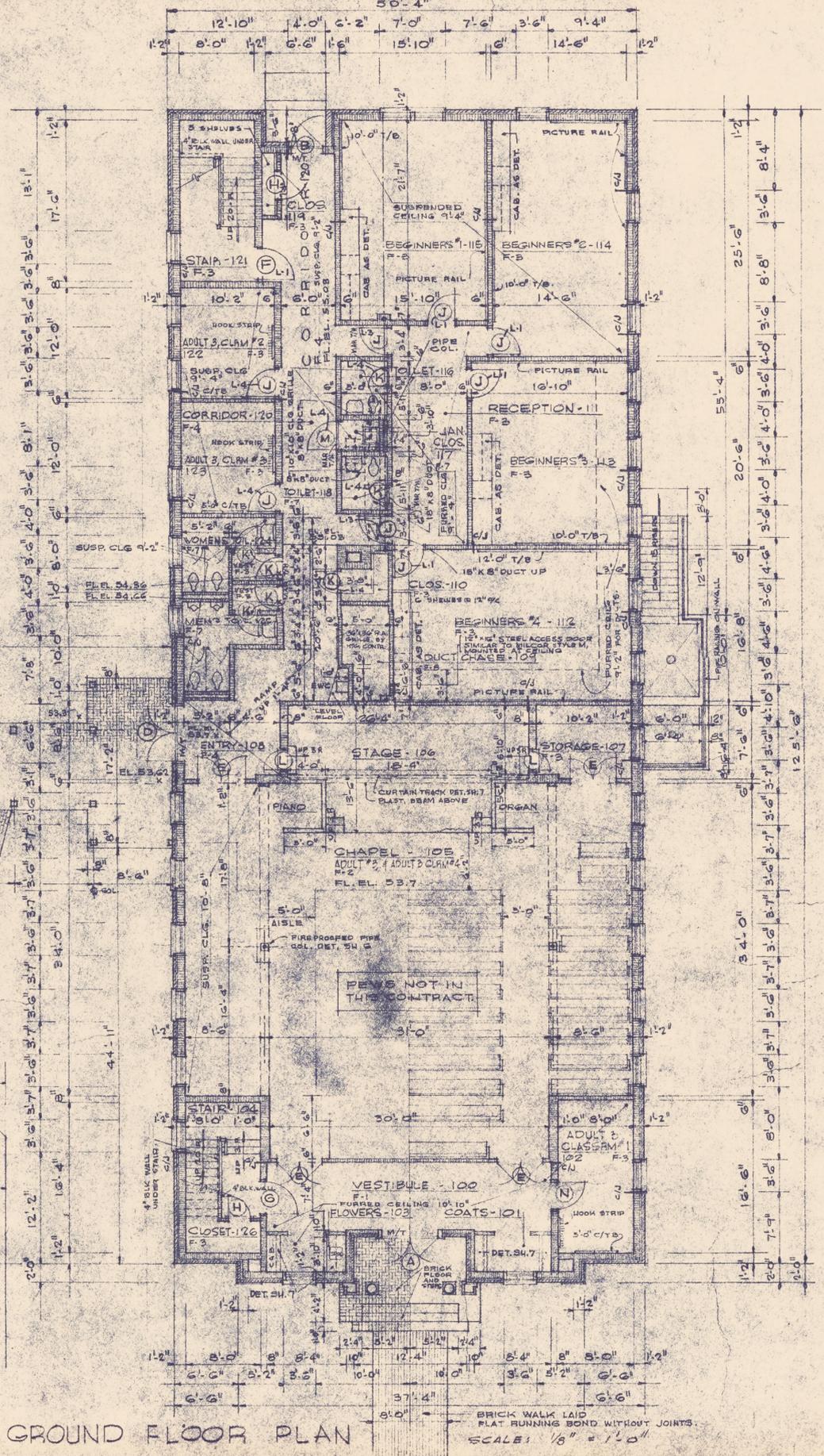
4" EQUAL SPACES

REMOVE WALL.

NEW BRICK WALK.

CUT OFF WALL & PATCH BRICKWORK.

EXIST. WALL TO REMAIN.



EXISTING BUILDING

CUT OUT MORTAR JOINT 1" DEEP, INSTALL CAP-FLASH & SEAL WITH MASTIC.

SLOPE DN

NEW ROOF

SCHEDULE OF DOOR LOUVERS

MARK	SIZE	REMARKS
L-1	24" x 8"	METAL AS SPEC'D
L-2	24" x 12"	METAL AS SPEC'D
L-3	24" x 18"	METAL AS SPEC'D
L-4	24" x 4"	METAL AS SPEC'D

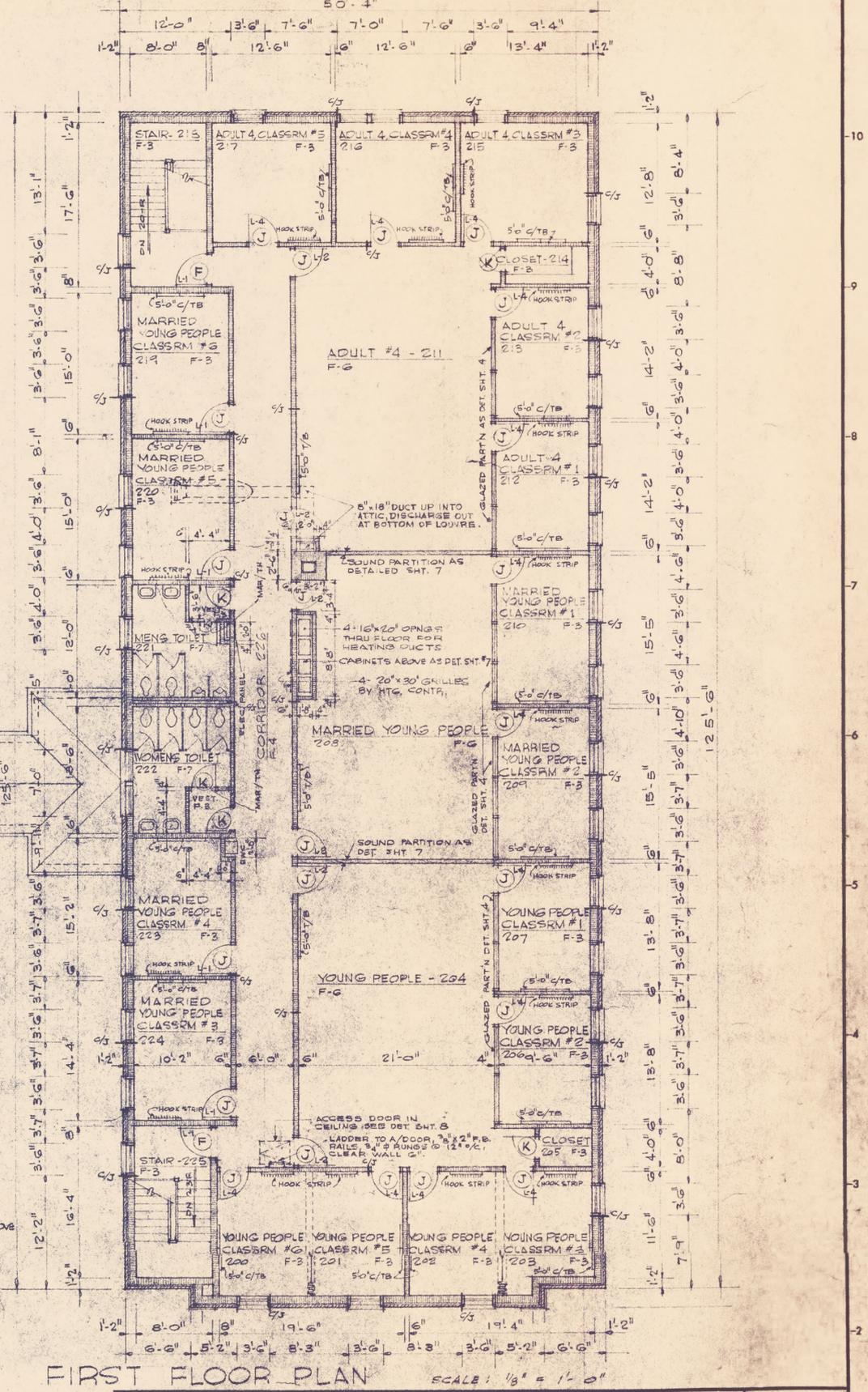
NOTE !!

C/J DENOTES CONTROL JOINT

M/T DENOTES METAL THRESHOLD

MAR T/H DENOTES MARBLE THRESHOLD

L-1, L-2, ETC DENOTES DOOR LOUVERS, SEE SCHEDULE ABOVE



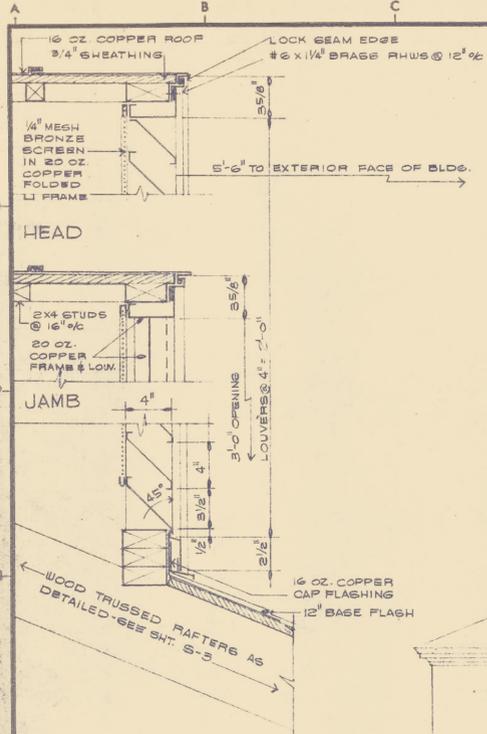
These drawings are instruments of service and as such are the property of the Architect. Upon completion of the work all drawings except the Contract copies are to be returned to the Architect.

EDUCATION BUILDING  
SUNSET PARK  
BAPTIST CHURCH  
WILMINGTON, N. C.

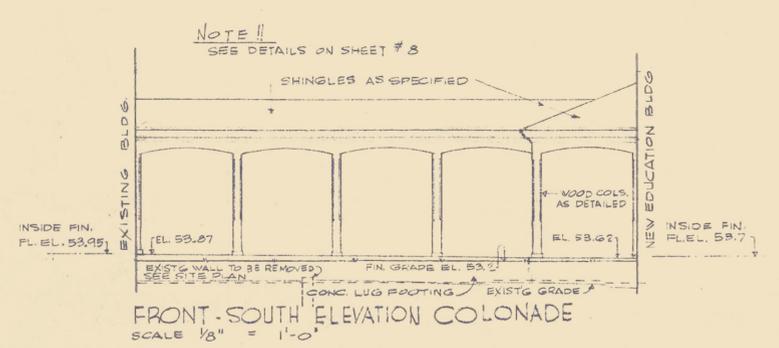
HOLLOWAY-REEVES  
AND ASSOCIATES  
Architects-Engineers  
Raleigh, North Carolina

DWG. NO. 3

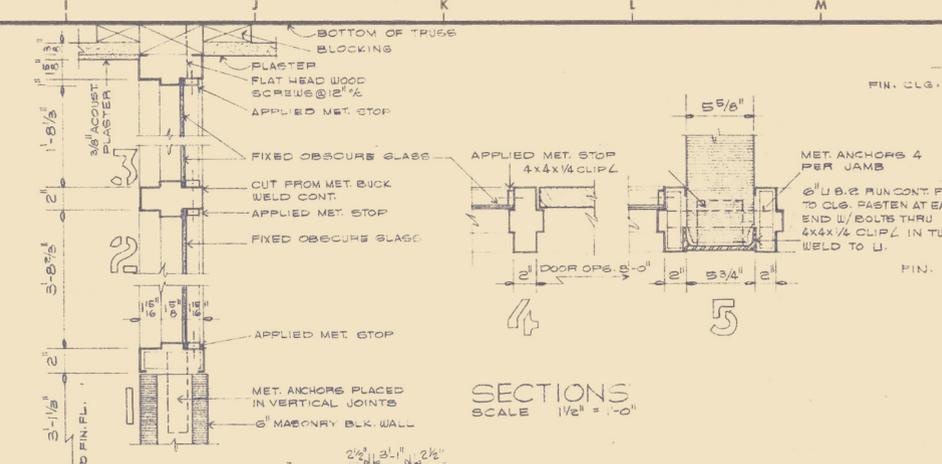
APR. 22 1960



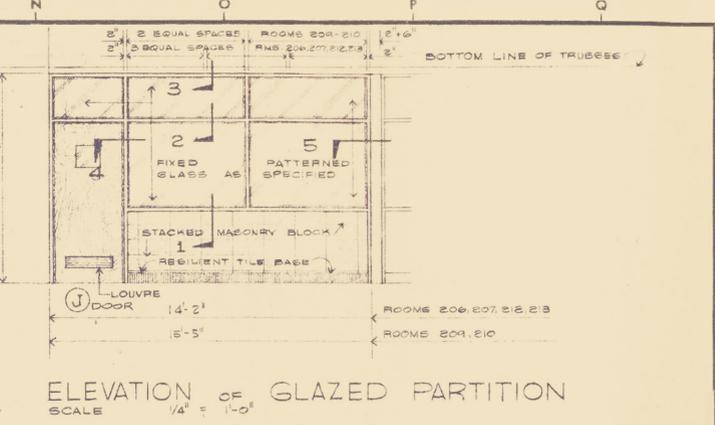
SECTION THRU DORMER VENT  
SCALE 1/2" = 1'-0"



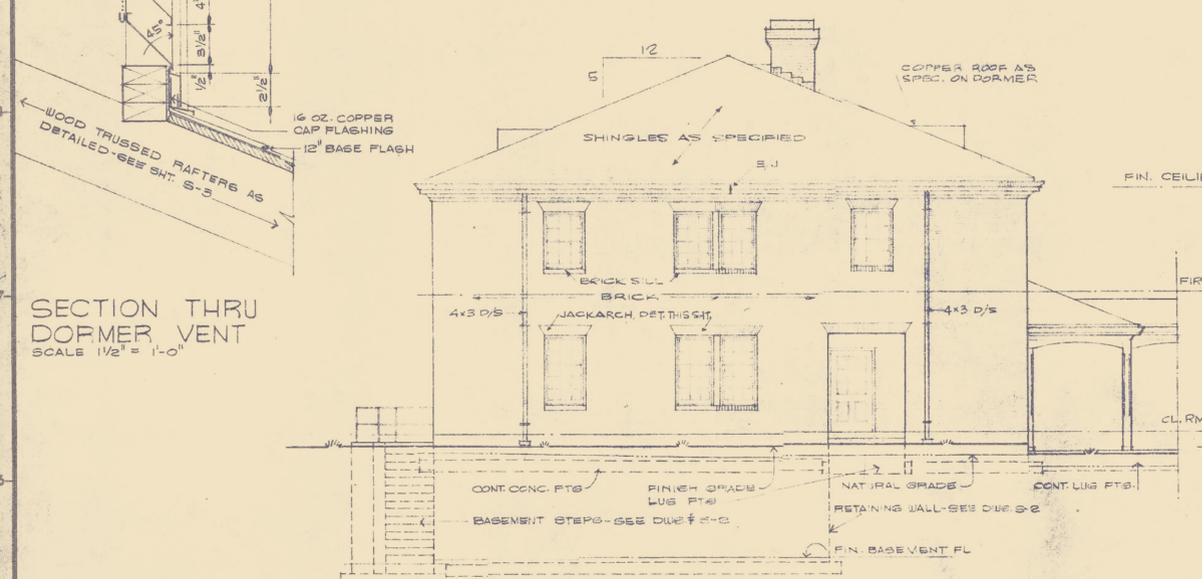
FRONT-SOUTH ELEVATION COLONADE  
SCALE 1/8" = 1'-0"



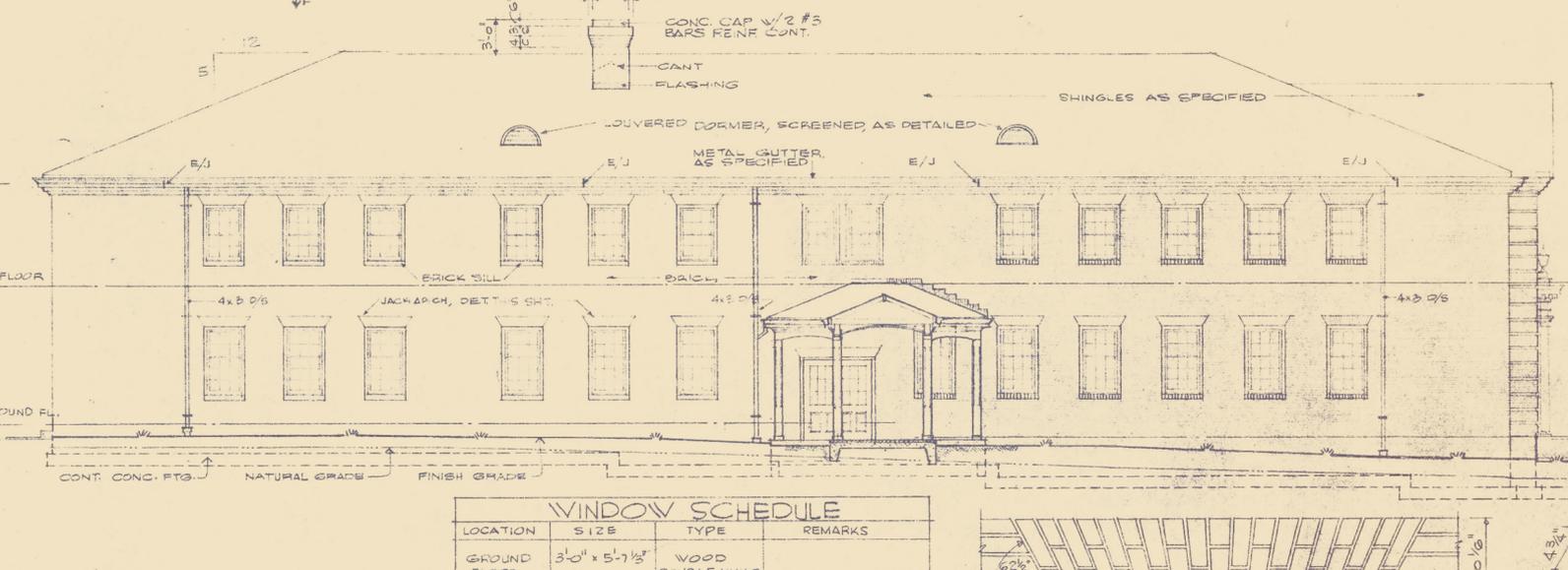
SECTIONS  
SCALE 1/2" = 1'-0"



ELEVATION OF GLAZED PARTITION  
SCALE 1/4" = 1'-0"



REAR-NORTH ELEVATION  
SCALE 1/8" = 1'-0"



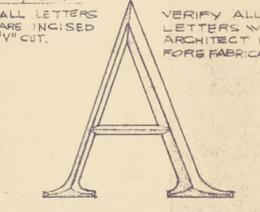
LEFT SIDE-WEST ELEVATION  
SCALE 1/8" = 1'-0"

WINDOW SCHEDULE			
LOCATION	SIZE	TYPE	REMARKS
GROUND FLOOR	3'-0" x 5'-7 1/2"	WOOD DOUBLE HUNG	
FIRST FLOOR	3'-0" x 4'-6"	WOOD DOUBLE HUNG	



DETAIL OF BRICK JACK ARCH  
SCALE 1" = 1'-0"

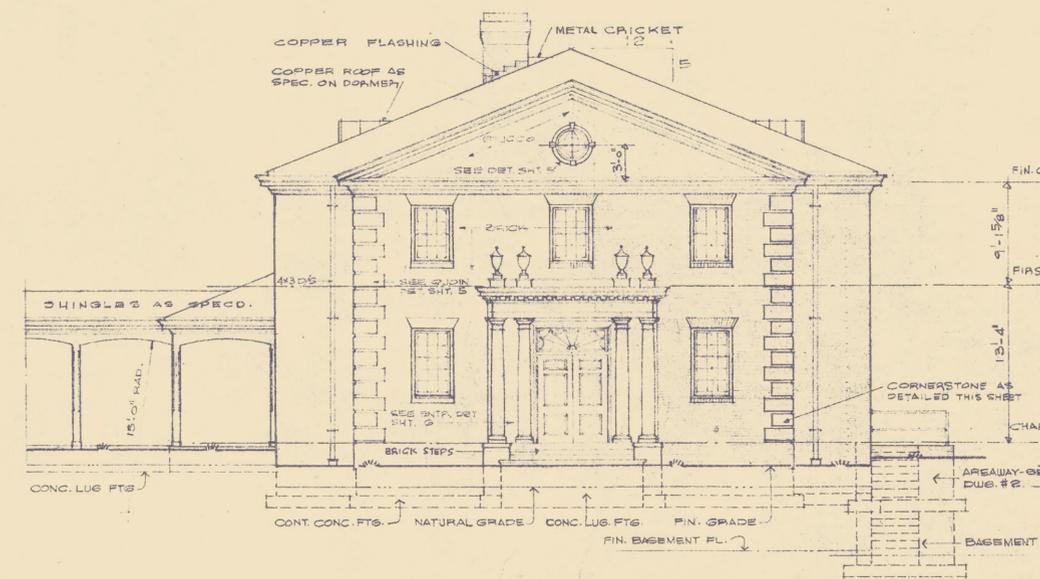
NOTE: ALL LETTERS ARE INCISED 1/4" CUT. VERIFY ALL LETTERS WITH ARCHITECT BEFORE FABRICATING.



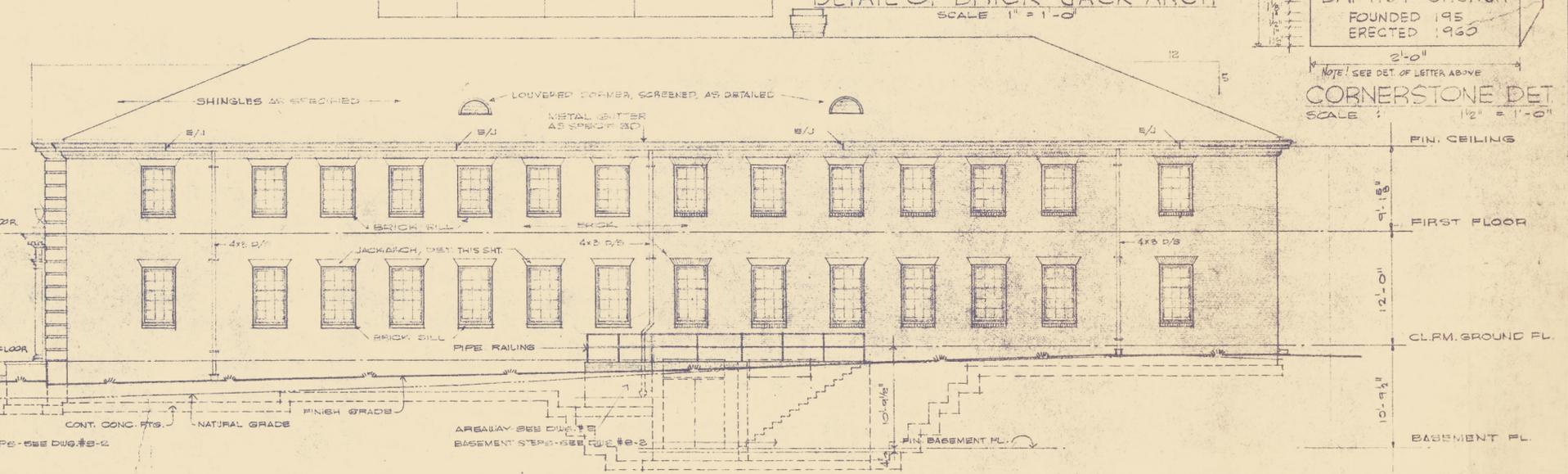
TYPICAL LETTER FOR CORNERSTONE



CORNERSTONE DET  
SCALE 1/2" = 1'-0"



FRONT-SOUTH ELEVATION  
SCALE 1/8" = 1'-0"



RIGHT SIDE-EAST ELEVATION  
SCALE 1/8" = 1'-0"

These drawings are Instruments of service and as such are the property of the Architect. Upon completion of the work all drawings except the Contract copies are to be returned to the Architect.

EDUCATION BUILDING SUNSET PARK BAPTIST CHURCH WILMINGTON, N.C.	HOLLOWAY-REEVES AND ASSOCIATES Architects-Engineers Raleigh, North Carolina	DWG. NO. <b>4</b>
APR 22 1960		

GREAT MINDS® WIT & WISDOM™

# Grades K–2 Module 0:

## Introduction to *Wit & Wisdom*

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*Teacher Edition*

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# Module Summary

*In a flash, every beast in the zoo was stampeding to learn something about this new something called reading.*

- Judy Sierra

Module 0 is a brief module that introduces students and teachers to *Wit & Wisdom*'s key components and features. This introductory module also serves to cultivate a community of readers and writers. The *Wit & Wisdom* design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, encourages attention to language and its power, and nurtures academic discourse that values inquiry, open-mindedness, and reasoning.

In Module 0 for Grades K–2, students are invited to experience the joy and power of reading as they explore the world of knowledge available through books. In *Wild about Books*, a playful story by Judy Sierra, students follow along as the animals at the zoo delve into the world of books and reading. Students also learn the importance of writing about what they read as they practice responding to ideas from the text. Additionally, students begin their yearlong exploration of visual art as they analyze *I and the Village*, a painting by Marc Chagall. This provides an opportunity to examine artistic elements such as color, line, and shape, consider what they reveal about the essential meaning of a painting, while adding to students' understanding of how close reading and observation build knowledge.

Focusing on suggested texts for the specific grade band, the six lessons in Module 0 guide students through the Content Stages for reading and the types of questions, practices, instructional routines, and strategies they will encounter in Modules 1–4. Instructional routines, like Think-Pair-Share or Gallery Walk, are multistep practices designed to build independence by instilling the habits of mind that expert readers use. Module 0 creates a foundation for these instructional routines, and it gives students space to practice and reflect on how the routines support their development of understanding. Instructional strategies, like annotation and sentence frames, provide students with tools and scaffolds to engage with the text. Because the main purpose of Module 0 is to build classroom culture and introduce *Wit & Wisdom* practices and routines, so the lessons in this module spend less time on content knowledge than most *Wit & Wisdom* lessons.

Module 0 builds students' joy of reading as it sets them up for successful encounters with texts and offers opportunities to practice new routines and strategies they will later use to achieve curricular goals. Although Module 0 includes informal assessments designed to help you get to know your students, it has no formal assessment tasks. Above all, students should leave Module 0 eager to begin Module 1 and equipped with the tools to approach a great text and discover the rewards of reading.

Module 0 is designed to fit the needs of your classroom. Prior to starting Module 0 with students, read through this Overview and each of the six lessons. Review the length and scope of the lessons to plan for the beginning of the year at your school. Consider the following questions:

- Are the lessons longer or shorter than the time allotted for English Language Arts or literature classes? If so, consider whether to trim or extend the lessons. Suggested modifications can be found throughout the lessons.
- Would you prefer to use an alternate text at the beginning of the year? In most lessons, each of the Content Stages and instructional routines can be introduced with any grade-level-appropriate, high-quality text. The best texts for this purpose are accessible to students, highly engaging, and rich with opportunities for close reading. See Appendix A: Alternate Texts for grade-level suggestions, or choose another high-quality text. Appendix A of the Common Core State Standards includes more guidelines on choosing complex texts.
- Are students unfamiliar with some of the instructional routines introduced and practiced in the lessons? If so, consider which instructional routines students need to practice. (See the Instructional Routines section in the “Resources” chapter of the *Wit & Wisdom Implementation Guide* for more information.)
- Are students unfamiliar with some of the vocabulary introduced and explored in the lessons? For the purpose of Module 0, Appendix B: Vocabulary is included as a resource and reference for the vocabulary introduced and explored in these lessons. Note that in Modules 1–4, Appendices A–E are included in the Teacher Edition.
- Are students new to a classroom environment? Module 0 contains special scaffolds to support the unique needs of beginning-of-the-year Kindergarten students. These supports can be found at point of use and are indicated with the label “Kindergarten Scaffold.” These scaffolds may also be useful for Grade 1 students in need of additional support.

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## Essential Question

How does reading help us learn?

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## Suggested Student Understandings

- Reading a book multiple times for different purposes helps readers better understand and enjoy the story.
- Different readers enjoy different types of books.

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# Texts

## CORE TEXTS

### Picture Book

- *Wild about Books*, Judy Sierra; Illustrations, Marc Brown

### Painting

*I and the Village*, Marc Chagall

## ALTERNATIVE TEXTS

Any favorite, accessible, short literary text that engages your students, such as

- *Ms. Nelson Is Missing*, Harry G. Allard Jr. and James Marshall; Illustrations, James Marshall
- *Miss Bindergarten Gets Ready for Kindergarten*, Joseph Slate; Illustrations, Ashley Wolff

Any engaging, accessible informational text connected to the Essential Question of Module 0, such as

- *Abe Lincoln: The Boy Who Loved Books*, Kay Winters; Illustrations, Nancy Carpenter

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# Module Learning Goals

- Read, enjoy, and analyze literary texts and visual art.
- Experience *Wit & Wisdom*'s lesson structure.
- Engage with Focusing Questions, Content Framing Questions and Craft Questions.
- Practice and reflect on instructional routines and strategies.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

## Knowledge Goals

- Recognize that there are many types of books, and readers can find a book to fit their needs and interests.
- Analyze the way illustrations can contribute to the understanding of a story.
- Explain the role that reading plays in building knowledge.

---

# Module in Context

**Knowledge:** In Module 0, students begin their yearlong engagement with reading rich texts. Students consider how books bring joy and knowledge to readers of all backgrounds. Students primarily develop this knowledge through the examination of a literary picture book and fine art painting. Students consider how reading is both a solitary and community-based activity, something that has the potential to positively affect your whole life. This module allows for students to engage in this exploration of reading as they practice and reflect on key instructional routines and build a classroom culture of reading, writing, and discussion for Modules 1–4.

**Reading:** In Module 0, students begin to explore their critical- and close-reading skills by working with a literary picture book as well as a painting. Students engage in all five of the Content Stages of *Wit & Wisdom*, building habits of mind that will frame their reading and analysis throughout Modules 1–4. While reading Judy Sierra’s *Wild about Books*, students examine how the librarian in the story makes reading fun for the animals in the zoo. While viewing Marc Chagall’s *I and the Village*, students consider how a close reading of color and shape can build their knowledge of how a painting can tell a story. Reading in Module 0 pairs rich content with key instructional routines to prepare students for the work in Modules 1–4.

**Writing:** Throughout Module 0, students engage in informal writing tasks. Students are introduced to the four stages of craft instruction in *Wit & Wisdom*, primarily discussing writing as a way to express knowledge about the texts that they read. This exploration provides students with a deep understanding of the craft progression in Modules 1–4.

**Speaking and Listening:** Throughout Module 0, students engage in whole-class, small-group and paired discussion. Students consider how sharing and discussing ideas helps them build knowledge. Students’ work with the core literary text culminates in a Socratic Seminar, an instructional routine that students will engage in multiple times in each of Modules 1–4.

# Module Map

Focusing Question 1: How does the librarian make reading fun in <i>Wild about Books</i> ?				
	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTION	LEARNING GOALS
1	<i>Wild about Books</i>	<u>Wonder</u> What do I notice and wonder about <i>Wild about Books</i> ?		<ul style="list-style-type: none"> <li>Make observations about <i>Wild about Books</i>.</li> </ul>
2	<i>Wild about Books</i>	<u>Organize</u> What is happening in <i>Wild about Books</i> ?	<u>Examine</u> Why is it important to write about what I read?	<ul style="list-style-type: none"> <li>Identify key details in <i>Wild about Books</i></li> </ul>
3	<i>Wild about Books</i>	<u>Reveal</u> What does a deeper exploration of the words and illustrations reveal in <i>Wild about Books</i> ?	<u>Experiment:</u> How does writing about what I read work?	<ul style="list-style-type: none"> <li>Identify how words and pictures work together in <i>Wild about Books</i> to communicate key details and meaning.</li> </ul>
4	<i>Wild about Books</i>	<u>Distill</u> What is the essential meaning of <i>Wild about Books</i> ?	<u>Execute</u> How do I write about <i>Wild about Books</i> ?	<ul style="list-style-type: none"> <li>Determine an essential meaning of <i>Wild about Books</i>.</li> <li>Express understanding of how the librarian makes reading fun for the animals.</li> </ul>
5 ✓SS	<i>Wild about Books</i>	<u>Know</u> How does <i>Wild about Books</i> build my knowledge?	<u>Excel</u> How do I improve my writing?	<ul style="list-style-type: none"> <li>Discuss how <i>Wild about Books</i> builds knowledge of reading.</li> <li>Improve writing by responding to peer feedback.</li> </ul>

Focusing Question 2: What can we learn from studying visual art?				
	TEXT	CONTENT FRAMING QUESTION	CRAFT QUESTION	LEARNING GOALS
6	<i>I and the Village</i>	<u>Know</u> How does this painting build my knowledge?		<ul style="list-style-type: none"> <li>Describe how Marc Chagall uses color and shape to tell a story in <i>I and the Village</i>.</li> </ul>

## MODULE TOPICS AND EOM TASK WRITING TYPES

Grade	Module 1	Module 2	Module 3	Module 4
K	<b><i>The Five Senses</i></b> Informative Writing	<b><i>Once Upon a Farm</i></b> Narrative Writing	<b><i>America, Then and Now</i></b> Informative Writing (Research)	<b><i>The Continents</i></b> Opinion Writing
1	<b><i>A World of Books</i></b> Narrative Writing	<b><i>Creature Features</i></b> Informative Writing (Research)	<b><i>Powerful Forces</i></b> Narrative Writing	<b><i>Cinderella Stories</i></b> Opinion Writing
2	<b><i>A Season of Change</i></b> Informative Writing	<b><i>The American West</i></b> Informative Writing	<b><i>Civil Rights Heroes</i></b> Narrative Writing	<b><i>Good Eating</i></b> Opinion Writing (Research)
3	<b><i>The Sea</i></b> Informative Writing	<b><i>Outer Space</i></b> Opinion Writing	<b><i>A New Home</i></b> Narrative Writing	<b><i>Artists Make Art</i></b> Informative Writing (Research)
4	<b><i>A Great Heart</i></b> Informative Writing	<b><i>Extreme Settings</i></b> Narrative Writing	<b><i>The Redcoats Are Coming!</i></b> Opinion Writing (Research)	<b><i>Myth Making</i></b> Informative Writing
5	<b><i>Cultures in Conflict</i></b> Informative Writing	<b><i>Word Play</i></b> Narrative Writing	<b><i>A War Between Us</i></b> Opinion Writing	<b><i>Breaking Barriers</i></b> Informative Writing (Research)
6	<b><i>Resilience in the Great Depression</i></b> Informative Writing	<b><i>A Hero's Journey</i></b> Narrative Writing	<b><i>Narrating the Unknown</i></b> Argument Writing	<b><i>Courage in Crisis</i></b> Informative Writing (Research)
7	<b><i>Identity in the Middle Ages</i></b> Narrative Writing	<b><i>Americans All Informative</i></b> Writing	<b><i>Language and Power</i></b> Argument Writing	<b><i>Fever</i></b> Informative Writing (Research)
8	<b><i>The Poetics and Power of Storytelling</i></b> Narrative Writing	<b><i>The Great War</i></b> Informative Writing	<b><i>What Is Love?</i></b> Argument Writing	<b><i>Teens as Change Agents</i></b> Informative Writing (Research)

# ZEARN Curriculum Map

WEEK	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	32	33	34	35	36
K	<b>M1</b> Numbers to 10 Lessons (37)					<b>M2</b> 2D& 3D Shapes Lessons (10)	<b>M3</b> Comparison of Length, Weight, Capacity, & Numbers to 10 Lessons (32)					<b>M4</b> Number Pairs, Addition, & Subtraction to 10 Lessons (41)					<b>M5</b> Numbers 10-20; Count to 100 by Ones & Tens Lessons (24)					<b>M6</b> Analyzing, Comparing, & Composing Shapes Lessons (10)														
	Numbers to 5   Digital Activities (35)					Numbers to 10   Digital Activities (41)					Numbers to 15   Digital Activities (25)					Numbers to 20   Digital Activities (25)																				
G1	<b>M1</b> Add & Subtract Small Numbers IDL (32)   SGL (32)					<b>M2</b> Meet Place Value IDL (23)   SGL (23)					<b>M3</b> Measure Length IDL (10)   SGL (10)	<b>M4</b> Add & Subtract Bigger Numbers IDL (23)   SGL (23)					<b>M5</b> Work with Shapes IDL (13)   SGL (13)			<b>M6</b> Add & Subtract to 100 IDL (18)   SGL (18)																
	<b>M1</b> Add & Subtract Friendly Numbers IDL (8)   SGL (8)		<b>M2</b> Explore Length IDL (10)   SGL (10)		<b>M3</b> Counting & Place Value IDL (19)   SGL (19)			<b>M4</b> Add, Subtract, & Solve IDL (29)   SGL (29)					<b>M5</b> Add & Subtract Big Numbers IDL (20)   SGL (20)			<b>M6</b> Equal Groups IDL (16)   SGL (16)		<b>M7</b> Length, Money, & Data IDL (19)   SGL (19)			<b>M8</b> Shapes, Time, & Fractions IDL (12)   SGL (12)															
G2	<b>M1</b> Multiply & Divide Friendly Numbers IDL (21)   SGL (21)					<b>M2</b> Measure It IDL (21)   SGL (21)			<b>M3</b> Multiply & Divide Tricky Numbers IDL (21)   SGL (21)			<b>M4</b> Find the Area IDL (16)   SGL (16)		<b>M5</b> Fractions as Numbers IDL (29)   SGL (29)					<b>M6</b> Display Data IDL (9)   SGL (9)	<b>M7</b> Shapes & Measurement IDL (19)   SGL (19)																
	<b>M1</b> Add, Subtract & Round IDL (18)   SGL (18)		<b>M2</b> Mea- sure & Solve IDL (18)   SGL (18)	<b>M3</b> Multiply & Divide Big Numbers IDL (34)   SGL (34)					<b>M4</b> Construct Lines, Angles, & Shapes IDL (14)   SGL (14)		<b>M5</b> Equivalent Fractions IDL (38)   SGL (38)					<b>M6</b> Decimal Fractions IDL (15)   SGL (15)		<b>M7</b> Multiply & Measure IDL (12)   SGL (12)																		
G3	<b>M1</b> Place Value with Decimal Fractions IDL (16)   SGL (16)					<b>M2</b> Base Ten Operations IDL (29)   SGL (29)					<b>M3</b> Add & Subtract Fractions IDL (16)   SGL (16)		<b>M4</b> Multiply and Divide Fractions & Decimals IDL (32)   SGL (32)					<b>M5</b> Volume, Area, & Shapes IDL (19)   SGL (19)			<b>M6</b> The Coordinate Plane IDL (24)   SGL (24)															
	<b>M1</b> Place Value with Decimal Fractions IDL (16)   SGL (16)		<b>M2</b> Base Ten Operations IDL (29)   SGL (29)					<b>M3</b> Add & Subtract Fractions IDL (16)   SGL (16)		<b>M4</b> Multiply and Divide Fractions & Decimals IDL (32)   SGL (32)					<b>M5</b> Volume, Area, & Shapes IDL (19)   SGL (19)			<b>M6</b> The Coordinate Plane IDL (24)   SGL (24)																		

● Whole Numbers & Operations     
 ● Measurement, Data, & Shapes     
 ● Fractions & Decimals     
 IDL = Independent Digital Lessons     
 SGL = Small Group Lessons

Weeks are estimates based on students completing 4 lessons/week. Actual time may vary by student.

# CONSTELLATION DANCE

**SCIENCE**

5-ESS1-2.  
Represent data in graphical displays to reveal patterns of daily changes.

**DANCE**

**Artistic Process:** Performing **Anchor Standard:** Analyze, interpret and select artistic work for presentation.

**TEACHER(S):**

**DURATION:**

**21st CENTURY SKILLS:**

- |   |   |   |                                     |
|---|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Collaborating          | <input type="checkbox"/> Initiative |
| <input checked="" type="checkbox"/> Communicating     | <input type="checkbox"/> Media Literacy               | <input type="checkbox"/> Informational Literacy |                                     |
| <input type="checkbox"/> Tech Literacy                | <input type="checkbox"/> Flexibility                  | <input type="checkbox"/> Social Skills          | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Productivity                 |   |   |                                     |

**? ESSENTIAL QUESTION**

How are constellations represented?

**ENGAGEMENT**

Students view images of constellations in the sky at night, trace the connections between the stars and describe what shapes, characters or stories come to mind.

**LESSON SEQUENCE**

**Step 1:** Read the book "Glow in the Dark Constellations". Read the introduction as a whole group and then split the class into 5-6 small groups. Assign each group a constellation found within the book. After reading, have all groups share out to the whole class.

**Step 2:** View the constellations from the book again, in a selected season (i.e.: The Big Dipper in the summer sky) and ask students to describe what shapes or patterns they see in this depiction of the constellation. Then, view the same constellation in a different season's sky. Identify similarities and differences to the constellation image from earlier.

**Step 3:** Ask students to think about the phrases or words they would associate with the images of each constellation for each season. i.e: the cup looks like it's pouring in summer; the cup is dipping in the winter.

**Step 4:** Using the Movement Vocabulary strategy, create a table chart with the columns "season", "constellation", "description", and "dance element" and fill in with each of the answers. For instance, an example might be "Winter", "The Big Dipper", "Dipping", "Curved Shape"

**Step 5:** Then, tell students that you will be playing a piece of music and they will move around the room. When the music stops, you will call out a constellation and its season and they will need to show what the descriptor looks like with their bodies in a frozen position using the dance element.

**TEACHER NOTES**

**MATERIALS LIST:**

- Dance elements poster
- Chart paper/ markers
- Projection
- Glow in the Dark constellations book
- MP3/CD Player
- Open space
- Aurora Borealis Concerto Mov. 3

**ASSESSMENT:**

**CHECKLIST: Can students...**

- Recognize a series of constellations
- Recognize and use different dance elements to create a shape
- Identify the constellation in different positions
- Identify their spot for movement in choreography

# I'VE GOT RHYTHM

## GRADES K-1

### MUSIC

MU:Re8.1.1

With limited guidance, identify expressive qualities that show creators' intent.

### ART

VA:Re8.1.1a

Interpret art by categorizing subject matter and characteristics of form.

TEACHER(S):

DURATION: (1) 30-45 minute class

### 21st CENTURY SKILLS:

- Critical Thinking
- Creative Thinking
- Collaborating
- Initiative
- Communicating
- Media Literacy
- Informational Literacy
- Tech Literacy
- Flexibility
- Social Skills
- Leadership
- Productivity

### ESSENTIAL QUESTION

How do we use rhythm?

### LESSON SEQUENCE

**Step 1:** Listen to the piece Rite of Spring from Stravinsky and ask students to move however they feel based on the music. When finished, ask them to describe how the music made them feel and how it felt when they were moving.

**Step 2:** View sample works from Jackson Pollock and Vincent Van Gogh. Ask students what they see. How would they move to each of these paintings? What kind of music would be playing for each of these paintings?

**Step 3:** Describe that music and art both have something in common: rhythm. Rhythm has a bit of pattern and repetition. In art, you can see that in how an artist uses line, color or techniques. In music, it's the regular or irregular pulses. Listen to the Rite of Spring again and see if students can find the pulse of the music - tap it on their bodies or the floor. This is the beat. Then, have students tap every time they hear a note - this is the rhythm.

**Step 4:** Create a rhythm board for various pieces of music. Split a piece of heavy construction paper into 4 segments using tape. Load up a [music playlist](#) and have students paint one of their boxes based on the music that is playing. Change the music and have students fill in another box. They can select different brushes or colors, but have them try different lines or techniques in each box. Repeat until all boxes are filled.

### TEACHER NOTES:

### MATERIALS LIST:

- Rite of Spring music
- [Music Playlist](#)
- Images of artwork by Jackson Pollock and Vincent Van Gogh
- [White construction paper](#)
- [Tempera sticks](#)
- [Paint](#)
- [Paintbrushes](#)

### KEY VOCABULARY:

Rhythm  
Line  
Color  
Beat

### ASSESSMENT (Diagnostic):

#### Checklist

Look for student's current knowledge of the following:

- Observing a piece of art and a piece of music.
- Responding to different music using different art elements (line, color, etc)

# LIFE CYCLE THEATRE

TEACHER(S):

DURATION: (1) 30-45 minute class

## 21st CENTURY SKILLS:

- |   |   |   |                                     |
|---|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Collaborating          | <input type="checkbox"/> Initiative |
| <input checked="" type="checkbox"/> Communicating     | <input type="checkbox"/> Media Literacy               | <input type="checkbox"/> Informational Literacy |                                     |
| <input type="checkbox"/> Tech Literacy                | <input type="checkbox"/> Flexibility                  | <input type="checkbox"/> Social Skills          | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Productivity                 |   |   |                                     |

## ESSENTIAL QUESTION

Review the life cycle of a butterfly. Ask students to create a frozen motion that shows each stage of the butterfly's development.

## ENGAGEMENT

Have students select the best motion for each stage and, as a class, perform a mini lifecycle drama of a butterfly with one motion for each stage.

## LESSON SEQUENCE

**Step 1:** Provide students with the article, Metamorphosis: Nature's Ultimate Transformer, and have them silently read the selection.

**Step 2:** Ask students to provide some examples of animals that transform and what each stage looks like.

**Step 3:** Using the frog as an example, identify the 5 stages of metamorphosis (egg, embryo, tadpole, froglet, frog). Examine the features of each stage of transformation. 4. As a group, chart how those changes might impacts the frog's life, and what new or different sensations come with each change.

**Step 4:** Have students create a short story about one frog's journey from egg to frog, using the stages identified earlier and the chart for inspiration.

**Closing:** Assign each student a developmental role of the frog and ask them to think about what the frog is thinking and feeling at that point in their story. How might they show this (drama process: tracking) with their bodies, expressions, and voice in the story? Have each student practice with others assigned the same role.

## TEACHER NOTES

## MATERIALS LIST:

- Metamorphosis: Nature's Ultimate Transformer article for students to read
- Butterfly and frog life cycle posters
- Space for the performances

## ASSESSMENT:

Perform the Frog Life Cycle story with each student having a chance to express how he/she feels as the frog at different stages of development.

Students should be encouraged to use their bodies, expressions and voices while demonstrating the unique elements of transformation.

## EXTENSION:

Provide students with a chance to create a "super" frog that could better survive in each stage of development.

# ART ON A BUDGET

TEACHER(S):

DURATION: (2) 40-minute art classes

**21st CENTURY SKILLS:**

- Critical Thinking     Creative Thinking     Collaborating     Initiative
- Communicating     Media Literacy     Informational Literacy
- Tech Literacy     Flexibility     Social Skills     Leadership
- Productivity

**? ESSENTIAL QUESTION**

How does keeping track of money when creating an art piece alter your ideas? How can you use different coins to pay for items?

**☰ LESSON SEQUENCE**

**Step 1:** Provide direct instruction/review of money values and making change.

**Step 2:** Look at various artworks that have sold for varying amounts of money - large and small. Ask students to look at the artwork like an art investor, a homeowner, a museum curator and ask what they would pay for each piece of artwork based on their assigned role.

**Step 3:** Then, create a piece of artwork with a specific BUYER in mind.

**Step 4:** Pitch the completed piece to the "buyers" in the classroom.

**Step 5:** Buyers each have a certain amount of money from their organizations to spend. Pick a piece or pieces based on the perceived value and how much money

**👤 TEACHER NOTES**

**MATERIALS LIST:**

- Play money (can be paper)
- Dollar bills
- Quarters
- Dimes
- Nickels
- Pennies
- Menu (how much each art element cost)
- Rubric indicating artwork criteria

**KEY VOCABULARY:**

- cost
- dollar
- quarter
- nickle
- dimes
- penny
- line
- shape
- color

**ASSESSMENT:**

**FORMATIVE**

Students will pair review before meeting with the bank.

# MUSICAL ENGINEERS

GRADES K-1

ENGINEERING  
K-2-ETS1-2.

MUSIC  
MU:Cr2.1.PKa.

TEACHER(S):

DURATION: (1) 30-45 minute class

## 21st CENTURY SKILLS:

- |   |   |   |                                     |
|---|---|---|-------------------------------------|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Collaborating          | <input type="checkbox"/> Initiative |
| <input checked="" type="checkbox"/> Communicating     | <input type="checkbox"/> Media Literacy               | <input type="checkbox"/> Informational Literacy |                                     |
| <input type="checkbox"/> Tech Literacy                | <input type="checkbox"/> Flexibility                  | <input type="checkbox"/> Social Skills          | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Productivity                 |   |   |                                     |

## ? ESSENTIAL QUESTION

How do we make design decisions?

## ☰ ENGAGEMENT

Provide an observation area with old musical instrument parts, pieces or recycled materials. Invite students to the observation carpet/table. Ask them to look through all of the objects. What do they see, feel, hear when they pick up each object?

## ☰ TRANSITION

Ask students what they think these items are from. Take as many ideas as they share. Then, explain that these items are actually broken instruments. Ask: what problem do we now have?

Share that engineers identify problems and then seek out new ways to solve that problem. Today, the students will each become a musical engineer.

**Ask:** Musical engineers, what could we possibly do with these items to solve the problem(s) we listed?

## ☰ LESSON SEQUENCE

**Step 1:** Divide students into musical engineering teams. Each team will create a new instrument out of the materials found on the observation table. Each team can choose between 5-10 objects to create their instrument.

**Step 2:** Each team should think about what sound they want the instrument to make and how it should be played. They can draw their ideas and then begin to build their instrument using their selected objects. They can ONLY use the objects found on the observation table.

**Step 3:** Each team can test out their musical instrument to see if it matches what they were looking to create (how it sounds and how it should be played). If adjustments are needed, make them in this stage. Teacher can provide feedback to each team.

**Step 4:** Teams present their finished instruments to the class and then all play their instruments together.

## 👤 TEACHER NOTES

## MATERIALS LIST:

- At least 30-50 recycled or broken instrument pieces (ie: old orff instruments, bell clappers, tissue rolls, bolts, clips, etc)
- Sketch paper and pencils.

## ASSESSMENT (Diagnostic):

### Rubric



Instrument shows intentional design choices

Students explain how the instrument solves the problem



Instrument shows some design choices

Students explain how the instrument is created



Instrument shows little/no design choices

Students cannot explain their process for creation

# Wilmington School of the Arts

John Westberg, Executive Director

www.wilmingtonschoolofthearts.com

First Quarter . . . . . 10/29  
 Second Quarter . . . . . 1/15  
 Third Quarter . . . . . 4/2  
 Fourth Quarter . . . . . 6/9

TOTAL HOURS: 1110

School Day: 8:00 a.m. - 3:15 p.m.

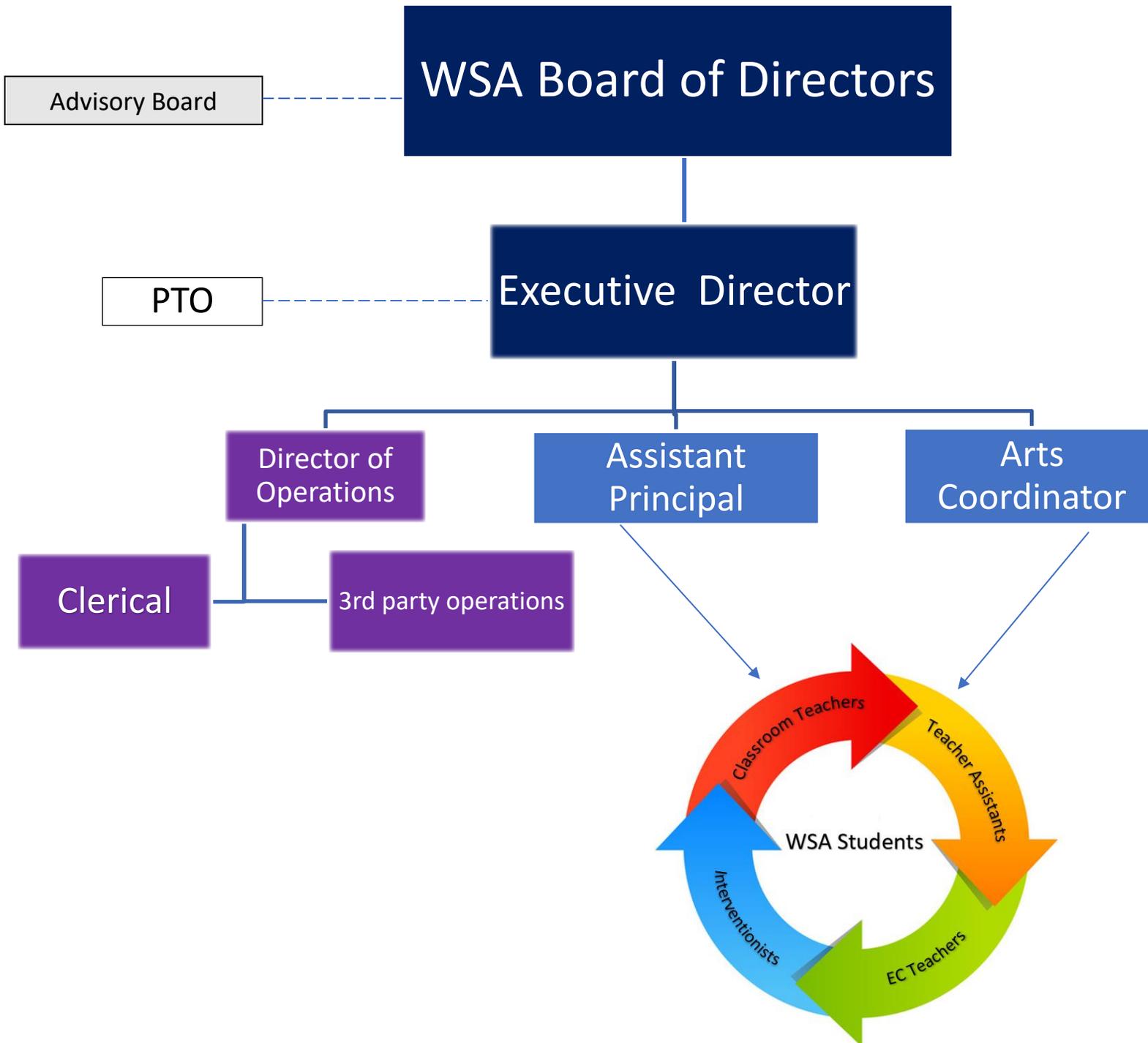
## CALENDAR LEGEND

- H** **Holiday (No School)**
- C** **Conference & Report Card Day (No school for students, parent conferences to be determined)**
- T** **Teacher Work Day (No school for students)**
- O** **Open House**
- Q** **End of Quarter**
- F** **First Day of School**
- L** **Last Day of School**
- P** **Progress Reports**

August 2019					# of Days
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	15	15	16	
19	20	21	22	23	5
26	27	28	29	30	10
September 2019					
H	3	4	5	6	14
9	10	11	12	13	19
16	17	18	19	20	24
23	24	25	26	27	29
30					30
October 2019					
	1	2	3	4	34
7	8	9	10	11	38
14	15	16	17	18	43
21	22	23	24	25	48
28	29	30	31		51
November 2019					
				1	52
4	5	6	7	8	57
H	12	13	14	15	61
18	19	20	21	22	66
25	26	H	H	H	68
December 2019					
2	3	4	5	6	73
9	10	11	12	13	78
16	17	18	19	20	83
H	H	H	H	H	
H	H				
			2	3	85
6	7	8	9	10	90
13	14	15	16	17	94
H	21	22	23	24	98
27	28	29	30	31	103
February 2020					
3	4	5	6	7	107
10	11	12	13	14	112
H	18	19	20	21	116
24	25	26	27	28	121
March 2020					
2	3	4	5	6	126
9	10	11	12	13	131
16	17	18	19	20	135
23	24	25	26	27	140
30	31				142
April 2020					
		1	2	3	145
6	7	8	9	H	149
H	H	H	H	H	
20	21	22	23	24	154
27	28	29	30		158
May 2020					
				1	159
4	5	6	7	8	164
11	12	13	14	15	169
18	19	20	21	22	174
H	26	27	28	29	178
June 2020					
1	2	3	4	5	183
8	9	10	11	12	185
14	16	17	18	19	
22	23	24	25	26	

Date		Events
AUGUST	1-16	Teacher Work Days
AUGUST	15	Open House
AUGUST	19	First Day of School
SEPTEMBER	2	Holiday (Labor Day)
OCTOBER	11	Staff Development
OCTOBER	29	End of 1 <sup>st</sup> Quarter
OCTOBER	30	Conf. & Report Cards
NOVEMBER	11	Holiday (Veterans Day)
NOVEMBER	20-22	Holiday (Thanksgiving Break)
DECEMBER	23-31	Holiday
JANUARY	1	Holiday (New Years)
JANUARY	20	Holiday (MLK Day)
JANUARY	15	Quarter
JANUARY	16	Conf & Report Card
JANUARY	28	100th Day of School
FEBRUARY	7	Staff Development
FEBRUARY	17	Holiday (President's Day)
MARCH	20	Staff Development
APRIL	2	End of 3 <sup>rd</sup> Quarter
APRIL	10-17	Holiday (Spring Break)
MAY	25	Holiday (Memorial Day)
JUNE	9	Last Day of School
	10-12	Teacher Work Days

Wilmington School of the Arts  
Appendix E: Organizational Chart



Wilmington School of the Arts  
Appendix G: Bylaws

**Wilmington School of the Arts**

ARTICLE I  
Organization

Section 1. Name. The Corporation's name shall be Wilmington School of the Arts.

Section 2. Principal Office. The corporation's principal office shall be located at 1911 Perry Avenue, Wilmington, NC 28403. The Board of Directors may change the principal office from time to time.

Section 3. Registered Office. The registered office of the Corporation required by law to be maintained in the State of North Carolina may be, but need not be, identical with the principal office.

Section 4. Fiscal Year. The fiscal year of the corporation shall begin on July 1 and end on the following June 30.

ARTICLE II  
Purpose

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

ARTICLE III  
Members

Section 1. Members. The organization shall have no members.

ARTICLE IV  
Board of Directors

Section 1. General Powers. The business of the corporation shall be conducted by a Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these bylaws, all of the power of the Corporation shall be vested in the Board of Directors. The Board may delegate part of the management functions to an Executive Committee established by the Board pursuant to these Bylaws. Members of the Board shall serve without pay. The Board shall have the power to make and amend rules and regulations pertaining to the operation of the Corporation, and shall have the responsibility for the entire management of the affairs of the Corporation, except as may be otherwise provided in the Bylaws.

Section 2. Number. The number of the directors shall be a minimum of 7 and a maximum of 11 members. The actual number of directors shall be determined by the Board of Directors and may be changed only by a 60% vote of the Board of Directors at any duly held meeting.

Section 3. Terms. The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in June of 2019. After the founding terms, the terms of the directors shall be 3 years, with no director serving for more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director's terms will expire in any one year.

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

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

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

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

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

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

ARTICLE V  
Meetings

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

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

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

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

Section 5. Quorum. A quorum for conducting business of the Board of Directors shall consist of a majority of the directors then serving.

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

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

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

ARTICLE VI  
Executive Committee and Other Committees

Section 1. Creation. The Board by resolution may designate two (2) or more Directors to constitute an Executive Committee, which Committee, to the extent provided in such resolution, shall have and may exercise all of the authority of the Board in the management of the Corporation, except that the Executive Committee shall not have any authority to alter or amend the Bylaws.

Section 2. Vacancy. Any vacancy occurring in the Executive Committee shall be filled by the Directors at a regular or special meeting of the Board.

Section 3. Removal. Any member of the Executive Committee may be removed at any time with or without cause by the Board.

Section 4. Minutes. The Executive Committee shall keep regular minutes of its proceedings and report the same to the Board when required.

Section 5. Responsibility of Directors. The designation of an Executive Committee and the delegation thereto of authority shall not operate to relieve the Board, or any member thereof, of any responsibility or liability imposed upon it or him by law. If action taken by the Executive Committee is not thereafter formally considered by the Board, a Director may dissent from such action by filing his written objection with the Secretary with reasonable promptness after learning of such action.

Section 6. Standing and Other Committees. Standing committees will be Governance, Finance, and Personnel. Other ad hoc committees will be established at the discretion of the Board of Directors by a resolution adopted by a majority of the members present at a meeting at which a quorum is present. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 7. Term of Office. Each member of a committee shall continue as such until resignation or removal with or without cause by the Board, or until such member shall cease to qualify as a member thereof.

Section 8. Chair. One member of each committee shall be appointed chair by the person or persons authorized to appoint the members thereof.

Section 9. Vacancies. Vacancies in the membership of any committee may be filled by appointment made in the same manner as provided in the case of the original appointments.

Section 10. Quorum. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 11. Rules. Each committee may adopt rules for its own governance not inconsistent with these Bylaws or with rules adopted by the Board.

Section 12. Advisory Board. The Board, by resolution adopted by a majority of the number of Directors then in office, may create an Advisory Board, including a Start-Up Advisory Board for the Corporation. Such Advisory Board, to the extent provided in such resolution, may advise and provide assistance to the Board regarding the management

of the Corporation. The Board may designate and appoint members of any such Advisory Board for such term as the Board may specify in its discretion. The Board may dissolve any such Advisory Board at any time in its discretion.

## ARTICLE VII Officers

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

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

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

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

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

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

Section 7. Vice-Chair. In the absence of the chair or in the event of his death, inability, or refusal to act, the vice-chairs shall perform the duties of the chair, and when so acting shall have all of the powers of and be subject to all the restrictions of the chair. The vice-chair shall perform such other duties as from time to time may be assigned to him by the Board of Directors.

Section 8. Secretary. The secretary shall keep the minutes of the meetings of the Board of Directors in books designated for that purpose. He shall see that all notices of meetings of the directors are duly given in accordance with these Bylaws and the North Carolina open meetings laws. He shall have charge of the books, records, and papers of

the Corporation. He shall perform all duties incident to the office of secretary and such other duties that from time to time may be assigned to him by the Board of Directors.

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

#### ARTICLE VIII

##### Contracts, Loans, Checks, and Deposits

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

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

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

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

Section 5. Gifts. The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

#### ARTICLE IX

##### Indemnification

Section 1. Indemnification. The corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative,

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

ARTICLE X  
Non-Discrimination Policy

It is the policy of the Corporation not to discriminate on the basis of race, color, religious creed, national origin, ancestry, gender, sexual orientation, disability or handicap. No person shall, on the basis of race, color, national origin, ancestry, gender, sexual orientation, disability, or handicap be denied equal access or admission to School programs, courses, extracurricular activities and employment opportunities. In addition, under section 504 of the federal Rehabilitation Act of 1973, no otherwise qualified individual, shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity at the School.

ARTICLE XI  
Amendments

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



# 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

### WILMINGTON SCHOOL OF THE ARTS

the original of which was filed in this office on the 30th day of August, 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 30th day of August, 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: Wilmington School of the Arts

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: John D. Westberg

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

Number and Street: 1911 Perry Ave.

City: Wilmington State: NC Zip Code: 28403 County: New Hanover

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>John D. Westberg</u>	<u>1911 Perry Ave. Wilmington, NC 28403</u>
<u>W. E. Goodall</u>	<u>2132 Greenbrook Pkwy. Weddington, NC 28104</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.  
*See Attached Pages*

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

Principal Office Telephone Number: 910-540-6506

Number and Street: 1911 Perry Ave.

City: Wilmington State: NC Zip Code: 28403 County: New Hanover

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)

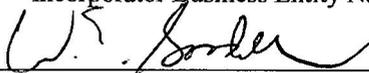
Name	Address	Title

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 23 day of August, 2017.

\_\_\_\_\_  
 Incorporator Business Entity Name  
  
 \_\_\_\_\_  
 Signature of Incorporator  
 W. E. Goodall, Incorporator  
 \_\_\_\_\_  
 Type or print Incorporator's name and title, if any

NOTES:

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

Wilmington School of the Arts

**Purpose of Corporation**

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

religious,

charitable,

educational,

testing for public safety,

scientific,

literary,

fostering national or international amateur sports competition, and/or

prevention of cruelty to children or animals,

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

**Prohibited Activities**

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

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

### **Distributions Upon Dissolution**

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

# INSURANCE PEOPLE

Below are the estimated annual premiums: **Wilmington School of the Arts**

**Property Premium Estimate** **\$525**

Contents	\$350,000
Deductible	\$1,000
Form	Special
Equipment Breakdown	Included

**General Liability Premium Estimate** **\$1,445**

<b>Rating Basis:</b>	Students	240
	Faculty	26

**Limits:**

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

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

**Premium Estimate** **\$3,057**

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

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

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

# INSURANCE PEOPLE

<b>Fidelity Bond Estimate</b>		<b>\$332</b>
Limit	\$250,000	
<b>Auto Premium Estimate</b>		<b>\$181</b>
Hired & Non Owned Autos Only		
Limit of Liability	\$1,000,000	
<b>Head of Class Endorsement</b>		<b>\$82</b>
<b>Workers Compensation Premium Estimate</b>		<b>\$6,562</b>
Statutory State - NC		
Employers Liability	\$500/ \$500/ \$500	
Payroll Estimate	\$1,097,500	
<b>Umbrella Premium Estimate</b>		<b>\$2,387</b>
Limit of Liability	\$1,000,000	
<b>TOTAL ESTIMATED PREMIUM</b>		<b>\$14,571</b>
Student Accident Coverage		\$7.00/ student

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

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

09/11/2018

Wilmington School of the Arts  
Appendix O

Bibliography of Research

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# Wilmington School of the Arts

## Code of Conduct

### Mission:

Wilmington School of the Arts will inspire students to pursue excellence in academics and the arts by awakening and nurturing the creative spirit within each and every child.

### Core Values:

- **Passion** - In order to be successful in academics and the arts, students and the school community must show passion and excitement for the hard work of growth and creativity. Inspiring the passion for creating in each student, and exploring how that passion can enhance their academic potential and their lives is one of the highest values of the WSA.
- **Perseverance** - Academic excellence and creative endeavors both require perseverance. Students and the school community will embody the continued improvement through hard work and problem solving.
- **Ownership** - WSA firmly believes that we are the owners of our actions and our products. Students and the school community will exhibit this ownership by taking responsibility for our choices and actions and in the production and creation of our art.
- **Bravery** - Academics and the Arts both require students and the school community to exhibit the ability to face difficulty and potential fears with solutions and bravery. Creating work and performances which will be viewed by others, including classmates, the school community, and the public will all test and grow a student's bravery in facing new situations and opportunities.
- **Community** - At the heart of all values is the value of community. Every aspect of what we do on a daily basis will live with the health and success of our community at the heart, including how we represent the community and how we build relationships and maintain the safe environment necessary to learn and create.

### Wilmington School of the Arts Commitment to Diversity and Human Rights

Wilmington School of the Arts is a community that values diverse people and experiences. Because of this, WSA believes that respect for all people, no matter background or identity, is one of the core pillars of a successful educational and creative environment. According to state and federal law, it is unlawful to discriminate according to race, gender or gender identity, ethnicity, age, sexual orientation, and handicap. WSA believes it is not only unlawful, but also against the core values of the school, so it is therefore the responsibility of every member of the WSA community to uphold the humanity of everyone in our community.

### Non-Negotiable Expectations for Wilmington School of the Arts Students:

1. Adherence to the expectations outlined in the WSA Community Commitment

2. Living by the standards of the Core Values in all spaces in our school community, especially:
3. Additional non-negotiable expectations for our creative arts environment include:

**Wilmington School of the Arts Behavior Expectations**

<b>Values</b>	<b>Description</b>	<b>What it Looks Like:</b>
<b>Passion</b>	Students will exhibit a passion for academics and creative endeavors, approaching each new experience and classroom setting with an open mind and a willingness to learn and grow.	<ul style="list-style-type: none"> <li>● Students actively participate in all lessons and speak using a loud and proud voice.</li> <li>● Student will ask questions and display a desire to deepen their understanding of academics and the arts.</li> </ul>
<b>Perseverance</b>	Students will display the traits of successful learners and creators by using problem solving skills to face new problems and setbacks.	<ul style="list-style-type: none"> <li>● Students will look for solutions to problems using feedback and guidance.</li> <li>● Students will be open to the criticism and feedback of their teachers and peers.</li> </ul>
<b>Ownership</b>	Students will take ownership of their actions and their school community.	<ul style="list-style-type: none"> <li>● Students complete all of their classwork and homework to the best of their abilities.</li> <li>● Students keep the school environment clean.</li> <li>● Students follow all school rules and take responsibility for their actions.</li> <li>● Students acknowledge their work is their own and do not use other's ideas without giving credit.</li> </ul>
<b>Bravery</b>	Students will exhibit the skills of facing fears and difficult situations by being prepared and practiced.	<ul style="list-style-type: none"> <li>● Students will use all opportunities to practice their work to build the skills of strong performance in both academics and the arts.</li> </ul>
<b>Community</b>	Students will uphold the safe and welcoming environment necessary to create a learning and creative community.	<ul style="list-style-type: none"> <li>● Students treat everyone in the school community with respect.</li> <li>● Students will exhibit the attributes of patrons of the arts.</li> </ul>

## Wilmington School of the Arts Positive Reinforcement

Wilmington School of the Arts uses a school-wide system to recognize students who uphold the Community Commitment and Core Values. These recognitions may include:

- Public celebration
- Awards/Certificates
- Special Trips
- School Currency
- Student of the Month

## Wilmington School of the Arts Behavior Interventions

Wilmington School of the Arts knows that classroom time is sacred. We work to maintain and uphold a safe and supportive learning environment for all students. Behaviors which take away from a positive learning and creative environment will be addressed with a focus on limiting classroom disruptions and missed instructional time for students.

If a student fails to uphold the expectations of the Community Commitment and the Core Values, they will be subject to a scale of behavioral interventions. All minor infractions will be handled by the classroom teacher with a focus on positive reinforcement of school expectations and values.

Some possible teacher interventions may include, but are not limited to:

- Warning
- Student-led behavior conference
- Behavior contract
- Parent-Teacher conference
- Additional assignments to be completed at home and/or at school
- Detention after school
- Mandatory homework study hall after school
- Loss of earned incentives and school trips

Students who struggle to meet the expectations of the school community in one or more areas of behavior will be referred to the MTSS team for behavioral interventions and modifications.

Serious infractions or continued violation of the Community Commitment and Core Values would result to a referral to the school administrator which could result in in-school suspension, short or long-term suspension, or expulsion.

- **In-School Suspension:** removal of a student from class for disciplinary reasons and placed in the supervision of another member of staff. ISS can range from a class period to three days.
- **Short-Term Suspension:** removal of a student from school for disciplinary reasons for a period of five (5) or fewer days.

- **Long-Term Suspension:**removal of a student from school for disciplinary reasons for a period of more than five (5) days.
- **Expulsion:** permanent removal of a student from school for disciplinary reasons.

#### **Short- Term and Long -Term Suspension:**

The school administrator may choose to suspend a student for periods of up to ten school days for violation of the WSA Code of Conduct. The first day of any suspension will occur on the day following the decision to suspend, unless immediate suspension is necessary to avoid disruption to the school.

In all cases of short-term suspension, the parent will be notified in writing that the student has been suspended from school. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension, and shall offer the opportunity for an immediate informal conference with the Principal and provided the reason for the short-term suspension.

Any student suspended for a short-term shall be permitted to make up class assignments, homework, special projects and tests. Students will be given a due date for assignments to receive credit for completed work.

#### **Long-Term Suspension and Expulsion**

A student who has committed any of the infractions listed below shall be subject minimally to a long-term suspension, as determined by the Director. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, to referral to law enforcement authorities, and/or to expulsion.

Causes of long-term suspension and expulsion include but are not limited to an individual's conduct, including collaboration in or encouragement of the following:

- Possession of a dangerous or illegal weapon on school premises
- Possession of controlled substances on school premises and engaging others, including self, in the distribution or sale of controlled substances
- Sexual misconduct
- Felonies and crimes of moral turpitude
- Communicating or carrying out a threat of harm or intimidation
- Deliberate destruction of property
- Stealing
- Smoking, distribution or sale of drugs
- Soliciting students to enter sales not approved by administration
- Communicating weapons/bomb threats
- Engaging in aggressive physical contact; punching, shoving, kicking, biting, spitting on any member of the WSA community

In the case that the Director recommends a student for a suspension of more than 10 days, the Director will contact the student's parent by telephone and provide a written notification that includes:

- The dates for which the suspension is proposed
- Explanation of the alleged conduct and the school value it violates
- A description of the process by which the parent or guardian can request a hearing, including the number of days within which the hearing may be requested
- A description of the hearing process
- Notice that the student or parent or guardian may have a representative of choice, who may be an attorney
- Notice of the parent or guardian's right to review the student's educational records prior to the hearing

If a parent has concerns about behavior interventions assigned to his or her child, he or she may contact the Director to discuss the incident. If the concern is not resolved, the parent may address the matter in writing to the WSA Board of Directors.



January 3, 2018

To Whom It May Concern

I am writing on behalf and in support of the Wilmington School of the Arts being proposed for New Hanover County, I have been party to many discussions regarding the programming goals of this institution and believe that it would be a great benefit to the young people of this community. It is a logical addition to an already rich tradition of arts going back to the 18<sup>th</sup> century.

In 1858, Wilmington constructed the finest theatre in the State, Thalian Hall, which continues to serve a wide range of ages and demographics. As the Executive Director for the past 38 years, I extremely aware of how important the arts and arts education is to this community and their families. I to work with a number of arts education institutions in Wilmington, including Opera House Theatre Company which I helped to found, the Dreams School for Disadvantaged Children, Board member of The Dram Tree Shakespeare Company, founder of the Cube Theatre Company, and the Executive Producer of the Pied Piper Theatre program which annually brings every 1<sup>st</sup> and 2<sup>nd</sup> grade child in New Hanover County to Thalian Hall for a theatrical performance in this historic venue.

I believe the Wilmington School of the Arts will offer a strong education foundation and “hands on” learning that I have no doubt will not only enhance the opportunities that currently exist but will become central to the future growth of existing institutions. The curriculum is thematic based, offering the opportunity for an integrated study and relevance to the theme of the unit. In my essay on the History of Theatre in Wilmington in TIME, TALENT, AND TRADITION published in 1990, I went to great lengths to provide the context politically, economically, and socially that is so crucial to the understanding of how theatrical and musical performances developed in Wilmington and the nation. The arts are shaped by the society and the world in which they exist and I can think of no more interesting way to learn about the world than through the lens of the arts. That is the kind of institution that the Wilmington School of the Arts will be and the reason that I am offering my support and looking forward to develop a strong partnership between the Wilmington School of the Arts and historic Thalian Hall.

Sincerely,

D. Anthony Rivenbark  
Executive Director  
Thalian Hall Center for the Performing Arts, Inc.

310 Chestnut St. • Wilmington, NC • 28401 • PO Box 371 • Wilmington, NC • 28402  
910-632-2241 • www.thalianhall.org • Center Box Office: 910-632-2285/800-523-2820



Samantha Bunge, DC  
6119 Tarin Road  
Wilmington, NC 28409  
1/2/2018

To whom it may concern:

I am writing on behalf of the Wilmington School of the Arts, a charter school being proposed in Wilmington/New Hanover County. A curriculum created around a strong foundation in arts is lacking in public school and most other charter schools, who lack funding, resources and emphasis on creative arts and focus more on academic performance. This is to the detriment of the student experience, and I strongly believe that a program with strong creative presence is necessary to achieve a well-rounded education and childhood experience, and to cultivate more interest in learning, exploration and innovation.

I am a recent transplant to Wilmington, am a small business owner of a pediatric office and have a family that includes five children. My children are districted for Bellamy elementary, but after a short trial and much consideration we chose to elect to apply for lottery schools, both public and charter. They were fortunate enough to receive a spot at Codington Elementary, and for that we were grateful, but even at our current school there is a deficit in creative arts and any form of self-directed curriculum. I know after leaving a Montessori school behind in Atlanta, my boys have shown much less interest and stamina in the current school setting and this is mostly due to the lack of attention on personal strengths and creative learning.

Families in all demographics would benefit from this type of school setting, as the children participating in these types of programs move on into adulthood to create new ways of thinking, doing and being. They are the outside the box thinkers, innovators and humanists that we are not seeing as many of coming out of the traditional curriculum schools.

Wilmington and surrounding is growing very quickly, and we are in a position where more resources are always welcome and necessary to keep up with the influx of new residents by creating new businesses/educational facilities/etc. What better way to keep the culture and diversity rich as this city transitions and transforms than to offer its littlest residents a new way of learning, thinking and enjoying their education.

I urge you to heavily consider, and approve, this fantastic proposal for the new charter school and allow Wilmington's children a chance to show how beneficial and needed this opportunity is.

I am looking forward to your response!

Sincerely,

Samantha Bunge, DC

914 South Kerr Avenue  
Suite D  
Wilmington, NC 28403

Phone: (910)769-2338  
Fax: (910)769-2340

Email: [yourkidschiro@gmail.com](mailto:yourkidschiro@gmail.com)  
Web: [www.familytreechiropractic.net](http://www.familytreechiropractic.net)

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Appendix P:

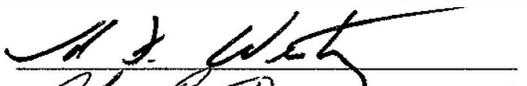
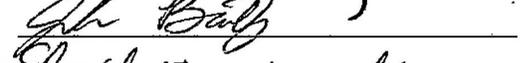
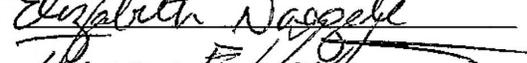
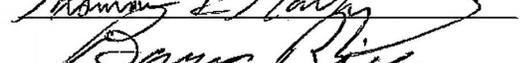
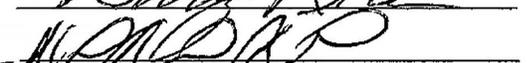
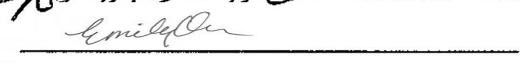
**Charter School Required Signature Certification**

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

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

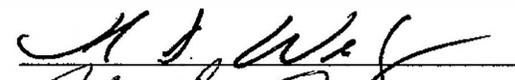
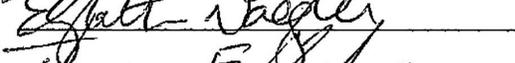
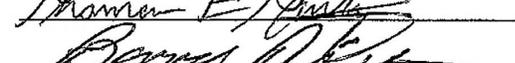
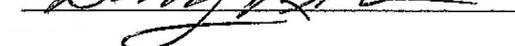
- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

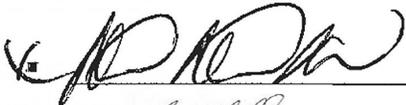
- Name of the Selected Board Attorney: A. David Ervin, Wilmington Law Group
- Date of Review: July 29th, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):

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

- Name of the Selected Board Auditor: Potter and Company
- Date of Review: August 9, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):

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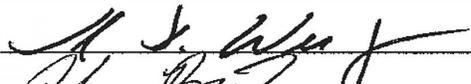
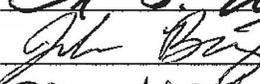
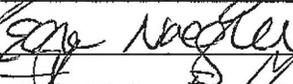
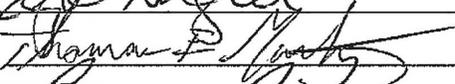
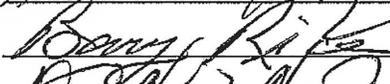
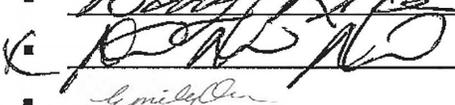
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❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.

- Name of the Contact for Selected EMO/CMO: N/A
- Date of Review: N/A

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

- Name of the Contact: Marianne Levigne
- Name of the Selected Financial Service Provider: LB & A Haynes Strand, PLLC
- Date of Review: August 25th, 2018
- Signature of Board Members Present (Add Signature Lines as Needed):

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

- Name of the Contact: N/A
- Name of the Selected PowerSchool Service Provider: WSA will hire its own Data Manager/PowerSchool Manager

**Certification**

I, Barry Rice, 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 Wilmington School of the Arts is true and correct in every respect.

Barry Rice  
Signature

9 SEPT 18  
Date